

McGill University is located on land that has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. McGill honours, recognizes, and respects these nations as the traditional stewards of the lands and waters on which we meet today. You can learn more about the traditional territories of Indigenous peoples here: <https://native-land.ca/>.

FSCI 198

Climate Crisis and Climate Actions

Fall 2022

Generally, our course will meet twice a week: 1) for a synchronous Zoom lecture with students, instructors, teaching assistants, and guests and 2) for an in-person workshop led by your teaching assistants.

Lectures: Mondays from September 12th to December 5th from 10:35 a.m. until 12:25 p.m. on Zoom.

We're the people who will be leading the lectures:

Diane Dechief (pronounced deCHEF) (she/her) diane.dechief@mcgill.ca
Julia Freeman (she/her) julia.freeman@mcgill.ca
Natalya Gomez (she/her) natalya.gomez@mcgill.ca
Jennifer Sunday (she/her) jennifer.freeman@mcgill.ca
Rebeca Esquivel (she/her) rebeca.esquivel@mcgill.ca
Kevin Deer
Chris Ragan

Workshops: Be sure to enrol in a workshop section. These are scheduled for 85 minutes once a week. A maximum of fifteen students can enrol in each section. **We're the people who will be leading the workshops:**

Mondays 4:05 pm-5:25 pm STBIO S2/2 (002)

Juliann (she/her) juliann.wray@mcgill.ca
Waqas (he/him) waqas.raza@mcgill.ca

Mondays 5:35 pm-06:55 pm STBIO S2/2 (003)

Heather (she/her) heather.rogers2@mcgill.ca
Andrew (he/him) andrew.hills@mcgill.ca

Tuesdays 8:35 am-9:55 am STBIO S2/2 (004)

Annabelle (she/her) annabelle.couture-guillet@mcgill.ca
Sarah (she/her) sarah.badr@mail.mcgill.ca

Tuesdays 4:05 pm-5:25 pm STBIO N5/1 (005)

Katia (she/her) katia.forgues@mcgill.ca
Martin (he/him) martin.giraldo@mail.mcgill.ca

Mondays 12:35 pm-01:55 pm STBIO S2/2 (015)

Josh (he/him) joshua.medicoff@mail.mcgill.ca
Natalia (she/her) natalia.lopezlugo@mcgill.ca

Wednesdays 10:05 am-11:25 am STBIO S2/2 (018)

Cassandra (she/her) cassandra.pozzobon@mail.mcgill.ca
Emilienne (she/her) emilienne.hamel@mcgill.ca

Course Description and Objectives: Welcome to the inaugural run of FSCI 198! We're excited to see you here.

Many of us feel deeply concerned about climate change and the impact it has and will continue to have on our own lives and the lives of people around the world. In FSCI 198, we will hear and learn from people with a wide range of knowledge and experiences of the climate crisis. This includes multiple ways of knowing—from data-rich science to quantitative climate and socio-economic models to Indigenous knowledge.

In the first half of the course, we will examine the fundamentals of the climate change problem and develop skills to critically assess climate information published in academic journals and public media. In the second half of the course, we will focus on current climate actions and potential solutions, and we will gain skills to engage in personal and collective climate action. These skills include critical reading and thinking, cross-disciplinary dialogue, reflection, teamwork, and collaboration with peers.

Our goal is that by the end of the term, you will be able to:

- Access and interpret research and evidence from varied disciplinary and cultural perspectives.
- Explain the mechanisms of processes that contribute to climate change and the scope of their impact on the earth system.
- Examine the possibilities and impacts of adaptation and mitigation strategies, involving both technological and socio-political approaches.
- Recognize the impacts and inequities faced by various populations, ecosystems, and geographies due to the climate crisis.
- Analyze how climate change is communicated and framed in academic texts and popular media.
- Reflect on your past experiences, emotions, and future trajectories in relation to climate change.
- Create an engaged response to climate change by collaborating with peers across disciplines to imagine a collective future that is sustainable.

Major assignments include 1) a summary of an academic article, 2) an interview with someone who has experienced climate change differently than you or who is a Knowledge Keeper, researcher, artist, or industry or policy specialist, 3) a team plan for action, and 4) a presentation of that plan.

Course texts: Weekly materials including podcasts, videos, news and magazine articles, book chapters, and academic journal articles will be posted on myCourses. These materials are varied and will serve as theory, instruction, and examples. Examples include excerpts from or videos related to Katherine Hayhoe's *Saving Us: A Climate Scientist's Case for Hope and Healing in a Divided World*, Robin Wall Kimmerer's *Braiding Sweetgrass*, and a summary of the most recent Intergovernmental Panel on Climate Change (IPCC) report.

