

PROTESTS IN AUTHORITARIAN REGIMES
POLI 338: Developing Areas/Topics 1 (3 credits)
WINTER 2021, MCGILL UNIVERSITY

Course Schedule	Remote learning; Tuesdays and Thursdays (4:05 pm - 5:25 pm)
Course Instructor	Hiba Zerrougui (doctoral candidate, Political Science)
E-mail	hiba.zerrougui@mcgill.ca
Virtual Office Hours	By appointment
Communication policy	Zoom or email (response in 48 hours, see communication policy)
TA	<i>TBD (email)</i>
TA virtual office hours	<i>TBD</i>

Course Description

The study of protests and social movements has emerged in a particular context: western industrialized democracies. However, over the past two decades, there has been an increased scholarly interest for the study of contentious politics in countries like China, Thailand, Bangladesh, Turkey, Kazakhstan, Belarus, Russia, Iran, Iraq, Egypt, Syria, Libya, Morocco, Tunisia, Algeria, Sudan, Gabon, Cameroun, Niger, Uganda, Haiti, Mexico, Venezuela, etc. Indeed, thanks to a series of political developments and methodological innovation, the study of protests and social movements has been expanded to include a broader range of political, economic and social contexts. How does this literature inform our understanding of protests politics? Does it confirm or challenge our main theories and concepts? These are the overarching questions of this course.

The course is structured in four parts. The first introduces key concepts and methodological challenges to the study of protests in authoritarian regimes. In the second part of the course, we will explore some of the key debates about the emergence of protests movements and the determinants of political participation to contentious collective action. In the third part, we will study protests dynamics, notably the use of violence and non-violence by protesters; the many faces of state repression; the international dimension of contentious politics; and the impact of social media. The course will conclude with broader discussions about the impact protests on non-democratic politics, and a reflexive discussion on the lessons learned throughout the semester.

Extraordinary Circumstances Statement

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluations scheme in this course is subject to change.

Message Regarding Remote Learning

Remote learning context presents new challenges for all involved. As the instructor of this course, I endeavour to provide an inclusive, engaging and safe learning environment. Several steps have been taken to promote students' engagement and inclusion. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the [*Office for Students with Disabilities*](#), 514-398-6009.

You are also invited to consult [Student-specific Guidelines for Remote Teaching and Learning](#) and [Remote Learning Resources](#). Please note that [University Student Assessment Policy](#) exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads. All students and instructors are encouraged to review this Policy, which addresses multiple aspects and methods of student assessment, e.g. the timing of evaluation due dates and weighting of final examinations.

Instructional Method and Course Participation

There are five types of learning activities in this course:

1. *Weekly pre-recorded lectures on Tuesdays*

Course lectures are pre-recorded to facilitate learning in a context where we (students, TA and instructor) will not necessarily be in the same time zones, have adequate Internet bandwidth and to accommodate those among us who have caregiver responsibilities. The instructor will make recordings available to students on myCourses each Tuesday of the week at the time of the scheduled class. The lecture recordings (slides and lectures) will be uploaded in short blocks of 15 minutes.

2. *Virtual class discussions on Thursdays (recorded & optional)*

The virtual class discussions will be an opportunity for us to reflect on the week's readings/lecture with a more practical approach. The attendance and participation to the class discussion sessions on Zoom is optional. These sessions will occur during scheduled class time and will last 60 minutes (4:05 to 5:05). Their aim is to clarify elements of course content as well as engage with the course material collectively. We will do so through practical assignments (case studies, debates, roundtables, and simulations). Recordings of discussion sessions will be shared on myCourses. **Please note that the content of these sessions is an integral part of the course.**

3. *Three short papers based on practical assignments (60%)*

Students will have to write three short papers during the semester due on **February 2, March 2 and March 30**. These assignments aim to put into practice what you learned in lectures. The "Evaluation" section of the syllabus provides more information on each of these assignments.

