

POLI 524: Seminar: Developed Areas – Winter 2024

The Contentious Politics of Energy Transitions

This is a draft syllabus only – the final version of the syllabus will be uploaded in MyCourses with an announcement from Prof. Janzwood

McGill University is located on Tiohti:áke (or Montreal) which has long served as a site of meeting and exchange, notably amongst the Anishinabeg and Kanien'keha:ka nations (the latter being one of six nations composing the Haudenosaunee confederacy). We acknowledge and refuse the ongoing harms perpetuated by colonialism and thank the diverse Indigenous peoples whose presence marks this territory on which peoples of the world now gather.

General information

Prerequisite: At least one upper-level course in the politics of developed areas (comparative politics subfield)

Restriction: Open to graduate students, final year Honours students, and other advanced undergraduates with the permission of the instructor

Number of credits: 3

Class schedule: Tuesdays, 8:35 am - 11:25 am

Instructor

Professor Amy Janzwood (she/her)

Office hours: Tuesdays, 11:30-1:30 – please sign up on MyCourses

Email: amy.janzwood@mcgill.ca

Communication

Please check your University email and MyCourses regularly for course updates. When emailing me, please use your University Email account and include POLI524 in your subject line. I will do my best to respond within 48 hours – please do not expect instant replies to emails, especially in the evening or over the weekend. Please email me for logistical issues or clarification. For more substantive issues, please see me during office hours.

Course description

The urgency of the climate crisis necessitates transformative changes in our energy and socio-economic systems. These changes are inherently political. This course explores the profound political, economic, and social dimensions of energy transitions, with a primary focus on 'contentious politics' and resistance, in the Canadian context and other developed areas. This course delves into the complex and multifaceted world of energy transitions, emphasizing a comparative perspective that spans time, sub-national, and cross-national contexts. We will explore the dynamic interplay of actors, coalitions, ideas, institutions, and social structures that shape the often-contentious politics of energy transitions.

This seminar offers an examination of contentious energy politics, across geographical and temporal boundaries. We will investigate how these contentious politics shape the energy futures of affected communities and reverberate beyond. Our discussions will be grounded in diverse scholarly work in but not limited to political science. We will examine the socio-political dynamics of new energy infrastructure, explore the roles communities play in energy transitions, understand the impact of governance and policymaking, grapple with questions of (in)justice, and more. The course is organized thematically and draws on cutting-edge scholarly work in energy transition politics. This course will provide an opportunity to gain a deep understanding of the intricate interplay between politics, energy transitions, and the climate crisis, and the efforts to shape a more sustainable future.

Intended learning objectives (ILOs)

By the end of this course, you should be able to:

1. Critically engage with and respond to texts in and beyond 'the field' of energy transition politics;
2. Apply theoretical concepts to understand the complex debates in energy transitions;
3. Explain the role of actors, coalitions, ideas, institutions, and social structures that shape energy politics;
4. Critically assess and develop positions on complex energy and climate issues using a comparative perspective; and
5. Clearly communicate complex ideas through writing and discussions

Required course materials

All course readings are available through the McGill Library – links will be provided in the finalized syllabus. Additional readings and resources (not required) may be shared throughout the term on MyCourses.

Structure

There will be no lectures – instead, students are expected to participate actively in seminar. Students are expected to come to class on time, have completed each week's readings beforehand, and be prepared to contribute to discussions or activities. Please note that seminars will not be recorded.

Means of evaluation

Overview

Assessment	Deadline	Weight
Seminar participation	Weekly	20%
Seminar presentation & facilitation	Student choice (details below); submit materials by 5pm the Monday before your seminar	10%
Reading commentaries (3)	Student choice (details below); submit by 5pm the Monday before the seminar	25%
Work-in-progress presentation	Either March 19, March 25, April 2, or April 9	10%
Final assignment	April 12 at 5pm	35%
Total		100%