Assignment	Value	Due Date	Return Date
Engagement including reflective journaling	20%	Ongoing	Feedback throughout
Summary of an article 10% and interpretation of the article 10%	20% total	Summary + Interpretation: October 17	1 week later
Spotlight interview (team)	20%	Oct. 31	1 week later
Proposal for action plan	5%	Nov. 7	1 week later
Team action plan	20%	Dec. 5	2 weeks later
Presentation	15%	Dec. 5	1 week later

Engagement activities including journaling 20%

Each week, there will be one required engagement activity. Generally, following each lecture, we will each answer the question, “What do you respond to physically, emotionally, spiritually, intellectually?” and then discuss our responses during the workshops. Some weeks there may be an output from a group activity (e.g., a summary or feedback) or a small individual activity to help you reflect, prepare, or scaffold your learning for the larger assignments. Guidelines will be provided in class and shared on myCourses. These activities will be marked for completion and altogether will comprise 20% of your mark.

Summary of a journal article (300-500 words) 10%

Why? The standard way that research findings are shared is through academic journal articles that include key findings, their significance, and the methods used in the research. We’ll look closely at journal articles that share key findings about climate-related research and then write a short summary of an article.

How? Select an article from a list of articles provided to you. Follow guidelines provided in workshops in order to read the paper and draft your summary. Discuss process in class and receive feedback from peers. Submit edited version to be marked.

Interpretation of a journal article for a specific audience (300-500 words) 10%

Why? Academic journal articles are usually written for an audience of researchers in a specific field. In order for non-specialists to understand the findings shared in academic articles, they need to be communicated for a general audience. For this assignment, you’ll have an opportunity to re-write a summary of an academic article for a specific, non-specialist audience.

How? Work from the summary of an academic article created in the previous assignment and, following instructions provided in workshops, re-write the summary, without jargon, for a specific non-specialist audience.

Spotlight Interview 20% (750 words)

Why? It’s important for us to hear from people who are affected by the climate crisis or who hold knowledge or conduct research related to it.

How? Work in small groups (of 2 or 3) to interview someone with specialized climate knowledge (from a provided list), then write key insights from your interview and, after the person you interview has reviewed the interview, share it with the rest of the class so we can all learn from the person you interviewed.

Plan for Action (Team Project) Total 35% (proposal 5%, written plan 20%, presentation 15%)

Why? A key goal of this course is for each of us to consider our actions in relation to the climate crisis. This assignment encourages groups of students (up to 4) to work together to create a plan for a climate action (e.g. an application to McGill’s Sustainability Project Fund).

How? After hearing about existing and potential actions, we will form teams and collaborate to create a plan. Your plan for action includes three parts: an initial proposal to help your team choose an action, a longer written plan, and a group presentation of the plan to your peers.

Requirements, Policies, and Procedures:

- **Completing engagement activities is a must for success in this course—these are low stakes activities that are marked for completion. Details are in the Engagement folder on myCourses.**
- **Assignment Submission:** All assignments must be submitted, on their due date, to the correct folder on myCourses. Accordingly, assignments submitted via e-mail or in any other medium will not be accepted unless we have given prior written permission.
- **Format:** Unless otherwise stated, all assignments should be submitted double-spaced, in Times New Roman 12-point font, left-aligned, with page numbers in the bottom right corner of every page.

- **Consequences of Late Submission:** Late work (i.e., work not submitted by the deadline in the appropriate format) will be penalized by 2% per day, including weekends. If you know that it will be difficult to meet one of the deadlines that is set out in the syllabus, please write to both of your instructors in advance. Exceptions that have already been determined to be acceptable include documented medical, family, and personal emergencies and observance of holy days. Students planning to observe holy days should notify the instructor by email **at the beginning of the course**. Holy days that are already acknowledged at McGill are listed here: <https://www.mcgill.ca/importantdates/holy-days-0>.
- **This course is administered via myCourses.** Students are advised to check myCourses on a daily basis. Failure to do so may result in your missing important information. **Neither absence from class nor failure to check myCourses is an acceptable excuse for being unaware of important course-related information.**
- **Recording class activities:** Students may not record any class proceedings or collect any electronic data (including photos and videos) from class activities without the express consent of the instructors.
- **Instructor generated course materials** (e.g., handouts, notes, summaries, test questions, recorded lectures, etc.) are **protected by law** and may not be copied or distributed in any form or in any medium without the explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

