

SOCI 438 Issues in Contemporary Sociology: Democratic Decline, Citizenship, and Gender Fall 2023, University of Victoria

Class times: Mondays & Thursdays, 11:30am to 12:45pm

Class location: Clearihue C108

Instructor: Maria Sigridur Finnsdottir (she/her)

E-mail: mariafin@uvic.ca

Office hours: Wednesdays 1 to 4pm, by appointment

Land Acknowledgement.

We acknowledge and respect the lək'wəŋən peoples on whose territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day [[Indigenous Academic & Community Engagement](#), UVic].

Course Description.

What does democratic decline and the rise of authoritarianism mean for citizenship rights? What role do women play in promoting anti-democratic politics, and how are they in turn impacted by the success of these politics? How do gendered frames of citizenship feed into anti-immigrant politics? In this course, we'll be trying to answer these questions and more. The course will focus on the European context but will include comparison with Canada and beyond.

Recent decades have seen important shifts in European politics of belonging – shifts which have, in turn, been met with significant regressive backlash. The anti-pluralistic views of the radical right – epitomized by their idealization of an ethnocratic society – is profoundly anti-democratic. This is a view of society where citizenship is not only restricted to members of the ethnonational community, but also where the experience and practice of citizenship is profoundly shaped by gender, class, and race.

With this context in mind, this course takes a deeper look at how access to substantive citizenship and democracy is shaped by social position. Beyond that, this course takes up the issue of democratic decline, and its effects on the politics of belonging. In addressing these topics, we will be engaging with contemporary sociological theories of the politics of belonging, feminist perspectives on citizenship and democracy, and the production of gender within regressive political imaginaries.

Topics will include: the politics of belonging; citizenship and the state; democratic backsliding and populism; and the role of women in regressive politics. These topics will be connected through a consistent focus on gender, in particular how gender is produced within different politics, and how gender and sexual identities in turn shape political experience and inclusion.

In this class, we will touch on difficult topics around racism, hate politics, and gender inequality. In light of this, I, as the instructor, will do my utmost to ensure that our class is a brave and caring space. In return, I will expect students to approach difficult discussions with empathy and curiosity.

Given that this class will be delivered in a seminar format, regular and consistent attendance and participation is required. Students are expected to come to class prepared to participate in discussions on the readings. Students will be required to facilitate discussion in at least one class in small groups. The course will culminate in a research paper on a topic of your choosing related to the themes of the class, along with a (informal) conference style presentation of your paper.

Course Learning Outcomes.

- (1) To engage confidently with contemporary and classical theories of citizenship and belonging.
- (2) To understand more deeply the role of women in regressive politics.
- (3) To gain experience in group work, academic presentation, and discussion facilitation.
- (4) To be able to critically assess theoretical arguments and apply them to empirical questions about gender, citizenship, and democracy.
- (5) To demonstrate and articulate understanding of course materials in oral and written assignments.

Course Delivery.

This course is being delivered entirely in-person, on the University of Victoria campus. All assignments will be submitted over BrightSpaces, and students will be provided with opportunities for online engagement outside of class as well. Office hours will be held over Zoom, by appointment.

Course Materials.

There is no required textbook for this course. All resources will be made available on the course Brightspace page. Resources will include peer-reviewed articles, book chapters, lectures, videos, and news articles. Additional learning aids and submission portals will also be on BrightSpaces, so please check the course page regularly. I recommend as well that you turn on email notifications on BrightSpaces, as I will send regular reminders and announcements there.

Course Components and Evaluation.

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| Reading responses * 3 | Variable due dates | 15% |
| Discussion facilitation | Variable due dates | 15% |
| Paper proposal | October 1 st | 20% |
| Final paper | November 19 th | 30% |
| Class conference participation | November 23 rd , 27 th , 30 th and December 4 th | 20% |

Reading responses: On three occasions over the course of the semester, you will be expected to submit a short (~2 pages, double-spaced) reading response to that week's assigned readings. In your response, you should identify the main arguments and findings of the readings, highlight similarities and differences between them, and draw connections between them and other weeks. Each response is worth 5% of your final grade, for a total of 15%. You have the option of doing a fourth reading response to replace your lowest mark, should you wish to.