Assessment descriptions

General notes

- A rubric will be available in MyCourses for all assessments, and more details will be shared for assessments in advance
- All assignments are due at 5pm unless otherwise stated. All assignments are submitted in MyCourses
- Assignments should be formatted for 1-inch margins, use a standard 12-point font, include page numbers, be **single-spaced**, and adhere to an accepted citation style (Chicago author-date preferred). Please include a **word count** for each assignment
- Assignments should also include a separate title page with an original title, the student's name, McGill ID number, the class name, and the instructor's name
- Name the file as follows: Lastname_Firstname_POLI524_AssignmentName.docx
- Please submit in either Word, RTF, or Adobe PDF format, no other types of files are permitted, and **Word documents are preferred whenever possible**
- You should save a local copy of all assignments

Participation

It is expected that you will attend class having done the required readings and are prepared to engage with the material. I will provide a grade based on your participation and engagement in seminar discussions (as well as the work-in-progress workshops, details below). Around Week 6, I will share a 'preview' of your participation grade – if you have questions or concerns about your participation, please speak with me. A rubric for seminar participation will be available in MyCourses.

If you are ill, then please do not show up to class. I will **waive one** class in which you are absent, no questions asked (alternatively, if you attend every class, your lowest participation grade will be automatically dropped). For this class, you do not need to notify me. Any absence beyond this will affect your participation grade.

Students must be prepared before class to discuss the readings. In preparing for class, the following questions are helpful to keep in mind:¹

1. What are the central points or arguments being made in the reading?
2. What kind of evidence has the author(s) used to support their argument, and how did they develop or gather it?
3. How does the week's reading relate to other course material and themes?
4. How do you evaluate the author's arguments? In what respects are you persuaded, and in what respects are you not?
5. What are the implications for energy transitions?

Please also review the reading strategies resources available in MyCourses (Content > Additional Resources). It is recommended, though not required, to use Zotero to annotate readings.

Reading Commentaries

In a short paper (800-1,000 words), develop your reading response based on a single required reading for each seminar class. You must submit 3 responses over the course of the term (one response for Weeks 2&3, Weeks 4-6, and Weeks 8 & 10) – your grade will be the average of these three responses. The purpose of this assignment is to think critically about the assigned reading and to help stimulate meaningful discussion.

Your reflection should: (1) engage with and reflect on the arguments presented by the author(s); (2) connect to other themes, concepts, discussions, or readings from the course; (3) and/or offer a discussion question. Ensure that you correctly paraphrase and cite the text. Note your paper does not require outside sources, nor is this encouraged – the focus of the reflection should be the selected text; however, it is encouraged to connect to other course readings (of course this will be easier the further we are into the course). Please see additional resources in My Courses (Content > Additional Resources).

You must submit the reflection on MyCourses **by 5pm the Monday before** the seminar. Papers not submitted before the seminar will not be accepted.

Seminar presentation & facilitation

Students will lead seminar discussions between Weeks 1 and 10 (Seminars 1-8). You will have an opportunity to sign up during Week 1. Each seminar, usually three students will share their presentations on the readings. Each presentation should be about 10-12 minutes, and it will be followed by a discussion of those readings with the class for about 30 minutes that you will facilitate. In your opening remarks, you can present some reflections from your critical commentary, dive deeper into a problem the reading presents or the empirical material, and/or build on other themes and discussions from the course. You can – but are not required to – prepare a PowerPoint (or similar) presentation. You should also prepare a set of discussion questions (e.g., 4-6) for the class to consider.

¹ I have gratefully adapted these questions from Dr. Matthew Hoffmann.

Please submit your slides (if applicable) and prepared discussion questions in MyCourses by 5pm on the Monday before your seminar. It is **strongly recommended** that you also submit a reading commentary for this week because this will help you prepare your preliminary comments.

Work-in-progress presentation and workshops

During the final four weeks of class, students will present on their final assignments – the presentation should be no longer than 15 minutes and review the topic, context (literature, problem, themes etc.), and outline the argumentation and findings thus far. I expect for presentations later in the term, in general, the ideas will be more thoroughly developed. After the presentation, we will ask questions to which the presenter will respond. We (myself and your classmates) will also offer suggestions or constructive criticisms – this discussion will be approximately 15 minutes for each paper. For students who are not presenting, these workshops will count toward your participation grade (though the expectations will be slightly different from seminar participation).