Course Schedule—updates will be posted as a MyCourses Announcement

Week	Lecture Date	Lecture (2 hours)	Workshop (85 minutes)	Due dates	Readings
1	Sept. 12 (Sept. 13 is add/drop)	How do we understand the climate crisis? -Introduce teaching team and syllabus -Words of welcome: Kevin Deer -Guest: Ken Dryden	Introductions of course and peers River of experience activity		Video: featuring Katherine Hayhoe speaking about her recent book <i>Saving Ourselves</i> (24 min) https://youtu.be/4d2Vr u0coF8
2	Sept. 19	Anthropogenic climate change – what is it? A close look at the IPCC AR6 report and human contributions to global warming (Jenn Sunday, Julia Freeman, Natalya Gomez) Reflective journaling (Diane Dechief)	Introduction to 4-directions reflection How to read a journal article + summary assignment		Video: 2022 IPCC WG2 report https://www.youtube.com/watch?v=SDRxfuEvqGg (13m45s) [this is a bit depressing with possible trigger images]
3	Sept. 26	How are we all interconnected? (Kevin Deer) Genres of climate communication (Diane Dechief)	Constructive peer feedback of summary Discuss general audience needs		Video: From one island to another https://350.org/rise-from-one-island-to-another/ (6m30s)

4	Oct. 3	Monday lecture and Monday and Tuesday workshops cancelled for provincial election vote Wednesday workshops still meet.	Wednesday workshop only: Constructive feedback on interpretation of summary + begin talking about interview assignment		Video: A Scientist's Life in 99 seconds https://youtu.be/9PbGOkR3GTI (2 min)
5	Oct. 10 is a holiday. October 11 and 12 are off for Fall Reading Week Monday make-up date is Thursday, Oct. 13, Tuesday make-up day is Friday	How does climate change impact the Earth system? How do we understand the Earth system and climate change from a natural sciences lens? (Natalya Gomez) How does climate change impact life? Biotic responses from physiology to range shifts to people. (Jenn Sunday)	Monday and Tuesday workshops are on Thursday and Friday. No Wednesday workshop. Constructive feedback on interpretation of summary + begin talking about interview assignment	Due: Brief summary of an article + interpretation of an article summary for a broad audience.	IPCC Sea Level Projection Tool: https://sealevel.nasa.gov/data_tools/17 Podcast: What on Earth with Laura Lynch CBC— Nature on the move https://www.cbc.ca/listen/live-radio/1-429-what-on-earth/clip/15788913-nature-move (27min) Related article: https://www.cbc.ca/radio/whatearth/how-climate-change-is-leading-to-a-redistribution-of-life-on-earth-1.5661871
6	Oct. 17	How does climate change impact the interactions between people, ecosystems and the Earth system? (Catherine Potvin) What are the knowns and unknowns of climate change for agriculture and food systems? (Graham MacDonald)	Spotlight interview planning, practice, feedback		To be added
7	Oct. 24	What are the roots of the climate crisis and risks to	Peer feedback on interview assignments		Wade Davis video on the "ethnosphere" https://youtu.be/FNxJSLv0TO (22m27s)

		the ethnosphere? (Julia Freeman)			Excerpt from Introduction: The earliest frontiers, frontiers and cheapness p.14-20 from <i>A History of the World in Seven Cheap things</i>
8	Oct. 31	What are McGill graduates doing about the climate crisis? Local climate and sustainability research and action Visit from Office of Sustainability regarding the sustainability fund	Planning for action Begin team meetings	Due: team interview	“How to save a planet podcast” episode discussing carbon footprint, individual action, empowering: https://gimletmedia.com/shows/howtosaveaplanet/llh8gxcg/is-your-carbon-footprint-bs (43 min) Audrey Carleton on “Cloud Seeding” https://www.youtube.com/watch?v=GQs7dtKdycl
9	Nov. 7	Why is addressing the climate crisis so difficult? (Chris Ragan) Library workshop (Andrea Miller-Nesbitt)	Working collaboratively + team meeting	Due: Action plan proposal	Canada’s Ecofiscal Commission. <i>The Way Forward: A Practical Approach to Reducing Canada’s Greenhouse Gas Emissions.</i> (2015).
10	Nov. 14	What are policy approaches to climate action? (Chris Ragan)	Team meeting		Canada’s Ecofiscal Commission. <i>10 Myths about carbon pricing in Canada.</i> (2019).
11	Nov. 21	What can be accomplished with community solar projects? (Kyle Kaswaski) How do the roots of the crisis and actions fit together? (Julia Freeman)	Team meeting		Jeff Gringnon and Robin Wall Kimmerer “Listening to the Forest” in <i>Wildness: relations of people and place</i> (2017)
12	Nov. 28	What does it mean to defend Indigenous land? (Youth panel)	Team meeting		To be added