4. *Five reading responses (on myCourses) (10%)*

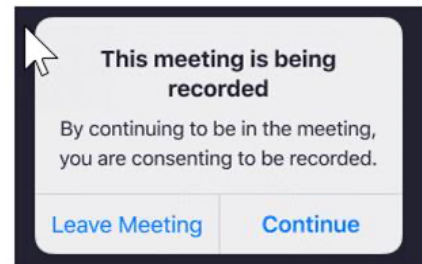
In a remote learning context, modalities for participation have to be adjusted. For the purpose of this course, students are expected to participate in an online discussion forum (on myCourses). You will be invited to submit a reading response (300 words, max.) for at least **5 weeks of your choice** in the semester between week 2 and 12. Reading responses are due on the Monday (before midnight) preceding the lecture for which the readings were assigned. The "Evaluation" section of the syllabus provides more information.

5. *Final paper: A critical review essay (30%)*

Students will also have to write a paper at the end of the semester (due on **April 22**). In the form of a critical review essay, you will be invited to critically assess a theory or a claim using the course material in no more than 2000 words. Please, consult the "Evaluation" section of the syllabus for more details.

Discussion Sessions: Recordings and Student Consent

Discussion sessions will be held in Zoom. You can join scheduled Zoom meetings via email or on myCourses. During these meetings, you will be notified through a 'pop-up' box in Zoom that the discussion is being recorded. By remaining in sessions, you agree to the recording, and you understand that your image, voice, and name may be disclosed to classmates. This also means that recordings will be made available on myCourses to students registered in the course. If you have any questions or concerns about this, please contact the instructor.



Please note that to facilitate discussion and exchanges during these sessions, you are invited to use the "raise your hand" option of Zoom. The instructor and TA will be facilitating the discussion.

Time Zone

Course schedule and deadlines in this syllabus are based on Montreal time.

Instructor's Communication Policy: Emails, Office Hours and myCourses

If you have questions, concerns, or comments regarding the course content, evaluations or format, do not hesitate to contact the course instructor via email. **Please include "POLI 338" in the subject line.** You can expect an answer in about 48 hours (not including weekends). Generally speaking, if the topic of discussion cannot be summarized in one or two short paragraphs in an email, it is preferable to schedule an appointment with the course instructor or TA on Zoom.

To schedule an appointment with the course instructor (virtual office hours), please send an email to (hiba.zerrougui@mcgill.ca). Please include the following in the subject line: "POLI 338: Appointment request."

Netiquette

To promote an inclusive and stimulating learning environment, both the course instructor and students registered to POLI 338 should respect the following guidelines (inspired by [Virginia Shea](#)'s website):

Remember the human behind the screen. In our communications (emails, zoom meetings, myCourses), we should always keep in mind that we are exchanging with humans. It is surprisingly easy to misinterpret someone's words or tone, and to forget that we are interacting with real people with real emotions. Remember also that we are experiencing challenging times. In this period characterized with uncertainty, and potentially grief, be empathetic as much as possible, and give the benefit of the doubt to your classmates.

Act as if the web is a direct extension of a classroom. The instructor, TA and students should exhibit professional behaviour at all time. For example, ask yourself: would I use these words if I were in a classroom? Did I pay sufficient attention to spelling and grammar in my exchanges? Please note that to account for the different learning contexts of students, it is **not** expected of you to use the video option in a Zoom meeting (for example, during office hours). However, if you use it, make sure you are dressed appropriately (as if you were in a classroom).

Be respectful of everyone's time and work. Particularly on myCourses forum, make sure to read what was already shared *before* you contribute to the discussion to limit redundancies. Also, if you introduce a novel idea, concept or any other content that was not mentioned in course material, please make the effort to briefly explain and contextualize it so that your classmates can follow you. If you want to build on someone else's idea, please make sure to acknowledge her/his intellectual contribution first.