Final Assignment

The final assignment should discuss one or more cases of energy transition politics using a comparative approach based on empirical research and theoretical and/or analytical discussion. The assignment should be around 4,500 words (approximately 9 pages single-spaced) in length or equivalent (approximately 6 hours per page or 54 hours in total).² Students can choose another format for the assignment other than a research paper (such as a long-form op-ed or a podcast) but must consult with Prof. Janzwood. The topic should be chosen in consultation with Prof. Janzwood. This is due on the final day of classes, April 12 at 5pm.

Regardless of the form you choose for the final assignment, you must provide a bibliography and use [Zotero](#) for citation management – this is a free, open-source software that will help you manage information in your research. Not only is Zotero a useful time-saving tool, but it is useful for ensuring that information and sources are properly cited. Please see resources in My Courses (Content > Additional Resources).

Late policy & add/drop

I will deduct 5% a day for all late assignments, including on weekends, for up to a total of ten percent (25%) (5 days) – I will not accept late assignments after five days. If you face extraordinary circumstances and require an extension, please contact Prof. Janzwood – appropriate documentation is required. The late policy does not apply to critical commentaries, which **must** be submitted before class.

If you join the course after the start of the term, it is your responsibility to catch up on all missed content and information about assignments.

² If you are a graduate student, please consult Prof. Janzwood for the specifications of the final assignment.

Course topics & readings

Week 1 (Jan. 9): Introduction to the course (Seminar 0)

Please read the entire course syllabus before our first meeting as well as the readings below – we will also have a critical reading skills activity (Simpson & Szeman 2021) to help you prepare for seminar

- Simmons, Erica S., and Nicholas Rush Smith, eds. 2021. "Introduction" **and** Chapter 3 – "Two Ways to Compare." In *Rethinking Comparison: Innovative Methods for Qualitative Political Inquiry*. Cambridge: Cambridge University Press (pp.1-28; 47-63).
<https://mcgill.on.worldcat.org/oclc/1264737563>
- Simpson, Mark, and Imre Szeman. 2021. "Impasse Time." *South Atlantic Quarterly* 120 (1): 77–89. <https://doi.org/10.1215/00382876-8795730>.
- Recommended: Bernstein, Steven, and Matthew Hoffmann. 2019. "Climate Politics, Metaphors and the Fractal Carbon Trap." *Nature Climate Change* 9 (12): 919–25.
<https://doi.org/10.1038/s41558-019-0618-2>.

Week 2 (Jan. 16): Pipeline politics, coalitions, resistance, and impacts (Seminar 1)

Please note that January 16, 2024, is the add/drop deadline.

- Hess, David J., Yu-Ri Kim, and Kaelee Belletto. 2023. "How Do Coalitions Stop Pipelines? Conditions That Affect Strategic Action Mobilizations and Their Outcomes." *Energy Research & Social Science* 98 (April): 102914.
- Neville, Kate J, and Sarah J Martin. 2023. "Slow Justice: A Framework for Tracing Diffusion and Legacies of Resistance." *Social Movement Studies* 22 (2): 190–210.
<https://doi.org/10.1080/14742837.2022.2031955>.
- Atleo, Clifford Gordon, and Jonathan Martin Boron. 2023. "Extractive Settler Colonialism: Navigating Extractive Bargains on Indigenous Territories in Canada." In *Extractive Bargains: Natural Resources and the State-Society Nexus*, edited by Paul Bowles and Nathan Andrews, 97–118. Frontiers of Globalization. Cham: Springer International Publishing. https://doi.org/10.1007/978-3-031-32172-6_5.
- Optional: Bosworth, Kai, and Charmaine Chua. 2021. "The Countersovereignty of Critical Infrastructure Security: Settler-State Anxiety versus the Pipeline Blockade." *Antipode*, October, 1–23. <https://doi.org/10.1111/anti.12794>.