13	Dec. 5	What can you do? Guest: Kevin Deer Student presentations/showcase	Due: Presentat ion and Action plan	
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Grading System

Letter Grade	Numerical Range
A	85-100
A-	80-84
B+	75-79
B	70-74
B-	65-69
C+	60-64
C	55-59
D	50-54

Guest Lecturer Biographies

The Honourable Ken Dryden, PC OC

The Honourable Ken Dryden is the former Member of Parliament for York Centre and served as Minister of Social Development from 2004-2006. Prior to his life in public service, Ken Dryden played professional hockey in the National Hockey League. Ken continues his public service in championing the innovative course between McGill and the University of Calgary called “Thinking The Future to Make The Future”. He now serves as a member of the McGill Board of Governors Committee on Sustainability.

Kevin Deer

Kevin Deer is a Faithkeeper who helps to perform the ceremonies, songs, speeches, and dances of the Mohawk people. He is a McGill graduate, a teacher, and a resource person on Iroquoian world view, philosophy, treaties, land claims, and native-European historical perspectives. Kevin has been deeply involved in the Mohawk language and spiritual revitalization of his nation for the past thirty-six years. He lives in Kahnawake Mohawk territory situated on the south shore of Montreal.

Catherine Potvin

Catherine Potvin is an Associate Scientist at the [Smithsonian Tropical Research Institute](#) in Panama, and a tropical forest ecologist and professor at [McGill University](#). Her collaboration with indigenous communities in Panama since 1993 have paved the way for more collaborative scientist-indigenous community partnerships to promote land conservation, resilient livelihoods, and preservation of cultural traditions. She was the first woman to receive the [Miroslaw Romanowski Medal](#) from the [Royal Society of Canada](#), in recognition of her "significant contributions to the resolution of scientific aspects of environmental problems".

Vanessa Gray

Vanessa is a queer Anishinaabe Kwe from Aamjiwnaang First Nation. She is a water protection, environmental researcher, and community organizer for the Great Lakes region. Vanessa is a respected land defender emphasizing Indigenous peoples' inherent and legal rights and sovereignty within climate justice. She continues to take part in a diversity of strategies, including calls on banks to divest from fossil fuels, co-hosting Toxic Tours, and direct actions in solidarity with land defenders on Wet'suwet'en territory who continue to oppose the Coastal Gas Pipeline.

As a researcher, Vanessa is well known for her environmental justice work on pollution in Ontario's Chemical Valley- a petrochemical hub on her territory and surrounding her community of Aamjiwnaang First Nation. She is the co-founder of Aamjiwnaang and Sarnia Against Pipelines (ASAP), Porcupine Warriors, and co-lead the Environmental Data Justice (EDJ) Lab, which produces tools to visualize the relationship between colonialism, data, and pollution such as the Pollution Reporter App.

Graham MacDonald

Graham MacDonald is an Associate Professor in the Department of Geography at McGill University. He runs the Land & Food Lab, through which he carries out research related to food, land use, sustainability and global environmental change. Graham received his PhD from McGill in Natural Resource Sciences in 2012

Eve Saint

Eve Saint is a Wet'suwet'en Land Defender, Organizer, Public Speaker, one of the four Indigenous Land Defenders arrested February 7th 2020 at Gidimt'en Checkpoint, which helped spark the Shut Down Canada Movement--national and in other parts of the world--actions of blocking highways, borders, and railways. Eve is part of the Gidimt'en Checkpoint financial campaign team. She is based in Toronto, Ontario where she is raising her two little babies.

Shona Watt

Shona Watt is the Associate Director for the Office of Sustainability at McGill University. She manages MOO's operations and engagement portfolio, including the Sustainability Projects Fund, engagement programs that have drawn huge numbers of employees into Sustainability initiatives, and supervised the development and implementation of the Sustainable Events Certification program, which has certified over 300 events. and communications. She built and maintained the Climate Justice Montreal organization for 7 years and keeps bees and does urban homesteading in her free time. Shona is essential to the sustainability community at McGill.