Keep school stuff in school territory. Collaboration and exchanges between students and between students and instructor are encouraged. However, be mindful to use the proper tools when doing so, i.e. institutional emails (your McGill email) and myCourses portal should be the preferred channels of communication.

Not sure about something? Please make sure to inform the course instructor of any situation (potential or experienced) that concerns you.

Copyrights and Intellectual Property

© Instructor-generated course materials are protected by law and may not be copied or distributed in any form or in any medium without 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. All slides, video recordings, lecture notes, handouts, etc. remain the instructor's intellectual property. As such, you may use them only for your own learning (and research, with proper referencing/citations) ends. You are not permitted to disseminate or share these materials; doing so may violate the instructor's intellectual property rights and could be cause for disciplinary action.

Course Materials

Required course materials (readings, podcasts, documentaries, simulations) will be made available to you **directly via myCourses** (under course content). Unless otherwise specified, you can also access course material through McGill Library. To facilitate learning, readings must be done before listening to course lectures.

Course Content

Part 1: Conceptual and methodological debates

Week 1	January 4 and 7	Introduction
Week 2	January 12 and 14	What are protests?
Week 3	January 19 and 21	What to expect in non-democratic contexts?
Week 4	January 26 and 28	What are the methodological challenges to the study of protests in non-democratic settings?

Part 2: Emergence of protests and social movements

Week 5	February 2 and 4	When do movements emerge?
Week 6	February 9 and 11	Why do people participate?

Part 3: Protests dynamics

Week 7	February 16 and 18	Violence and non-violence: Why can't they all be peaceful?
Week 8	February 23 and 25	Does state repression deter contentious collective action?
<i>Break</i>	<i>March 2 and 4</i>	<i>No class</i>
Week 9	March 9 and 11	What role for the international community?
Week 10	March 16 and 18	"Networked" protests: How did social media impact contentious collective action?

Part 4: Do protests matter for authoritarian politics?

Week 11	March 23 and 25	How responsive are authoritarian regimes?
Week 12	March 30 and April 1 st	When do protests lead to political change?
Week 13	April 6 and 8	Lessons learned and trivia game

Content Warning

Please be aware that some of the course content will include topics that some students may find challenging or offensive. It has been included in the course because it directly relates to its learning goals. However, you should feel free to take the necessary time to process something. You are invited to reach out to discuss issues or concerns, if the need arises. Please contact the instructor. Students are also asked to help create an atmosphere of mutual respect and sensitivity in all their interactions.

COURSE SCHEDULE

Please make sure to do the readings, listen to the lecture recording and complete the assignments before attending or listening to the weekly discussion session.

PART 1: INTRODUCTION

Week 1: Introduction

TUESDAY, JANUARY 4: PRE-RECORDED LECTURE

- Read and sign the intellectual integrity statement (in myCourses)
- Read the entirety of the course syllabus
- Reach out to the course instructor via email if you have concerns, questions, or need for accommodations
- In myCourses' discussion forum, post a short presentation of yourself (see email about "breaking the ice")
- Answer to the anonymous survey on myCourses.

THURSDAY, JANUARY 7: VIEWING OF DOCUMENTARY "[THE SQUARE](#)," 2013. (**Content warning:** graphic violence)

Week 2: What are protests?

TUESDAY, JANUARY 12: PRE-RECORDED LECTURE

- Scott, J. (1985). "[Normal Exploitation, Normal Resistance](#)." In *Weapons of the Weak: Everyday forms of peasant resistance*. Yale University Press, 2008.
- Read one of these:
 - Bayat, Asef. "[Un-civil society: The politics of the 'informal people'](#)." *Third World Quarterly* 18.1 (1997): 53-72.
 - al-Otaibi, Abdullah, and Pascal Menoret. "[Rebels without a Cause?: A Politics of Deviance in Saudi Arabia](#)." *Being young and Muslim: new cultural politics in the global south and north* (2010): 77-94.