Week 3 (Jan. 23): Low-carbon energy, contestation, and democratization (Seminar 2)

- Sovacool, Benjamin K., David J. Hess, Roberto Cantoni, Dasom Lee, Marie Claire Brisbois, Hans Jakob Walnum, Ragnhild Freng Dale, et al. 2022. "Conflicted Transitions: Exploring the Actors, Tactics, and Outcomes of Social Opposition against Energy Infrastructure." *Global Environmental Change* 73 (March): 102473.
<https://doi.org/10.1016/j.gloenvcha.2022.102473>.
- Vasi, Ion Bogdan, and Don Grant. 2023. "Blocking the Sun? Social Movements, Industries, and the Adoption of Solar Energy in the United States." *Energy Research & Social Science* 105 (November): 103272. <https://doi.org/10.1016/j.erss.2023.103272>.

- McEvoy, Joshua K. 2023. "Chapter 13 - Energies of Resistance? Conceptualizing Resistance in and through Energy Democratization." In *Energy Democracies for Sustainable Futures*, edited by Majia Nadesan, Martin J. Pasqualetti, and Jennifer Keahey, 123–30. Academic Press. <https://doi.org/10.1016/B978-0-12-822796-1.00013-9>.

Week 4 (Jan. 30): Fossil fuel politics and supply-side climate policy (Seminar 3)

- Harrison, Kathryn. 2020. "Political Institutions and Supply-Side Climate Politics: Lessons from Coal Ports in Canada and the United States." *Global Environmental Politics* 20 (4): 51–72. https://doi.org/10.1162/glep_a_00579.
- Downie, Christian. 2018. "Ad Hoc Coalitions in the U.S. Energy Sector: Case Studies in the Gas, Oil, and Coal Industries." *Business and Politics* 20 (4): 643–68. <https://doi.org/10.1017/bap.2018.18>.
- Greene, Sarah, and Angela Carter. 2023. "Keeping Oil in the Soil: National Bans on Oil Extraction as the Future of Global Climate Policy?" In *Extractive Bargains: Natural Resources and the State-Society Nexus*, edited by Paul Bowles and Nathan Andrews, 143–67. Frontiers of Globalization. Cham: Springer International Publishing. https://doi.org/10.1007/978-3-031-32172-6_7.

Week 5 (Feb. 6): Public perceptions, regulation, and fossil gas (Seminar 4)

- Wylie, Sara Ann. 2018. "Securing the Natural Gas Boom: Oilfield Service Companies and Hydraulic Fracturing's Regulatory Exemptions." In *Fractivism: Corporate Bodies and Chemical Bonds*. Experimental Futures: Technological Lives, Scientific Arts, Anthropological Voices. Durham, NC: Duke University Press (pp.19-40).
- Ryder, Stacia S., Jennifer A. Dickie, and Patrick Devine-Wright. 2023. "'Do You Know What's Underneath Your Feet?': Underground Landscapes & Place-Based Risk Perceptions of Proposed Shale Gas Sites in Rural British Communities." *Rural Sociology*. 1-32. <https://doi.org/10.1111/ruso.12513>.
- Millar, Heather. 2020. "Problem Uncertainty, Institutional Insularity, and Modes of Learning in Canadian Provincial Hydraulic Fracturing Regulation." *Review of Policy Research* 37 (6): 765–96. <https://doi.org/10.1111/ropr.12401>.
- Optional: Janzwood, Amy, and Heather Millar. 2022. "Bridge Fuel Feuds: The Competing Interpretive Politics of Natural Gas in Canada." *Energy Research & Social Science*, 10.

Week 6 (Feb. 13): Energy policy, politics, and the state (Seminar 5)

- Breetz, Hanna, Matto Mildenberger, and Leah Stokes. 2018. "The Political Logics of Clean Energy Transitions." *Business and Politics* 20 (4): 492–522. <https://doi.org/10.1017/bap.2018.14>.
- Hughes, Llewelyn, and Johannes Urpelainen. 2015. "Interests, Institutions, and Climate Policy: Explaining the Choice of Policy Instruments for the Energy Sector." *Environmental Science & Policy* 54 (December): 52–63. <https://doi.org/10.1016/j.envsci.2015.06.014>.
- Trencher, Gregory, Adrian Rinscheid, Mert Duygan, Nhi Truong, and Jusen Asuka. 2020. "Revisiting Carbon Lock-in in Energy Systems: Explaining the Perpetuation of Coal Power

in Japan.” *Energy Research and Social Science* 69 (November): 101770.