All students must submit their first reading response in the first 4 weeks of class; the other reading responses may be submitted at any time over the semester. Reading responses are due by Sunday at 11:59pm of that week.

Discussion facilitation: Once over the course of the semester, you will be expected to lead discussion on the assigned readings in small groups of 2 to 3. For your discussion facilitation, you and your group will have to prepare a short presentation on the readings (max. 10 minutes), as well as 2 or 3 discussion questions each to lead the seminar with. Each of you in the group will submit your presentation notes and discussion questions for 10% of the grade. The final 5% will be based on your facilitation in class.

You are welcome to submit a reading response that week as well – and may use it to help prepare for your presentation (although you will still need both submissions). We will sign up for topics and create groups in class 1.

Paper Proposal: This paper project aims to provide you a chance to apply the theories and concepts we cover in this class to a topic of your choice. You can choose any social issue of interest to you, so long as it falls under the broad scope of the course. The paper project will be broken up into two pieces: a proposal (which can serve as your introduction), and a full paper.

For your proposal, you will be expected to write a 1 to 2-page double-spaced introduction to your paper. In this introduction, you should introduce your topic and what motivates you to study it – that is, your research puzzle. You should also clearly state your research question towards the end of your introduction. You should have a short background to your topic and make mention of the theories/concepts you will be using to answer your question. You do not need a thesis statement. This proposal is due in week 6, on Sunday, October 15th by 11:59pm.

Final paper: In the last week of class, you will be expected to hand in your full final paper. Your paper should include an introduction (with research puzzle, research question, and thesis statement), literature review, theoretical framework, discussion, and conclusion. Your completed paper should be 12 to 15 pages double-spaced and have proper citation and referencing. Your proposal can be used as your introduction, so long as you update with your thesis statement. You will have an opportunity to workshop their thesis or research question in class and will have time to incorporate feedback from the instructor. More detailed instructions will be provided in class and on BrightSpace.

Conference presentation and participation: In the last weeks of the course, we will hold a 'conference' where all students will present their papers and serve as discussants. Each student will give a presentation on their paper of 10 to 12 minutes, followed by about 5 to 7 minutes of

comments from the discussant and questions. Ahead of class, you will submit your discussant notes, slides, and presentation notes to me. This is what your grade for this assignment will be based – not on your public speaking abilities. I will provide a template for the presentation, and plenty of class time and support to prepare.

Class and Assignment Policies.

Readings: Readings are assigned by week (not class). You are expected to complete the readings by Monday every week.

Email: I will respond to email within two business days (48 hours, except for weekends and holidays). In any email exchanges, you must use your official university email. Please also include the course code in the subject line of your email, and your full name and student number in the body. Do not send a reminder email unless it has been more than two business days.

Please be respectful in your email and treat it as you would any other form of professional communication. Email is best suited to asking clear and concise questions, such as questions about deadlines or assignment requirements. If you have a question that will take longer than 10 minutes to answer via email, I will ask you to come to office hours instead.

Office hours: I will hold office hours on Wednesday afternoons and will be available from 1pm to 4pm. These office hours will be by appointment, and students can sign up online through the zoom tab on the course BrightSpace. Office hours will be divided into 15-minute slots; if this is too short, or you cannot make that time and have a specific and pressing issue, please reach out and we can schedule an alternative.

Handing in assignments: All assignments will be submitted electronically via BrightSpace. I will not accept assignments over email.

Attendance: While class attendance will not be graded, it is still highly encouraged. In class, we will review tougher material, discuss key concepts and theories, and workshop papers. Your attendance and engagement will pay off over the course. There will be many modes of participation possible, so you will not be penalized if speaking in class or in front of large groups is something that you struggle with. You do not need to let me know if you miss class once or twice. If something comes up, and you expect to miss more than two classes, then please get in touch with me.

Deadlines and missed assignments: The assignments and discussion posts are due on BrightSpace by 11:59pm PST on the stated date. Due dates are listed on both the course schedule and on BrightSpace. There will be a 72-hour grace period before late penalties are deducted; after this 72 hours, late assignments will be deducted 2% a day, unless the student has an extension from the instructor. You do not need permission from the instructor to use the grace period. Assignments will not be accepted more than 10 days after the deadline.