THURSDAY, JANUARY 14: DISCUSSION SESSION ABOUT DEFINING PROTESTS (LISTEN TO AT LEAST 3 PODCAST EPISODES)

- [Radical Rudeness](#), a podcast episode of NPR's Rough Translation. (**Content warning:** crude language)
- [Strange Fruit: A brief history of Billie Holiday's tragic and haunting song](#), CBC audio report, April 25, 2019. (**Content warning:** racist violence)
- [Zombies](#), a podcast episode of NPR's Throughline.
- [Dream Boy and the Poison Fan](#), a podcast episode of NPR's Rough Translation.
- [For One Saudi Woman, 'Daring to Drive' Was an Act Of Civil Disobedience](#), a podcast episode of NPR's Fresh Air.

Week 3: What to expect in non-democratic contexts?

TUESDAY, JANUARY 19: PRE-RECORDED LECTURE

- Diamond, Larry. "[Elections without democracy: Thinking about hybrid regimes](#)." *Journal of democracy* 13.2 (2002): 21-35.
- Johnston, Hank. "[The Game's Afoot: Social Movements in Authoritarian States](#)." *The Oxford Handbook of Social Movements* (2015).

THURSDAY, JANUARY 21: DISCUSSION SESSION "THE DIVERSITY OF NON-DEMOCRATIC CONTEXTS"

Week 4: What are the methodological challenges to the study of protests in non-democratic settings?

TUESDAY, JANUARY 26: PRE-RECORDED LECTURE

- Tilly, Charles. "[Event Catalogs as Theories.](#)" *Sociological Theory*, vol. 20, no. 2, July 2002, pp. 248–254.
- Ahram, Ariel I., and J. Paul Goode. "[Researching authoritarianism in the discipline of democracy.](#)" *Social Science Quarterly* 97.4 (2016): 834-849.
- Baladi, Lara. "[Archiving a Revolution in the Digital Age. Archiving as an Act of Resistance.](#)" Ibraaz, 28 July 2016. You can take a look at the open-source digital archive here: <http://tahrirarchives.com>.

THURSDAY, JANUARY 28: NO DISCUSSION SESSION (TAKE A BREAK, SMELL A ROSE)

ESSAY 1, "WHAT COUNTS AS A PROTEST?," DUE ON FEBRUARY 2.

PART 2: Movements/Protests Emergence

Week 5: When do protests/movements emerge?

TUESDAY, FEBRUARY 2: PRE-RECORDED LECTURE

- McAdam, Doug; McCarthy, John D. and Zald, Mayer N. "[Introduction: Opportunities, Mobilizing Structures, and Framing Processes – Toward a Synthetic, Comparative Perspective on Social Movements.](#)" In Mayer, N. Zald, et al. (dir.). *Comparative Perspectives on Social Movements: Political Opportunities, Mobilizing Structures, and Cultural Framings*. Cambridge University Press, 1996.
- Tilly, Charles and Tarrow, Sidney. "How to analyze contention." In *Contentious Politics*. Oxford University Press, 2015.

THURSDAY, FEBRUARY 4: VIEWING OF THE DOCUMENTARY "[WINTER ON FIRE: UKRAINE'S FIGHT FOR FREEDOM](#)" (2015) (**Content warning:** graphic violence)

Week 6: Why do people participate?

TUESDAY, FEBRUARY 9: PRE-RECORDED LECTURE

- Kuran, Timur. "[Now Out of Never: The Element of Surprise in the East European Revolution of 1989.](#)" *World Politics*, vol. 44, no. 1, 1991, pp. 7–48.
- [Protest and Mass Mobilization: Book Discussion with Merouan Mekouar](#), a POMEPS podcast episode.

THURSDAY, FEBRUARY 11: TESTING THE LOGIC OF COLLECTIVE ACTION, AN INTERACTIVE GAME

MIDTERM COURSE EVALUATION

What do you think of the course so far? Is there too much work? Not enough? Is the pace too quick or too slow? What about the course content? Is it accessible? Interesting? Too technical? I would like to have your feedback on these (and many more) questions. This will help me adjust for the rest of the semester.