<https://doi.org/10.1016/j.erss.2020.101770>.

- Optional: Trencher, Gregory, Adrian Rinscheid, Daniel Rosenbloom, and Nhi Truong. 2022. “The Rise of Phase-out as a Critical Decarbonisation Approach: A Systematic Review.” *Environmental Research Letters* 17 (12): 123002. <https://doi.org/10.1088/1748-9326/ac9fe3>.

Week 7 (Feb. 20): Settler colonialism, Indigenous governance, and prospects for a just transition (Seminar 6)

- Awāsis, Sākihitoḡin. 2021. “Gwaabaw: Applying Anishinaabe Harvesting Protocols to Energy Governance.” *Canadian Geographies / Géographies Canadiennes* 65 (1): 8–23. <https://doi.org/10.1111/cag.12615>
- Alook, Angele, Emily Eaton, David Gray-Donald, Joël Laforest, Crystal Lameman, and Bronwen Tucker. 2023. “Introduction” and “No More Broken Promises” *The End of This World: Climate Justice in so-Called Canada*. Toronto: Between the Lines (pp. 10-12; 24-46). <https://btlbooks.com/book/the-end-of-this-world>.
- Julian NoiseCat, Wahleah Johns, and Andrew Curley. 2020. “Episode 7: One Navajo’s Fight for a Just Energy Transition.” A Matter of Degrees. <https://www.degreespod.com/episodes/episode-07>.
- Optional: Sacred Earth Solar, Indigenous Climate Action, Power to the People, David Suzuki Foundation, and Real World. “Executive Summary.” In *Just Transition Guide. Indigenous-led Pathways Toward Equitable Climate Solutions and Resiliency in the Climate Crisis*, November 2023, <https://sacredearth.solar/just-transition-guide>

Week 8 (Feb. 27): Petro-cultures, transitions, and labour (Seminar 7)

- Cram, E. 2022. “Chapter 5. Petroculture and Intimate Atmospheres.” In *Violent Inheritance*. University of California Press (pp.164-196). <https://doi.org/10.1525/9780520976757>.
- Gazmararian, Alexander F., and Dustin Tingley. 2023. “Introduction” and “Asking People, Communities, and Companies.” In *Uncertain Futures: How to Unlock the Climate Impasse*. The Politics of Climate Change. Cambridge: Cambridge University Press (pp.1-33; 70-95) <https://doi.org/10.1017/9781009405331>.
- Scheer, Antonina, Moritz Schwarz, Debbie Hopkins, and Ben Caldecott. 2022. “Whose Jobs Face Transition Risk in Alberta? Understanding Sectoral Employment Precarity in an Oil-Rich Canadian Province.” *Climate Policy* 22 (8): 1016–32. <https://doi.org/10.1080/14693062.2022.2086843>.

Week 9 (Mar. 5): No Class – Reading Week Break

Week 10 (Mar. 12): Transitions, trade-offs, and justice (Seminar 8)

- Gürtler, Konrad. 2023. “Justice in Energy Transformations as a Spatial Phenomenon: A Framework for Analyzing Multi-Dimensional Justice Claims.” *Energy Research & Social Science* 105 (November): 103277. <https://doi.org/10.1016/j.erss.2023.103277>.

- Ciptet, David, and Jill Lindsey Harrison. 2020. "Transition Tensions: Mapping Conflicts in Movements for a Just and Sustainable Transition." *Environmental Politics* 29 (3): 435–56. <https://doi.org/10.1080/09644016.2019.1595883>
- Bowles, Paul, and Nathan Andrews. 2023. "Global Extractive Bargains for Green New Deals." In *Extractive Bargains: Natural Resources and the State-Society Nexus*, edited by Paul Bowles and Nathan Andrews, 307–31. Frontiers of Globalization. Cham: Springer International Publishing. https://doi.org/10.1007/978-3-031-32172-6_14.
- Optional: Willow, Anna J. 2023. "Putting the Pieces in Place: Optimistic Futuring in Transition Culture." In *Anthropological Optimism*. Routledge.