If a student misses a presentation or submits an assignment late for medical reasons, they must email the instructor within 2 days. If they miss a presentation or submit an assignment late for

other reasons, such as a family emergency, they should contact their registrar, and have the registrar email the instructor.

Accessibility: If you require accommodations or support from accessibility services, please visit <https://www.uvic.ca/accessible-learning/index.php> and register as soon as possible. I will do my utmost to work with students needing accommodations, and to provide an inclusive and supportive learning environment.

Course experience survey (CES): Towards the end of term, you will have the opportunity to complete a confidential course experience survey regarding your learning experience. The survey is vital to providing feedback about the course and to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca>. You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet, or mobile device.

Department of Sociology Policies.

Departmental equity statement: The Department of Sociology is committed to inclusiveness and to a welcoming, friendly learning and working environment where members of all genders, races, ethnicities, religions, abilities, and structurally disadvantaged groups are treated fairly. We will not tolerate sexism, racism, classism, ageism, ethnocentrism, homophobia, transphobia, ableism, and discrimination based on religious beliefs or any other form of prejudice which undermines people's rights to fairness.

Harassment: The Department of Sociology supports the University's [policies on discrimination and harassment](#), and is committed to ensuring that all students, staff, and faculty are able to exercise fully their rights to participate in activities at the University without fear of harassment.

Academic Integrity.

Students are required to abide by all academic regulations set as set out in the University calendar, including standards of academic integrity. Violations of [academic integrity](#) (e.g., cheating and plagiarism) are considered serious and may result in significant penalties.

Academic integrity requires commitment to the values of honesty, trust, fairness, respect, and responsibility. It is expected that students, faculty members and staff at the University of Victoria, as members of an intellectual community, will adhere to these ethical values in all activities related to learning, teaching, research, and service. Any action that contravenes this standard, including misrepresentation, falsification, or deception, undermines the intention and worth of scholarly work and violates the fundamental academic rights of members of our community. This policy is designed to ensure that the university's standards are upheld in a fair and transparent fashion.

Students are responsible for the entire content and form of their work. Nothing in this policy is intended to prohibit students from developing their academic skills through the exchange of ideas and the utilization of resources available at the university to support learning (e.g., [The Centre for Academic Communication](#)). Students who are in doubt as to what constitutes a violation of academic integrity in a particular instance should consult their course instructor. For more information about what academic integrity entails, visit the following UVic site: <https://www.uvic.ca/students/academics/academic-integrity/index.php>

Copyright: All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class. The material is protected under copyright law, even if not marked with a ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the [Resolution of Non-Academic Misconduct Allegations policy \(AC1300\)](#).

Recordings: Lectures and course materials prepared by the professor are the professor's intellectual property covered by the Canadian Copyright Act. Students wishing to record lecture or other course material are required to ask the professor's explicit permission and may not do so unless permission is granted. This includes tape recording, filming, photographing PowerPoint slides, Brightspace materials, etc. Once obtained, such permission is only for that individual student's own study purposes and does not include permission to "publish" them in any way. In order to preserve students' privacy, and to maintain a safe space for discussion, students may not record each other, the instructor, or the lectures.

Generative AI: Students are permitted to make use of technology, including generative artificial intelligence tools, to contribute to their understanding of course materials. **Students may not use artificial intelligence tools for taking tests (midterm or final exam) in this course.**

Students may use artificial intelligence tools, including generative AI, in this course as learning aids or to help produce assignments. However, students are ultimately accountable for the work they submit, and should they use any generative AI tools, this use must be documented in an appendix. The documentation should include what tool(s) were used, how they were used, and how the results from the AI were incorporated into the submitted work. For support on citation, many organizations that publish standard citation formats are now providing information on citing generative AI (e.g., MLA: <https://style.mla.org/citing-generative-ai/>).

University of Victoria Policies.