Please fill out a completely voluntary and anonymous quiz about the course on myCourses. If more than half the students registered to the course provide their feedback, everyone gets **1 bonus point!** You have until the **end of Week 7 to do so.**

PART 3: Movements/Protests Dynamics

Week 7: Why can't they be all peaceful?

TUESDAY, FEBRUARY 16: PRE-RECORDED LECTURE

- Pearlman, Wendy. "[Precluding nonviolence, propelling violence: the effect of internal fragmentation on movement protest.](#)" *Studies in Comparative International Development* 47.1 (2012): 23-46.
- Day, Joel, Jonathan Pinckney, and Erica Chenoweth. "[Collecting data on nonviolent action: Lessons learned and ways forward.](#)" *Journal of Peace Research* 52.1 (2015): 129-133.

THURSDAY, FEBRUARY 18: DISCUSSION SESSION "VIOLENCE AND NONVIOLENCE": DIGGING THROUGH COMPETING NARRATIVES

- [Hong Kong Protests: 'China's Rebel City.'](#) a four-part documentary that provide an anthology of the 2019 Hong Kong protests, based on the South China Morning Post footages. (**Content warning:** violence)
- [Hong Kong Protest Tactics: Occupy, Disrupt, Disperse, Repeat.](#) South China Morning Post (August 2019)

Week 8: Does state repression deter contentious collective action?

TUESDAY, FEBRUARY 23: PRE-RECORDED LECTURE

- Kishi, Roudabeh; Pavlik, Melissa and Matfess, Hilary. "[Terribly and Terrifyingly Normal: Political Violence Targeting Women.](#)" ACLED, May 2019.
- Ismail, Salwa. *The rule of violence: Subjectivity, memory and government in Syria.* Cambridge University Press, 2018. Chapter TBD.

THURSDAY, FEBRUARY 25: NO DISCUSSION SESSION (TAKE A BREAK, SMELL A ROSE)

ESSAY 2, "POLICY BRIEF," DUE ON MARCH 2.

Break [March 2 and 4]

Week 9: What role for the international community?

TUESDAY, MARCH 9: PRE-RECORDED LECTURE

- Keck, Margaret E., and Kathryn Sikkink. Chapter 1: Introduction. In *Activists beyond borders: Advocacy networks in international politics.* Cornell University Press, 2014. (available in myCourses)
- Schenkkan, Nate; Linzer, Isabel; Furstenberg, Saipira, and John Heathershaw. [Perspectives on "Everyday" Transnational Repression in an Age of Globalization.](#) Freedom House, 2020.
- Temitope B. Oriola (2020) [Framing and Movement Outcomes: the #BringBackOurGirls Movement](#), *Third World Quarterly.*

THURSDAY, MARCH 11: DISCUSSION SESSION – UNPACKING TWO CASE STUDIES

- "[Breaking Bongo,](#)" a podcast episode of NPR's Radiolab.
- "[The Congo We Listen To,](#)" a podcast episode of NPR's Rough Translation.

Week 10: "Networked" protests: How did social media impact contentious collective action?

TUESDAY, MARCH 16: PRE-RECORDED LECTURE

- Anita Breuer, Todd Landman & Dorothea Farquhar (2015) [Social Media and Protest Mobilization: Evidence from the Tunisian Revolution](#), *Democratization*, 22:4, 764-792.
- Ting, Tin-yuet. "[From 'Be Water' to 'Be Fire': Nascent Smart Mob and Networked Protests in Hong Kong.](#)" *Social Movement Studies* 19.3 (2020): 362-368.
- Read one of these:
 - Lynch, Marc. "[After Egypt: The Limits and Promise of Online Challenges to the Authoritarian Arab State.](#)" *Perspectives on Politics*, vol. 9, no. 2, 2011, pp. 301–310.
 - Rød EG, Weidmann NB. [Empowering Activists or Autocrats? The Internet in Authoritarian Regimes.](#) *Journal of Peace Research*. 2015;52(3):338-351.