March 19, March 25, April 2, and April 9 will be work-in-progress presentations in the workshop format

McGill policy statements

Grading & regrading

For information on grading – including the grading scheme and other grades – please consult the Arts Office of Advising and Student Information Services (OASIS) web page [here](#).

I (Prof. Janzwood) make significant efforts to ensure that grading is consistent and fair. You have the right to request a reread by a third party. Requests for rereads must be made within 10 working days of the date of the return of the graded materials to the student, and reassessments should normally be completed within 20 working days of the request. Students must consult with the Instructor of the course before requesting a reread.

Note this course *does not* offer a [Supplemental Exam](#).

Incomplete Courses: If you face extraordinary circumstances and are unable to complete term work, I may extend the deadline for your work until after the end of the course. In this case, I will submit [a grade of K \(Incomplete\)](#). Per University regulations, if you do not complete the required work before the deadline, a grade of KF (i.e., a failed course, calculated as an F) will be updated on your record.

Language of submission

In accordance with McGill University's [Charter of Students' Rights](#), students in this course have the right to submit in English or in French 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.

*A personal note from Prof Janzwood **on AI and academic integrity**: artificial intelligence (AI) tools such as ChatGPT are provoking debate for many reasons, including their implications for plagiarism. **In this class, I expect students to write and edit their assignments without using these tools.***

If you are unsure about the standards for citations or for referencing your sources, ask me and/or use this [Quick Reference guide](#).

Additional statements

Academic accommodation

Students experiencing an extraordinary personal situation, or a temporary illness may request additional assistance and support in order to meet certain academic obligations. The Student Affairs Office (SAO) is available to meet with students to discuss ways to provide some flexibility in the program and to accommodate particular circumstances. Students must be prepared to provide supporting documentation when seeking considerations. For more information, or to request academic support, visit the [SAO's academic considerations or support](#) page.

Students who wish to request academic accommodation must do so before the last day of the term as specified in the University Calendar.

Students who register with [Student Accessibility and Achievement](#) have the same personal rights and responsibilities and academic rights and responsibilities as all McGill students. For more information, please consult the [McGill Student Rights and Responsibilities](#) web page and the [Policy Concerning the Rights of Students with Disabilities](#).

Students who because of religious commitment cannot undertake or submit an assessment task in a course have the right to request reasonable accommodation in fulfilling the assessment in accordance with the [Policy for the Accommodation of Religious Holy Days](#).

Pregnant students and students caring for dependants have the right to request reasonable accommodation in fulfilling an assessment in a course in accordance with the [Guidelines for the Academic Accommodation of Pregnant Students and Students Caring for Dependants](#).

Basic needs

If you have difficulty affording food or if you lack a safe and stable place to live (and believe that these circumstances may affect your performance in this course) we encourage you to contact the [Dean of Students](#), who can connect you with support services. If you feel comfortable doing so, please let me know as well so we can discuss how we can best support your learning.

Copyright

Instructor-generated course materials 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. Copyright infringements can be subject to follow-up by the University under the Code of Student Conduct and Disciplinary Procedures.

Course evaluations

[Mercury course evaluations](#) are one of the ways that McGill works 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. Please note that a minimum number of responses must be received for results to be available to students.

Equity, diversity, inclusion, & decolonization

I seek to promote an equitable and inclusive classroom environment. I invite you to help create a classroom where everyone can feel safe to take intellectual and emotional risks. The topics we are exploring in this class, like systemic injustice and colonialism, are often challenging intellectually and emotionally. I intend to present course materials that promote and are respectful of diversity, and ask the same of you in our discussions together. Your suggestions and feedback are encouraged and appreciated at any time in the course; I will also ask for your general (anonymous) feedback on the course approximately halfway through the term. I encourage all students to visit office hours during the term so that I can get to know you better and discuss any concerns or challenges that might affect your success in this course.