Grading: In accordance with Senate Regulations, grading on the curve is not permitted. The grades students receive in this course reflect their performance in relation to specified academic expectations. Students should retain a copy of all submitted assignments (in case of loss) and should retain all their marked assignments in case they wish to apply for a [Request for a Review of a Final Assigned Grade](#). Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. All exams remain the property of the University of Victoria.

Grading scale:

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| A+ | 9 | 90 - 100 | An A+, A, or A- is earned by work, which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students. |
| A | 8 | 85 - 89 | |
| A- | 7 | 80 - 84 | A B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material. |
| B+ | 6 | 77 - 79 | |
| B | 5 | 73 - 76 | A C+ or C is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities. |
| B- | 4 | 70 - 72 | |
| C+ | 3 | 65 - 69 | A D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree. |
| C | 2 | 60 - 64 | |
| D | 1 | 50 - 59 | An F is earned by work, which after the completion of course requirements, is inadequate and unworthy of course credit towards the degree. |
| F | 0 | 0 - 49 | |

Online conduct: The University of Victoria is committed to promoting critical academic discourse while providing a respectful and supportive learning environment. All members of the university community have the right to this experience and the responsibility to help create such an environment. The University will not tolerate racism, sexualized violence, or any form of discrimination, bullying or harassment.

Please be advised that, by logging into UVic's learning systems or interacting with online resources, and course-related communication platforms, you are engaging in a university activity.

All interactions within this environment are subject to the university expectations and policies. Any concerns about student conduct may be reviewed and responded to in accordance with the appropriate university policy. To report concerns about online student conduct: onlineconduct@uvic.ca

Health and Wellness.

Mental health: A note to remind you to take care of yourself. 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. The source of symptoms might be related to your course work; if so, please speak with your instructor. However, problems with other parts of your life can also contribute to decreased academic performance. [The UVic Student Wellness Centre](#) provides cost-free and confidential mental health services to help you manage personal challenges that impact your emotional or academic well-being.

Accessibility statement: Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to contact your instructor and/or the [Centre for Accessible Learning \(CAL\)](#) as soon as possible. CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Accommodations: The University of Victoria accommodates students with disabilities who have registered with the Centre for Accessible Learning. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. As per university policy, students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

University of Victoria Students' Society (UVSS): The [UVSS](#) is a social justice based non-profit run by students, for students and is entirely separate from UVic. As an undergrad student, you are already a member! We work on issues affecting students such as affordability, public transit, sexualized violence, sustainability, student employment, and much more. We fund clubs and course unions and have several advocacy groups. We also have a Food Bank and Free Store, a Peer Support Centre, and run your health and dental plan. We are here to support you, so please reach out to us at [uvss.ca](#)!

Course Schedule.

Week 1: Introduction & Course Overview.

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| Sep. 7 | Syllabus | <i>No deadlines</i> |
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Celis, Karen et al. 2013. "Gender and politics: A gendered world, a gendered discipline," pp. 1-26 in *The Oxford Handbook of Gender and Politics* (G. Waylen et al., Eds.). Oxford University Press.

Week 2: Theorizing Citizenship.

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| Sep. 11 & 14 | Marshall, T. H. 1992. "Part 1: Citizenship and social class," pp. 1-52 in <i>Citizenship and Social Class</i> , by T. Bottomore & T. H. Marshall. Pluto Press. | <i>Presentation notes due Sep. 10 at 11:59pm</i> |
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| | Siim, Birte. 2013. "Citizenship," pp. 756-780 in <i>The Oxford Handbook of Gender and Politics</i> (G. Waylen et al., Eds.). Oxford University Press. | <i>Reading response due Sep. 17 at 11:59pm</i> |
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Week 3: Complicating Citizenship.

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| Sep. 18 & 21 | Bloemraad, Irene. 2018. "Theorising the power of citizenship as claims-making." <i>Journal of Ethnic and Migration Studies</i> 44(1): 4-26. | <i>Presentation notes due Sep. 17 at 11:59pm</i> |
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Yuval-Davis, Nira. 2007. "Intersectionality, citizenship and contemporary politics of belonging." *Critical Review of International Social and Political Philosophy* 10(4): 561-574. *Reading response due Sep. 24 at 11:59pm*

Yuval-Davis, Nira. 1997. "Women, citizenship and difference." *Feminist Review* 57(1): 4-27.