THURSDAY, MARCH 18: DISCUSSION SESSION – DEBATE: "DID WE OPEN A PANDORA'S BOX?"

PART 4: Do protests matter for authoritarian politics?

Class 11: How responsive are authoritarian regimes?

TUESDAY, MARCH 23: PRE-RECORDED LECTURE

- Heurlin, Christopher. "[Protests and Policy Outcomes under Authoritarianism](#)," in *Responsive Authoritarianism in China: Land, Protests and Policy Making*. Cambridge University Press, 2016.
- Li, Yao. "[A Zero-sum Game? Repression and Protest in China.](#)" *Government and Opposition* 54.2 (2019): 309-335.

THURSDAY, MARCH 25: NO DISCUSSION SESSION (TAKE A BREAK, SMELL A ROSE)

Class 12: When do protests lead to political change?

TUESDAY, MARCH 30: PRE-RECORDED LECTURE

- [The Success of Nonviolent Civil Resistance](#), Erica Chenoweth presentation at TEDxBoulder, 2013.
- [This may be the largest wave of nonviolent mass movements in world history. What comes next?](#), Erica Chenoweth, Sirianne Dahlum, Sooyeon Kang, Zoe Marks, Christopher Wiley Shay and Tore Wig. Monkey Cage, November 16, 2019.
- Beissinger, Mark R. "[The Semblance of Democratic Revolution: Coalitions in Ukraine's Orange Revolution.](#)" *The American Political Science Review*, vol. 107, no. 3, 2013, pp. 574–592.

THURSDAY, APRIL 1: DISCUSSION SESSION "DEBATE - CATH MORE FLIES WITH HONEY: ARE NONVIOLENT MOVEMENTS MORE SUCCESSFUL?"

ESSAY 3, "OP ED ON THE INTERNATIONAL DIMENSION OF PROTESTS/MOVEMENTS" IS DUE ON MARCH 30.

Week 13: Conclusion and Lessons Learned

TUESDAY, APRIL 6: PRE-RECORDED LECTURE

THURSDAY, APRIL 8: REVIEW SESSION IN THE FORM OF A "TRIVIA GAME" OR COMPLETE THE SELF-ASSESSMENT IN MYCOURSES

EVALUATION

Assignments	% of grade	Description	Submission instructions
Reading responses	10	<p>A 300-word (max) response to the assigned readings for the week. It can be a stand-alone post or a reply to another student's response.</p> <p>Must publish a minimum of 5 posts (1 per week for 2 pts each). Bonus points if more (max: 5 points)</p> <p>Pass/fail grade.</p> <p>Please read the tutorial (<i>myCourses</i>)</p>	<p>Where? On myCourses online discussion forum</p> <p>When? At the latest, on the Monday PRIOR to the corresponding pre-recorded lecture.</p>
3 short papers	60	<p><i>The short paper with the lowest grade will be worth 15% of your final grade. The two others will be worth 22.5% of your final grade.</i></p>	
<p>Short paper #1</p> <p><i>Essay: What counts as a protest?</i></p>		<p>Goal: Describing different forms of contentious collective action in Iraq (essay)</p> <p>Data source: DYI Mosul, a podcast episode of NPR's Rough Translation. (Content warning: violence)</p> <p>Word limit: 750 words, excluding bibliography</p> <p>Please read the tutorial (<i>myCourses</i>)</p>	<p>Where? On myCourses, under "Assignment"</p> <p>When? Feb 2, before midnight</p>
<p>Short paper #2</p> <p><i>Policy brief</i></p>		<p>Goal: Policy Brief. As a consultant hired by government, you must explain <u>how</u> and <u>why</u> a protest escalated and what lessons can be learned from this contentious episode.</p> <p>Data source: Winter on Fire (documentary)</p> <p>Word limit 1000 words, excluding bibliography</p> <p>Please read the tutorial (<i>myCourses</i>)</p>	<p>Where? On myCourses, under "Assignment"</p> <p>When? March 2, before midnight</p>
<p>Short paper #3</p> <p><i>Op-ed article</i></p>		<p>Goal: Assessing the impact of the international community on protests/movements</p> <p>Data source: Pick one of these podcasts, "Breaking Bongo" or "The Congo We Listen To" (see <i>myCourses</i>)</p> <p>Word limit: 500 words, excluding bibliography</p> <p>Please read the tutorial (<i>myCourses</i>)</p>	<p>Where? On myCourses, under "Assignment"</p> <p>When? March 30, before midnight</p>
Final essay	30	<p>Goal: Critical review essay of a claim/theory based on course material</p> <p>Word limit: 2000 (absolute maximum), excluding references and bibliography</p> <p>Please read the tutorial (<i>myCourses</i>)</p>	<p>Where? On myCourses, under "Assignment"</p> <p>When? April 22, before midnight</p>

