

Knowledge Institutions

Version 01.21.2024

General information

Term and year: Winter 2024

Course schedule (class day(s) and time): Wednesdays, 9:35 am – 12:25 pm

Location: MDHAR 207

Number of credits: 3

Instructor information (repeat as necessary for multiple instructors and/or adapt for TAs, too)

Name and title: Ipek Türeli

E-mail: ipek.tureli@mcgill.ca

Office location / office hours: #308, MDHAR / Friday 2:30-4 pm

Communication plan: MS Teams

Course readings will be posted on a Teams group set up for the class; students should regularly check their Teams site and messages. Students can use Teams messaging; please expect a workday/24 hr response time.

Course overview

Course description as it appears in the [eCalendar](#): “Architecture : Global history of architecture and urbanism, examining contemporary cities with an architectural lens. Case studies are presented to develop capacities for critical analysis of the built environment. Key ideas and ongoing debates on urbanism and architectural design.”

Knowledge institutions are those that seek to claim, create and shape knowledge with a mission to disseminate. Libraries, museums, archives, labs, schools, and colleges are all knowledge institutions. Among these different types of institutions, schools and campuses are those that are most widespread and with seemingly altruistic ends. Yet, organized education was never intended to liberate society. It was always for pragmatic concerns, e.g., for disciplining society, assimilating natives (e.g., Residential Schools in Canada), inculcating ideology (e.g., religion or nation states) or maintaining social distinction. The course will begin with an introduction of key concepts and social theories that have defined the study of knowledge institutions (Foucault, Derrida, Bourdieu, Latour). The second part (two weeks) will focus on the global history of schooling and school building design. The third part (eight weeks) will focus on college campus design with attention to the insights of Postcolonial Theory and Critical Race Theory.

Each student will get to lead a discussion session. The students will develop individual and collective work toward an architectural guide to the McGill University campus. Students will get to apply their theoretical and historical readings in the analysis and understanding of their own educational spaces.

Learning outcomes

By the end of this course:

- You will be able to demonstrate in-depth knowledge of the historical and architectural development of modern knowledge institutions.
- You will acquire fluency with some of the key theoretical concepts and concerns around knowledge institutions.
- You will be able to articulate coherent arguments about knowledge institutions.
- You will be able to closely read and analytically write about teaching and learning spaces.
- You will be able to understand and show how teaching and learning spaces are designed for different user groups, how they may be experienced differently according to one's subject formation, and how they may have certain subject forming effects on the users.
- You will develop skills in architectural and visual observation and analysis.
- You will become stronger writers of the built environment.

Instructional methods

This is a 600-level reading intensive seminar. It will be run as a seminar, and not as a lecture course, contrary to how it currently appears on Minerva. The course will be organized around weekly class discussion(s) about the selected readings that are assigned for that week. In preparation for each session, you will be expected to closely read several articles that total about 100-120 pages.

We will be using Teams for all class communication and post the required readings there. Students are expected to complete the weekly assigned readings ahead of class so that they can be prepared for discussion sessions. In order to facilitate this, students are expected to submit a short response paper/discussion reflection every week. These response papers will not be graded, but they will contribute holistically to the assessment of participation which is significant for this seminar.

Class attendance is mandatory and active participation is strongly expected, as they both count toward class evaluation. The seminar will typically be broken into three sections. The first third will be used to review the previous session; the second third will be used by the student discussion leaders; and the third section will be used to introduce the following week's topic. Seminar sessions may include screenings.

This is a 3-credit course. According to McGill guidelines for planning learning activities. One credit equals about 45 hours of student work. Thus, a three-credit course such as this one equals about 135 hours of student work through the 13-week semester (or ~ 11 hrs /week for 12 weeks). The seminar contact hours (3) and weekly assignments (4 hrs for reading and written reflection) will approximately take you up to 7 hours per week. The remaining ~4 hours each week is to be dedicated to your term assignment (which will be submitted in two stages: midterm and final)—some weeks you may put in more time and some weeks less.

Expectations for student participation

The course requires active class participation. Class participation includes:

- Interacting with the instructor by asking and responding to questions
- Interacting with peers in small group activities including peer review of writing
- Contributing to whole-class discussions
- Abiding established class norms – for example:

- students are expected to arrive on time, and not in eat in class (water and beverages are acceptable) to be respectful of everyone.
- students are expected to attend all seminar sessions. Extenuating circumstances should be communicated in writing via email to the instructor in advance of the session being missed.
- Being prepared to engage in learning activities, be they graded or not.