Karahkwinetha (Sage) Goodleaf-Labelle

Karahkwinetha Goodleaf-Labelle is in her final year of undergraduate study in Neuroscience and Psychology. She was born to the Bear Clan of the Kanien'kehá:ka nation, part of the Haudenosaunee confederacy to two Two-Spirit mothers. She has been fighting for the land at the frontlines, including the Anishinaabe Moose Moratorium at La Vérendrye Park. Karahkwinetha was also part of the delegation that attended COP 26, the first time that a Haudenosaunee Confederacy Nation was identified as a sovereign nation in climate negotiations and will be also attend COP 27 in November 2023.

Chris Ragan

Chris Ragan is the director of McGill's Max Bell School of Public Policy. In 2014 he was the Chair of Canada's Ecofiscal Commission, working to identify policy options to improve environmental and economic performance in Canada. From 2016 to mid 2019, Chris was a member of the federal finance minister's Advisory Council on Economic Growth. He is also the author of Economics, and frequently writes for newspapers in Canada. Chris' research focuses on macroeconomic policy, and he teaches "Global Macroeconomic Policy" at McGill University.

Andrea Miller-Nesbitt

Andrea Miller-Nesbitt is a Liaison Librarian at McGill University, responsible for the provision of library and information services, and collections to support teaching, learning, and research taking place in the Departments of Biology, Anatomy and Cell Biology, Biochemistry, Human Genetics, Microbiology and Immunology, Pharmacology and Therapeutics and Physiology as well as the Centre for Bioinformatics and the Office for Students with Disabilities. Andrea's research interests include Universal Design and libraries, information literacy, and informal learning. She has been supporting the FSCI 198 climate change course since Fall 2022.

Kyle Kasawski, MLA

Kyle Kasawski is a graduate of the University of Alberta in Edmonton. He has taught at the Northern Alberta Institute of Technology and at McGill University. Kyle is the president of Solar People Inc., Canada's second largest solar power company. Kyle is also the Alberta NDP Member of the Legislative Assembly of Alberta for Sherwood Park, where he is the Official Opposition Critic for Municipal Affairs (Mid-sized Cities & Rural Alberta). His attitude and approach to offering an alternative energy to what is predominantly an oil and gas area is inspiring and hopeful.

Audrey Carleton

Audrey Carleton is an award-winning environmental journalist and producer, who graduated from McGill in 2018. As a student she found her way to journalism by reporting to the *Tribune*. She is a lifelong environmentalist whose current work focuses on Pennsylvania climate policy and the influence of the oil and gas industry for *Capital & Main*.

Jacqueline Lee-Tam

Jacqueline Lee-Tam is the Executive Director of the Climate Justice Organizing Hub, a needs-responsive support structure for grassroots organizers across so-called Canada. Jacqueline grew up on the unceded territories of the Squamish, Musqueam and Tsleil-Waututh peoples in so-called Vancouver as a settler of Chinese descent. She came to Tiohtià:ke to enroll in the Gender, Sexuality, Feminist and Social Justice Studies at McGill.

University Policies, Procedures, and Resources

1. McGill Resources for Academic Success

(a) Inclusive Learning Environment

McGill is committed to providing an inclusive and supportive learning environment. If you experience barriers to learning in this course, do not hesitate to discuss them with your instructor. If you have a special learning need or disability, you are encouraged to contact the Office for Students with Disabilities:

<https://www.mcgill.ca/osd/>.

(b) Health and Wellness

Student wellbeing is a priority for the University. To help students find the support they need as quickly as possible, all of McGill's health and wellness resources have been integrated into a single [Student Wellness Hub](#), a one-stop shop for everything related to physical and mental health. If you need access to services or would like more information, you are strongly encouraged to visit the Virtual Hub: <https://www.mcgill.ca/wellness-hub/>.

(c) McGill Writing Centre Tutorial Service

Writing well is key to both academic and professional success. The McGill Writing Centre (MWC) offers credit courses in academic and professional writing, and a tutorial service open to all McGill students:

<https://www.mcgill.ca/mwc/tutorial-service>. The tutorial service offers one-to-one sessions with seasoned instructors and experienced tutors who will work with you at any stage of the writing process.

During the campus closure period, there will be no tutors on site and no administrative staff at the MWC to answer inquiries. Tutoring sessions will be conducted online via the Microsoft Teams platform. This application is available for free to all students through Office 365: <https://www.mcgill.ca/it/office365-software>. For information about how to book an appointment through Microsoft Teams, please go to <https://www.mcgill.ca/mwc/tutorial-service>.