Important Information about Course Assignments

All written assignments (short papers and final paper) should be **double-spaced and use a 12-point font** such as Times New Roman (other professional fonts are acceptable). Make sure that you follow an appropriate **citation style** (if you are not sure, please consult this McGill [resource](#)). Additional information concerning the **grading rubrics** is available on myCourses (in “Content”).

All assignments should be **submitted online through myCourses, before 11.59pm on the night of the due date**. Please note that no email or paper copy of due assignments will be accepted. Exceptions must be discussed ahead of the due date with the instructor, in which case alternative arrangements will be made. For more information on submitting an assignment via myCourses, please review the ["Tips for Students" page](#) available on McGill University website.

All assignments will be explained by the instructor, and in **tutorials available on myCourses**. If you encounter technical difficulties, please contact the course instructor immediately.

For the short papers, **collaboration with classmates is allowed and encouraged. However, be aware that papers must be written individually**. You are invited to review McGill University policy and training on academic integrity ([McGill's guide to academic honesty](#)).

Policy on Late Assignments and Extensions

Late assignments for **short papers and final paper** will be penalized by 5% a day, for a maximum of ten (10) days (50%). Unless accommodations were made, any paper submitted after 11:59pm of the due date will be penalized accordingly. For example, a short paper submitted at 2am on the day after the deadline will receive a penalty of 0.75 points (5% of 15). To ensure fairness, **extensions** will be granted on a case-by-case basis on medical grounds, because of significant personal difficulties or other exceptional circumstances. On this matter, it is the responsibility of students to contact the course instructor preferably **before the submission deadline**.

More generally, since this course will be delivered in extraordinary circumstances, it is important that you email the instructor if you have any concerns that relate to your ability to attend and fulfill the course requirements (readings, assignments, participation). Please do so as soon as possible.

MCGILL POLICY STATEMENTS

Land Acknowledgment

McGill University is on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which peoples of the world now gather.

L'Université McGill est sur un emplacement qui a longtemps servi de lieu de rencontre et d'échange entre les peuples autochtones, y compris les nations Haudenosaunee et Anishinabeg. Nous reconnaissons et remercions les divers peuples autochtones dont les pas ont marqué ce territoire sur lequel les peuples du monde entier se réunissent maintenant.

Language of Submission

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives.

Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue).

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 (see [McGill's guide to academic honesty](#) for more information).

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 (pour de plus amples renseignements, veuillez consulter le [guide pour l'honnêteté académique de McGill](#)).

Mercury Course Evaluations

End-of-course evaluations are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. Indeed, changes made to courses are notably based on students' constructive feedback. Please take the time to anonymously share your opinion about the course material, course load and/or the methods evaluation. As the course instructor, it also helps me identify how I can improve my approach to teaching. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students.