Weekly assigned readings: Students are expected to do the readings to understand them (not merely to skim).

Weekly response papers: Students must be prepared for discussion at seminar sessions. In order to facilitate discussion, you are expected to post a response paper (between 150-250 words) by noon the previous day (if you have studio on Tuesdays, imagine your own deadline is Tuesday morning). We will rely on these responses in the first hour of the seminar and use them for peer review and discussion. A reading response is not a descriptive summary, or a thesis summary, or an opinion piece. It is a piece of writing that shows you have read the assigned text(s), contextualized its arguments, and can articulate and substantiate your reactions to it. It is meant to allow you to reflect on the reading so you are prepared to discuss it in class. It also allows all the students' points of views to be read by both the instructor and her peers. See this guideline from Duke's Thompson Writing Program "response paper" <https://twp.duke.edu/sites/twp.duke.edu/files/file-attachments/response-paper.original.pdf>

Leading a discussion session: Depending on the registration numbers, you will work with a classmate to lead the discussion session for one of the eight available sessions. A priori of the session, you will work closely with your partner and the instructor—final approval of the instructor of your lesson plan (latest a week in advance is a must. Working backwards, you should do the readings three weeks in advance, meet up with your partner two weeks in advance and prepare a lesson plan and run it with the instructor. In the past, students have developed active learning strategies, e.g., games and simulations, for embodied forms of understanding the topic. Also, they typically brought 4-5 nuanced questions to enable class discussion. Sign up on week 1.

In lieu of midterm and final exams: The assignment is a campus (guide) walk for McGill—you will present an abstract and annotated outline for midterm and the final document on the final session of the seminar, during which you will also deliver a conference style presentation of your work. The objective is to learn to write short critical architectural examinations of the built and constructed environment within a narrative thread, using our own campus as a case study and the content of our course as an analytical knowledgebase. Office hours are an excellent opportunity to discuss your assignment in advance of submission.

Required course materials

There is no required textbook for the class. A list of required readings for the class will be placed on a dedicated Teams Group for the class and are listed below in the visual table.

Course content

The course will address themes such as: public education, education for extinction (indigenous dispossession and acculturation through education), universities of the world, white colleges, black colleges, landgrab universities, gender and college campus design, religion and mission in colleges, postwar and postcolonial campus designs, and decolonizing the university. The course will not be covering professional schools, libraries, student unions, student services, etc within universities all of which have lent themselves to specific studies within histories of higher education as well as history of architecture. The course will not be covering Critical Disability Studies as it relates to the social and physical environments of university campuses (e.g., access, universal design). However, students are welcome to introduce these important types, topics and perspectives offered by such scholarship in class discussions as well as assignments. The professor reserves the right to make changes to the readings and topics in the course schedule. If such changes are to be made, an announcement will be given well in advance in class and over email.

Visual Representation of Dates and Themes [Subject to variation]

	Theme	Readings	deadlines, due
10-Jan	Schooling the World		
17-Jan	Knowledge Institutions: Libraries, Museums, Archives, Labs	Museums: Foucault, Bennett, Shaw. Libraries: Bourdieu, Van Slyck, Stevens. Laboratory: Latour, Lynch, Kaji-O'Grady.	
24-Jan	Public Education	Gutman, Upton, Fortna, White	reading response
31-Jan	Education for Extinction *	Adams, Turkyilmaz, Kezer, De Leeuw	reading response
07-Feb	Universities of the World *	Coulson et al, Ihsanoglu, Turner	reading response
14-Feb	White and Black Colleges *	Nelson and McInnis, Wilder, Grandison	reading response
21-Feb	Landgrab Universities *	Lee at al, Tuck and Yang, Nash, Stein	reading response
28-Feb	Gender and College Campus *	Lefkowitz Horowitz, Yanni, DeClerq	reading response
13-Mar	Religion and Mission in Colleges *	Türelı, Cody, Grubiak	reading response + (mid)term assignment
20-Mar	Focus: McGill University	Minthorn and Nelson, Nelson and students, hampton, Morton	reading response
27-Mar	Postcolonial, Postwar Campus *	Muthesius, Holden, Levin, Erdim	reading response
03-Apr	Decolonial University *	Boggs et al, la paperson, Mbembe	reading response
10-Apr	Student presentations		Term assignment: Final submission

* You can sign up to lead discussion on these 8 weeks/topics.