The University has committed to taking measures over the next five years [to enhance diversity and ensure equitable opportunities and a sense of belonging for all](#). For more information about the University's equity initiatives and resources, visit [Equity at McGill](#).

Extraordinary circumstances

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

Grading & assessments

The official grade in each course (which displays on the transcript) is a letter grade. The University assigns grade points to letter grades; for more information, see the University's regulations on [grades and grade point averages](#).

The [University Student Assessment Policy](#) exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads. Additional policies governing academic issues that affect students can be found in the [McGill Charter of Students' Rights](#).

Harassment, discrimination & sexual violence

The [Office for Sexual Violence Response, Support and Education \(OSVRSE\)](#) provides support for all members of the McGill community who have been impacted by sexual violence and works to foster a culture of consent on campus and beyond.

If you are in crisis or seeking support outside of business hours, you can call the provincial sexual violence helpline at 1-888-933-9007, which is available 24/7 in English and French.

The [Office for Mediation and Reporting \(OMR\)](#) is responsible for policies and processes regarding harassment, discrimination, and sexual violence; if you or someone you know is dealing with harassment, discrimination, or sexual violence, then please [reach out](#) to the OMR.

For more resources on harassment, discrimination, and sexual violence, see McGill's dedicated [page](#).

Health & wellness

All of our health and wellness resources are integrated into the [Student Wellness Hub](#) (in the Brown Student Services Building). The Hub can help connect you with different types of care, including [urgent care](#), [off-campus and/or virtual care](#), [wellness resources](#), [self-directed care](#), or access to clinicians (including nurses, doctors, psychiatrists, counsellors, Access Advisors, Local Wellness Advisors, dietitians, and sexologists).

It's important to take care of your mental health. Diminished mental health can interfere with optimal academic performance. Do your best to engage in self-care and maintain a healthy lifestyle this semester. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone – please reach out for support when you need it. The source of symptoms might be related to your coursework; if so, please speak with me.

[Access Advisors](#) and [Local Wellness Advisors](#) offer an excellent first step toward obtaining care. Access Advisors can help you navigate the services offered by the Student Wellness Hub, explore other on-campus resources, and access off-campus support. Local Wellness Advisors provide one-on-one appointments and facilitate tailored wellness programming.

[Keep.meSAFE](#) can also connect you with licensed counsellors for in-person, phone, chat or video counselling (free for all McGill students).

You can also refer to [Managing your climate anxiety spiral – McGill edition](#), written by Prof. Janzwood and Joshua Medicoff. In it, you'll find a variety of techniques to manage your anxiety and what to do when things get overwhelming.

If you are feeling desperate and hopeless and are considering hurting yourself or someone else, call 9-1-1.

If you or another McGill community member is in immediate danger and you are at the downtown campus, you can call Campus Security at 514-398-3000. If you are at the Macdonald campus, you can call 514-398-7777.

Inclusive learning environment

I endeavour to provide an inclusive learning environment in this course. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and/or [Student Accessibility and Achievement](#).

The University is committed to maintaining teaching and learning spaces that are respectful and inclusive for all. To this end, offensive, violent, or harmful language arising in course contexts may be cause for disciplinary action.

Electronic devices

No audio or video recording of any kind is allowed in class without the explicit permission of the instructor.

Mobile computing and communications devices are permitted in class as negotiated by the class (for more information, see these [guidelines](#)).

Preferred pronouns

You can [add or change your pronouns](#) at any time in Minerva. For more information, consult [Equity at McGill's 2SLGBTQIA+ Initiatives](#) and [Gender and Sexuality](#) websites, [Queer McGill](#), and the [Union for Gender Empowerment](#) for information and resources specific to the McGill context.

Sustainability

McGill has policies and initiatives to promote a culture of sustainability at McGill. For more information, see the [Office of Sustainability](#).

Student services

[Student Services](#) offers many excellent resources, including the [Career Planning Service](#), [Campus Life & Engagement](#), the [First Peoples' House](#), and [International Student Services](#).