Sep. 19th: Last day for 100% reduction of tuition fees for standard fall courses

Sep 22nd: Last day to enroll in courses that start in the fall semester

Week 4: Indigeneity, Colonialism, and Citizenship.

Sep. 25 & 28 Hunt, Sarah Tlali'ogwas. 2021. 'Settler Colonialism,' pp. 213-216 in *Routledge Handbook of Law and Society*. Routledge. *Presentation notes due Sep. 24 at 11:59pm*

Simpson, Audra. 2014. *Mohawk Interruptus: Political Life across the Borders of Settler States*. Duke University Press. [Chapters 1 & 6]. *Reading response due Oct. 1 at 11:59pm*

Paper proposal due Oct 1 at 11:59pm

Sep 30th: Last day to pay fall semester fees without penalty

Week 5: Gender and Nation.

Oct. 2 No class – National Day for Truth and Reconciliation *Presentation notes due Oct. 4 at 11:59pm*

Oct. 5 Yuval-Davis, Nira. *Gender and Nation*. Sage Publications. [Chapters 1 and 2]. *Reading response due Oct. 8 at 11:59pm*

Week 6: Gender and Nation (cont.).

Oct. 9 No class – Thanksgiving Day *Presentation notes due Oct. 11 at 11:59pm*

Oct. 12 Yuval-Davis, Nira. *Gender and Nation*. Sage Publications. [Chapters 3 and 4]. *Reading response due Oct. 15 at 11:59pm*

Farris, Sara. 2014. *Femonationalism: In the Name of Women's Rights*. Duke University Press. [Introduction].

Oct 10th: Last day for 50% reduction of tuition fees for standard courses

Week 7: Crisis of Democracy.

Oct. 16 & 19 Mostov, Julie. 2021. "Populism is always gendered and dangerous." *Frontiers in Sociology: Perspective*. *Presentation notes due Oct. 15 at 11:59pm*

Meret, Susi and Birte Siim. 2013. "Multiculturalism, Right-Wing Populism and the Crisis of Social Democracy." Pp. 125–39 in *The Crisis of Social Democracy in Europe* (M. Keating, Ed.). Edinburgh University Press. *Reading response due Oct. 22 at 11:59pm*

Ilonzski, Gabriella, and Adrienn Vajda. 2019. "Women's substantive representation in decline: The case of democratic failure in Hungary." *Politics & Gender* 15: 240-261.

Week 8: Citizenship and the Radical Right.

Oct. 23 & 26

Ketola, Markus, and Johan Nordensvard. 2018. "Reviewing the relationship between social policy and contemporary populist radical right: Welfare chauvinism, welfare nation state and social citizenship." *Journal of International and Comparative Social Policy* 34(3): 172-187.

Presentation notes due Oct. 22 at 11:59pm

Finnsdottir, Maria, and Helga Hallgrimsdottir. 2019. "Welfare state chauvinists? Gender, citizenship, and anti-democratic politics in the welfare state paradise." *Frontiers in Sociology*.

Reading response due Oct. 29 at 11:59pm

Biard, Benjamin. 2020. "How do radical right populist parties influence resurging debates over the stripping of citizenship?" *International Political Science Review* 41(2): 224-237.

Week 9: Gender Equality and Democratic Backsliding.

Oct. 30 & Nov. 2

Roggeband, Conny, and Andrea Krizsan. 2019. *Democratic Backsliding and Backlash against Women's Rights: Understanding the Current Challenges for Feminist Politics*. UN Women: Expert Group Meeting Report. [Selections].

Presentation notes due Oct. 29 at 11:59pm

Alonso, Alba, and Julia Espinosa-Fajardo. 2021. "Blitzkrieg against democracy: Gender equality and the rise of the populist radical right in Spain." *Social Politics* 28(3): 656-681.