10 January Introduction: ***Schooling the World: The White Man's Last Burden***; discussion based on a film by Carol Black

17 January **Knowledge Institutions** (Mock) Workshop: **Museums, Libraries, Archives, Laboratories**
The class will be divided into four and each group will do a different set of readings to talk about, and workshop their learning in class.

Museum Group:

Michel Foucault, "Panopticism," *Discipline and Punish: The Birth of the Prison*, trans. A Sheridan (New York: Vintage, 1995), p. 195-256.

Tony Bennett, "The Exhibitionary Complex," *The Birth of the Museum: History, Theory, Politics* (London, New York: Routledge, 1995), 59-88.

Wendy M. K Shaw, "Parallel Collections of Weapons and Antiquities," and "The Rise of the Imperial Museum," in *Possessors and Possessed: Museums, Archaeology, and the Visualization of History in the Late Ottoman Empire* (Berkeley: University of California Press, 2003), 45-107.

Library Group:

Pierre Bourdieu, "The Forms of Capital," *Handbook of Theory and Research for the Sociology of Education*, edited by John G Richardson (New York, Greenwood, 1986), 241-258.

Abigail A. Van Slyck, *Free to All: Carnegie Libraries & American Culture, 1890-1920* (Chicago: University of Chicago Press, 1995), 1-43.

Gary Stevens, Chapter 2 "The Sociological Toolkit of Bourdieu," *The Favored Circle: The Social Foundations of Architectural Distinction* (Cambridge, Mass. : MIT Press, 1998), 36-67.

Laboratory Group:

Bruno Latour, "Give me a laboratory and I will raise the world," *Science observed: Perspectives on the Social Study of Science*, Karin Knorr Cetina and Michael Mulkay, eds. (London, UK: Sage, 1983), 141-70.

Michael Lynch, "Laboratory space and the technological complex: An investigation of topical contextures," *Science in Context* 4, no 1 (1991): 51-78

Sandra Kaji-O'Grady, "Introduction: Cathedrals of Science," *LabOratory: Speaking of Science and Its Architecture*, Sandra Kaji-O'Grady and Chris L. Smith, eds. (Cambridge, Massachusetts; London, England: The MIT Press, 2019), 1-27.

Archive Group:

Jacques Derrida, trans. Eric Prenowitz, "Archive Fever: A Freudian Impression," *Diacritics* 25, no. 2 (1995): 9-63.

Marlene Manoff, "Theories of the Archive from Across the Disciplines," *Libraries and the Academy* 4, no. 1 (2004): 9-25.

Ann Laura Stroler, "Colonial Archives and the Arts of Governance" in "Archives, Records and Power" special issue edited by Terry Cook and Joan Schwartz, *Archival Science* 9, no.s 3-4 (2006): 299-312.

24 January **Public Education** [95 pages]

- [17] Marta Gutman, "The Physical Spaces of Childhood," *The Routledge History of Childhood in the Western World*, Paula Fass, ed. (Abingdon, Oxon, New York: Routledge, 2013), 249-266.
- [15] Dell Upton, "Lancasterian Schools, Republican Citizenship, and the Spatial Imagination in Early Nineteenth-Century America," *Journal of the Society of Architectural Historians* 55, no. 3 (1996): 238-253.
- [35] Benjamin Fortna, "Buildings and Discipline," *Imperial classroom: Islam, the State, and Education in the Late Ottoman Empire* (Oxford; New York : Oxford University Press, 2002), 130-164.
- [28] Wendel A. White, "Schools for the Colored," *Buildings & Landscapes* 22, no. 1 (Spring 2016): 63-89.

31 January **Education for Extinction** [88 pages + 1 hr of video lecture]

- [67] David Wallace Adams, "Chapter 4: Institution," and "Chapter 5: Classroom," In *Education for Extinction: American Indians and the Boarding School Experience, 1875–1928* (Kansas: University Press of Kansas, 1995), 97-135; 136-163.