(d) McGill Library

Discover the McGill Library's rich array of resources. Watch a short welcome video in English, French, Arabic, Chinese, Hindi, Persian, Spanish, or Urdu: <https://www.mcgill.ca/library/orientation>.

2. Academic Conduct

(a) Academic Integrity

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism, and other academic offences under the *Code of Student Conduct and Disciplinary Procedures*: <https://www.mcgill.ca/students/srr/honest>.

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le *Code de conduite de l'étudiant et des procédures disciplinaires* : <https://www.mcgill.ca/students/srr/honest>).

Students are responsible for knowing McGill's rules and regulations concerning academic honesty, which can be found on the Students Rights and Responsibilities website: <https://www.mcgill.ca/students/srr/>. Violations of academic integrity undermine not only the value of honest students' work, but also the academic integrity of the University and the value of a McGill credential. The Student Rights and Responsibilities website provides

resources that can help students avoid dishonest work, and an explanation of the disciplinary measures that go with it.

As of Fall 2019, all newly admitted students must complete the Academic Integrity Tutorial (AIT) in Minerva during their first semester at McGill. Failure to complete the tutorial will place a hold in Minerva and restrict the student from registering for courses in the following semester. The Tutorial can be accessed as follows: **Minerva → Student Menu → Academic Integrity Tutorial.**

(b) Respectful and Professional Communication

This course is designed to help you learn to communicate professionally both during your time at McGill and in your future workplaces. In keeping with McGill's policies on student rights and responsibilities, it is expected that during class discussions and small group interactions you will communicate constructively and respectfully. Sexist, racist, homophobic, ageist, and ableist expressions will not be tolerated in the classroom or during group meetings held outside of class.

(c) Course Evaluations

End-of-course evaluations are one of the ways that we work towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available. A minimum number of responses must be received for results to be available to future students so please fill out course evaluations at the end of term. We will remind you. 😊

3. Policy Against Sexual Harassment and Violence

McGill University is committed to creating and sustaining a safe environment through proactive, visible, accessible, and effective approaches that seek to prevent and respond to sexual harassment and sexual violence. *McGill's Policy against Sexual Violence* underlines this commitment and ensures that procedures are in place to address complaints. To learn more, visit the Office for Sexual Violence Response, Support, and Education website: <https://www.mcgill.ca/osvrse/>.

Sexual Violence Training: "It Takes All of Us"

In accordance with a new law, Bill 151, Policy to Prevent and Fight Sexual Violence in Higher Education Institutions, McGill has implemented training measures for all community members. The online training is mandatory for everyone at McGill—all students, faculty, and administrative and support staff.

As of fall 2019, all newly admitted students must complete the sexual violence training course, called "It Takes All of Us," in *myCourses* during their first semester at McGill. Failure to complete the training will place a hold in Minerva and restrict the student from registering for courses in the following semester. The training can be accessed through *myCourses* and will appear as a separate course in your profile.

4. Policy on Harassment and Discrimination

McGill University is committed to promoting an equitable environment where the fundamental dignity of all of its members is respected. The objectives of McGill's *Policy on Harassment and Discrimination Prohibited by Law* are to promote education and awareness about equity issues and to ensure that procedures are in place to address complaints: <https://www.mcgill.ca/how-to-report/>.

5. Inclusivity and safe spaces

As the instructors of this course we endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with us and the [Office for Students with Disabilities](#), 514-398-6009.

We are committed to nurturing a space where students, teaching assistants, lecturers, and professors can all engage in the exchange of ideas and dialogue, without fear of being made to feel unwelcome or unsafe on account of biological sex, sexual orientation, gender identity or expression, race/ethnicity, religion, linguistic and cultural background, age, physical or mental ability, or any other aspect integral to one's personhood. We therefore recognize our responsibility, both individual and collective, to strive to establish and maintain an environment wherein all interactions are based on empathy and mutual respect for the person, acknowledging differences of perspectives, free from judgment, censure, and/or stigma.

6. Guidelines for the Academic Accommodation of Pregnant Students and Students Caring for Dependents

McGill acknowledges the challenges facing pregnant students and students caring for a dependent. McGill supports students in their desire to further their education while meeting their family obligations. A student is who is faced with a conflict between a responsibility in respect of pregnancy, or of care-giving responsibilities toward a dependent, and an academic obligation, may ask the University for academic accommodation in accordance with the guidelines found here: <http://www.mcgill.ca/students/records/pregnant-students-and-dependants>