Reading response due Nov. 5 at 11:59pm

Hadj-Abdou, Leila. 2018. "Gender(ed) nationalism of the populist radical right," pp. 94-110 in *Populism and the Crisis of Democracy, Volume 3: Migration, Gender, and Religion* (G. Fitz, J. Mackert & B. Turner, Eds.). Routledge.

Oct. 31st: Last day for withdrawing from fall semester courses without penalty of failure

Week 10: Radical Right Gender Performances.

Nov. 6 & 9

Eksi, Betul, and Elizabeth A. Wood. 2019. "Right-wing populism as gendered performance: Janus-faced masculinity in the leadership of Vladimir Putin and Recep T. Erdogan." *Theory and Society* 48: 733-751.

Presentation notes due Nov. 5 at 11:59pm

Norocel, Ov Cristian. 2018. "Antifeminist and "truly liberated": Conservative performances of gender by women politicians in Hungary and Romania." *Politics and Governance* 6(3): 43-54.

Reading response due Nov. 12 at 11:59pm

Geva, Dorit. 2020. "Daughter, Mother, Captain: Marine Le Pen, Gender, and Populism in the French National Front." *Social Politics* 27(1):1-26.

Week 11: Women as Anti-Democratic and Right-Wing Actors.

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| Nov. 13 | No class – Remembrance Day & Fall reading break | <i>Presentation notes due Nov. 15 at 11:59pm</i> |
| Nov. 16 | Meret, Susi. 2015. "Charismatic female leadership and gender: Pia Kjærsgaard and the Danish People's Party." <i>Patterns of Prejudice</i> 49(1-2): 81-102. Ben-Shitrit, Lihi, Julia Elad-Strenger, and Sivan Hirsch-Hoefler. 2022. "'Pinkwashing' the radical-right: Gender and the mainstreaming of radical-right policies and actions." <i>European Journal of Political Research</i> 61: 86-110. | <i>Reading response due Nov. 19 at 11:59pm</i> <i>Final paper due Nov. 19 at 11:59pm</i> |

Week 12: Women as Anti-Democratic and Right-Wing Actors & Class Conference.

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| Nov. 20 | Sanders-McDonagh, Erin. 2018. "Women's support for UKIP: Exploring gender, nativism, and the populist radical right (PRR)," pp. 203-219 <i>Gendering Nationalism: Intersections of Nation, Gender, and Sexuality</i> (J. Mulholland, N. Montagna & E. Sander-McDonagh, Eds.). Palgrave MacMillan. Spierings, Niels, and Andrej Zaslove. 2017. "Gender, populist attitudes, and voting: Explaining the gender gap in voting for populist radical right and populist radical left parties." <i>West European Politics</i> 40(4): 821-847. | <i>Presentation notes due Nov. 15 at 11:59pm</i> <i>Reading response due Nov. 19 at 11:59pm</i> |
| Nov. 23 | Conference Preparation Workshop <i>No assigned readings</i> | |

Week 13: Class Conference.

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| Nov. 27 & 30 | Conference day 1 & 2 <i>No assigned readings</i> | <i>Conference notes are due at start of class</i> |
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Week 14: Class Conference.

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| Dec. 4 | Conference day 3 <i>No assigned readings</i> | <i>Conference notes are due at start of class</i> |
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Additional student support.

[Academic Concession Policy](#)
[Academic Accommodation Policy](#)
[Wellness Centre](#)
[Accommodation of Religious Observance Policy](#)

[Learning Strategies Program](#)
[Learn Anywhere](#)
[Indigenous Student Support Centre](#)
[Math & Stats Assistance Centre](#)

[Centre for Academic Communication](#)

[Community Engaged Learning](#)

[Computer Help Desk](#)

[Diversity / EDI resources](#)

[Equity Statement EQHR Policy](#)

[Emergency information](#)

[Food support](#)

[Academic accommodation & access for students with disabilities Policy](#)

[Student Awards and Financial Aid](#) [Student Conduct website](#)

[Non-academic Student Misconduct Policy](#)

[Ombudsperson](#)

[Request for academic concession](#)

[Sexual Violence Prevention and Support](#)

[International Student Support Centre](#)

[Student Groups and Campus Resources](#)

[Use of pronouns in your classroom](#)