Zeynep Türkyılmaz, "'Civilize Rebels' Daughters, Absorb them within Turkishness': Residential Schooling and Republican Solution to the Dersim Question (1937-1957)" School-time! Conference. [34 min]

Zeynep Kezer, "On the Periphery of the Nation: Early Republican Schools in Elazığ" School-time! Conference. [22 min]

- [21] Sarah De Leeuw, "Intimate Colonialisms: The Material and Experienced Places of British Columbia's Residential Schools," *The Canadian Geographer* 51, no 3 (2007): 339-359.

Further sources on North American residential schools' architecture, can be found here. National Film Board has a number of documentaries on residential schools in Canada, here.

7 February **Universities of the World** [112]

Review this website: <https://architekturen-der-wissenschaft.de/english.html>

- [45] Jonathan Coulson, Paul Roberts, and Isabelle Taylor, "Chapter 1: University Planning and Architecture 1088-2010: A Chronology," *University Planning and Architecture: The Search for Perfection* (Routledge, 2015), 3-47.
- [32] Ekmeleddin İhsanoğlu, "Introduction: Universities in Europe, Medreses in the Muslim World," and "Genesis, Development, and Closure of the Darülfünun," *The House of Sciences: the First Modern University in the Muslim world* (New York, NY : Oxford University Press, 2019, xxi- xxxvi; 1-16. <https://doi.org/10.1093/oso/9780190051556.001.0001>

[35] Paul Turner, "Schools for a New Nation," *Campus: An American Planning Tradition* (New York and London: MIT Press, 1984), 53-87.

14 February **White and Black Colleges (HBCUs)** [116 + online article]

Review this website: Universities Studying Slavery (USS) <https://slavery.virginia.edu/universities-studying-slavery/>

[34] Louis P. Nelson and Maurie D. McInnis, "Landscape of Slavery," *Educated in Tyranny: Slavery at Thomas Jefferson's University* Maurie Dee McInnis, Louis P. Nelson, eds. (Charlottesville: University of Virginia Press, 2019), 45-78.

[31] Craig Steven Wilder, "Chapter 1: The Edges of Empire: Colleges in the Arsenal of European Imperialism," *Ebony & Ivy: Race, Slavery, and the Troubled History of America's Universities* (New York: Bloomsbury Press, 2013), 15-45.

[51] Kenrick Ian Grandison, "Negotiated Space: The Black College Campus as a Cultural Record of Postbellum America," *American Quarterly* 51, no 3 (September 1999): 529-579.
<https://muse.jhu.edu/pub/1/article/2405> <https://www.jstor.org/stable/30042182>

21 February **Landgrab Universities** [113 + a website]

Review this website: Robert Lee, Tristan Ahtone, Margaret Pearce, Kalen Goodluck, Geoff McGhee, Cody Leff, Katherine Lanpher and Taryn Salinas, "Land-Grab Universities, A High Country News Investigation." landgrabu.org, 2020. <https://www.landgrabu.org/>.

[41] Eve Tuck and K. Wayne Yang, "Decolonization is not a Metaphor," *Decolonization: Indigeneity, Education & Society* 1, no. 1 (2012): 1-40.

[30] Margaret A. Nash, "Entangled Pasts: Land-Grant Colleges and American Indian Dispossession," *History of Education Quarterly* 59, no. 4 (November 2019): 437-467.

[42] Sharon Stein, "Dispossession at the Roots of 'Democracy's Colleges': The Colonial Legacy of Land-Grant Universities," *Unsettling the University: Confronting the Colonial Foundations of US Higher Education* (John Hopkins University Press, 2022), 124-162.

28 February **Gender and College Campus Design (Dormitories and Gyms)** [103]

[22] Helen Lefkowitz Horowitz, "Designing for Genders: Curricula and Architecture at Scripps College and the California Institute of Technology," *The Pacific Historical Review* 54, no. 4 (1985): 439-461.

[31+37] Carla Yanni, "Introduction" and "The Coed's Predicament; Women's Dormitories at Coeducational Colleges," *Living on Campus: An Architectural History of the American Dormitory* (University of Minnesota Press, 2019), 1-31; 79-116.

[13] Caitlin DeClerq, "Building Student Bodies: College Gymnasias and Women's Health in Nineteenth Century America," *Experiencing Architecture in the Nineteenth Century: Buildings and Society in the Modern Age*, Edward Gillin, and H. Horatio Joyce, eds. (Bloomsbury Publishing USA, 2018), 160-172.

13 March **Religion and Mission in Colleges (Chapel) [121]**

[25] Ipek Türeli, "Building Missionary-Philanthropic Education Networks: A Medical School for Women in Constantinople," *Journal of the Society of Architectural Historians* (June 2024).

[30] Jeffrey Cody, "American geometries and the architecture of Christian campuses in China," *China's Christian Colleges: Cross-cultural Connections, 1900-1950*, Daniel H. Bays and Ellen Widmer, eds. (Stanford, Calif.: Stanford University Press, 2009), 27-56.

[66] Margaret Grubiak, "Introduction," and "the Chapel in the Age of Science," *White Elephants on Campus: The Decline of the University Chapel in America, 1920-1960* (University of Notre Dame Press, 2014), 1-66.

20 March **Focus: McGill University**

[16] Robin Starr Minthorn and Christine A. Nelson, "Colonized and racist Indigenous campus tour," *Journal of Critical Scholarship on Higher Education and Student Affairs* 4, no. 1(2018): 73-88.

Charmaine Nelson and students, "Slavery and McGill University: Bicentenary Recommendations." (2020)

Susanne Morton, *Black McGill*. (2019)

[34] Rosalind Hampton, *Black Racialization and Resistance at an Elite University* (University of Toronto Press, 2020), 12-31; 66-70.

27 March **Postcolonial, Postwar Campus Designs [138]**

[34] Stefan Muthesius, "Campus Planning Worldwide," *The Postwar University: Utopianist Campus and College* (New Haven and London: Paul Mellon Centre for Studies in British Art, Yale University Press, 2000), 247-280.

[33] Susan Holden, "Campus Core: Architecture and Civic Form," *Campus: Building Modern Australian Universities*, Andrew Saniga and Robert Freestone, eds. (Crawley, Western Australia: UWA Publishing, 2023), 111-143.

[28] Ayala Levin, "Planning a Postcolonial University Campus: The University of Ife, Nigeria," *Architecture and Development: Israeli Construction in Sub-Saharan Africa and the Settler Colonial Imagination, 1958-1973* (Durham: Duke University Press, 2022), 97-124.

[43] Burak Erdim, "The Campus and the National Imaginary: Competing Narratives of Citizenship and Nationhood," *Landed Internationals Planning Cultures, the Academy, and the Making of the Modern Middle East* (University of Texas Press, 2020), 161-202.

3 April **Decolonial University** [60 and one online article]

Abigail Boggs, Eli Meyerhoff, Nick Mitchell, and Zach Schwartz-Weinstein, "Abolitionist University Studies: An Invitation," (2019). <https://abolitionjournal.org/abolitionist-university-studies-an-invitation/>

[28] la paperson, *A Third University is Possible* (University of Minnesota Press, 2017), xiii-xxv, 54-70

[16] Achille Mbembe, "Future Knowledges and Their Implications for the Decolonisation Project," *Decolonisation in Universities: The Politics of Knowledge*, Jonathan D. Jansen, ed. (Wits University Press, 2019), 239-254.

10 April Student Presentations

Evaluation

The number, nature, and forms of assessment:

- Participation and attendance: 25%
- Leading a discussion session; includes leading active learning session in consultation with the instructor, engaging peers: individual work 20%
- Mid-term due March 13: individual work, abstract (300 words) and annotated outline (2,000 words, 8 pages) 20% [will be workshopped during March 20 session]
- Final due April 10: individual work, McGill Campus Walk (4-5,000 words, 16-20 pages, illustrations as necessary, and bibliography); submit document digitally on Teams, and deliver verbally with slides as a 10-min conference style presentation 35%

Main term assignment: **A Decolonized and Anti-Racist McGill Campus Walk**. The assignment is inspired by the McGill specific works of Charmaine Nelson (Art History), Susanne Morton (History) and Rosalind Hampton (Education), and methodologically, this article: Robin Starr Minthorn, Christine A. Nelson, "Colonized and racist Indigenous campus tour," *Journal of Critical Scholarship on Higher Education and Student Affairs* 4, no. 1(2018): 73

Late penalty: Assignments must be submitted at the beginning of class on the day they are due. In the absence of a medical certificate or analogous circumstances, any required evaluation submitted after its due date and time shall be assessed a penalty of one grading unit per day late - including weekend days. Assignments more than 4 days late will not be accepted.

Midterm and final expectations and descriptions will be posted on Teams. Midterm assignment will be submitted as a hardcopy in class (printed on paper) as well as uploaded on a dedicated Teams folder. And the final will be submitted as a digital file uploaded on Teams.

McGill policy statements

- 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 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.” (Approved by Senate on 21 January 2009)

« 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. » (Énoncé approuvé par le Sénat le 21 janvier 2009)

- 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](#)” (Approved by Senate on 29 January 2003) (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 procédures disciplinaires](#). » (Énoncé approuvé par le Sénat le 29 janvier 2003) (pour de plus amples renseignements, veuillez consulter le [guide pour l’honnêteté académique de McGill](#).)

Land acknowledgement: McGill University is on land which 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.

EDI statement: I hope that students from all diverse backgrounds and perspectives be served by this course. I intent to present materials and activities respectful of diversity. In composing the course content for example, I have paid attention to gender parity among the authors of assigned material, and of geographic breadth and experiential diversity. As a community of faculty and students we also bring diverse experiences and backgrounds to the class which enrich the many readings we can individually and collectively offer. Your suggestions are encouraged and appreciated. Please expect to experience uncomfortable topics in this class. I do not expect that we share the same views on the topics we cover. Disagreement and debate are welcome. Taking intellectual or emotional risks however does not mean disrespect. Please expect to commit to creating an environment that facilitates inquiry and self-expression while demonstrating diligence in understanding others’ viewpoints different from yours. I ask you to engage in discussion with care an empathy for other members in the classroom. Please let me know of ways I can improve the effectiveness of the course for you and for other students.

Additional statements

- **Artificial Intelligence (AI) Tools:** To ensure a fair and consistent learning experience for all students, the use of advanced AI tools is strictly prohibited for all academic (written/audiovisual/ creative/etc.) work, assignments, and assessments in this course. Students may not use artificial intelligence tools for writing response papers or completing major course assignments.
- **Assessment:** The University Student Assessment Policy exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads.
- **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, I 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 I can best support your learning.
- **Charter of Students' Rights:** Additional policies governing academic issues that affect students can be found in the McGill Charter of Students' Rights.
- **Content warning:** Please be aware that some of the content in this course contains language or images that may be difficult for some students. Some of it may be emotionally and intellectually challenging to engage with. I will flag especially intense content that discusses or represents challenging topics and themes and will do my best to make this classroom a space where we can engage bravely, empathetically and thoughtfully with difficult content.
- **Copyright:** © Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions) 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 copyright infringements can be subject to follow-up by the University under the Code of Student Conduct and Disciplinary Procedures.
- **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.
- **Inclusive learning environment:** As the instructor of this course, I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and/or Student Accessibility and Achievement.
- **Intellectual property:** I ask for everyone's cooperation in ensuring that the materials shared as course content are not reproduced or placed in the public domain. This means that each of you can use it for your own purposes, but you cannot allow others to use it by posting it online or giving it or selling it to others who may copy it and make it available. Thank you for your help with this.

- Learning support resources: Consult resources from [Teaching and Learning Services \(TLS\)](#) on topics such as time management, study strategies, group work, exam prep, and more. TLS also offers opportunities to connect with an academic peer mentor through [Stay on Track](#) and to attend workshops. For further individualized support check out the programs and resources from [Student Accessibility & Achievement](#).
- Mercury 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.
- Mobile devices: No audio or video recording of any kind is allowed without the explicit permission of the instructor.
- Pronouns: Please meet during office hours or email if you would like me to refer to you by a different name than the [name indicated](#) in your student record or to inform me of your pronouns.
- Recording privacy: I will notify you if part of a class is being recorded, but for now, I am not planning to record any part of class.
- Respect: 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.
- Sustainability: McGill has policies on sustainability, paper use, and other initiatives to promote a culture of sustainability at McGill. See the [Office of Sustainability](#).
- Wellness: Many students may face mental health challenges that can impact not only their academic success but also their ability to thrive in our campus community. Please reach out for support when you need it; [wellness resources](#) are available on campus, off campus, and online.
- Workload management skills: If you are feeling overwhelmed by your academic work and/or would like to further develop your time and workload management skills, don't hesitate to seek support from [Student Services](#).