

CDN390H1: Chinese Canadian Studies
Fall 2021
University College: Canadian Studies
University of Toronto

Time: Mondays 10:00am to 12:00pm
Room: UC 256 [Starting week 3]

Course Instructor:
Koby Song-Nichols

Email: koby.songnichols@mail.utoronto.ca

Office hours: Tuesdays 10 am – 11am ET beginning on week 2. or by appointment [this will be done over Zoom]

Course Description:

Welcome to Chinese Canadian Studies! In this course, we will examine the diverse and dynamic ways Chinese Canadians have shaped, and been shaped by, life in Canada. In centring Chinese Canadian voices and experiences, we will address many topics relating to multiculturalism, transnationalism, diaspora and identity. This course seeks to introduce students to the many perspectives and subjectivities found within Chinese communities in Canada, inviting students to consider and learn from the wisdom and experiences of these communities. As such we will examine the ways Chinese Canadians have constructed their identities, investigate Chinese Canadian experiences relative to broader societies, and develop archival and analytical tools to further research Chinese Canadian academic and community knowledge. Adopting an inter- and multi-disciplinary approach, we will examine various materials including peer-reviewed journal articles, book chapters, literature, film, blog posts, restaurant menus, and digital community archives and exhibitions.

By the end of the course, each student will have produced a “portfolio” that can serve as an initial reference or map of community and academic resources found through Chinese Canadian studies.

Course Delivery and Format:

The first two weeks of this course will be delivered online. The first class (September 13) will be done over Zoom at the link below and the second class (September 20) will be done asynchronously to allow students time to vote in the Canadian Federal Election.

Zoom link for first lecture: <https://utoronto.zoom.us/j/89423200976>

Meeting ID: 894 2320 0976

Passcode: 521388

Starting week 3, September 27th we will meet in-person in room UC 256. Please note university wide mask and vaccination requirements.

- https://ehs.utoronto.ca/wp-content/uploads/2020/03/Covid-19-Poster_8.5x11_FA.pdf
- <https://governingcouncil.utoronto.ca/secretariat/policies/face-masks-policy>
- <https://www.provost.utoronto.ca/wp-content/uploads/sites/155/2021/09/U-of-T-Vaccine-Guideline-Sep.3.2021.pdf>

Office hours:

My office hours will be 10 am to 11 am ET on Tuesdays beginning week 2 or by appointment. I am always more than happy to discuss anything related to this course in these contexts, especially if you would prefer to discuss course content outside of the discussion setting. For example, If you ever feel like you could not participate fully in a discussion session or want to actively discuss the questions/reflections you wrote on the discussion boards, please come to office hours or schedule an appointment with me.

Office hours and out of class time appointments will be conducted over Zoom.

Course Materials:

Students do not need to buy any course materials for this course. All materials needed for the course will be available through the university library or on the course Quercus page or available online for free. If you have any issues accessing or finding course or course related materials please contact me as soon as possible.

Marking Scheme:

Assessment	Due	Weighting
Introductory Post	24 September, 11.59pm	5%
Discussion Participation	Weekly Starting Week 3	12%
Discussion Questions/Reflections	8am before the highlighted class; Starting Week 2 [mandatory week 2, + 7 other weeks]	18%
Assignment 1 – Into the Archives	20 October, 11.59pm	20%
Assignment 2 – Menu Analysis	18 November, 11.59pm	10%
Assignment 3 – Exhibition/Report Analysis	7 December, 11.59pm	20%
Final Assessment - Reflection	During Final Assessment Period, More details TBA	15%

Assignments will be submitted through Quercus. Please use Chicago citation style for the assignments and final assessment

http://www.chicagomanualofstyle.org/myaccess.library.utoronto.ca/tools_citationguide.htmlLinks to an external site.

These assessments guide your learning and encourage you to exploration, analysis, and reflection on the many materials created for and/or by Chinese Canadian communities.

Assessment Descriptions:

Introductory Post: Due **September 24, 11:59pm ET** (5%)

Please see discussion section titled “Introductory Post:” on our course Quercus page for more information.

Discussion Participation: Weekly, Starting Week 3 [September 27] (12%)

Beginning in week three, active participation in in-class discussions will be assessed. Active participation includes coming to class prepared, demonstrating a deep engagement with the week’s readings and course material, and willingness to contribute actively to group discussion. Students will be encouraged to take notes during discussion sessions.

Discussion Questions/Reflection: **2 hours** before the beginning of that week’s class (i.e. 8am ET) [Mandatory for week 2, then students get to select the 7 other weeks] (18%)

Throughout the course you will post several discussion questions and a short reflection for 8 weeks out of 13. For week 2 and for each chosen week, you are responsible for developing one question for each of the week’s readings/film/listening [2-4 questions per week]. You will also need to write a 3-5 sentence reflection on how the week’s readings relate to each other or to readings/lecture materials/discussions of previous weeks. These questions and reflections will help shape our in class discussions.

* For week 2, submission will be accepted any time before Tuesday 8am September 21 to allow more flexibility.

Each discussion questions/reflection will be worth 2.25% of the total course mark.

Assignments 1-3:

These assignments will allow you to practice and apply analytical methodologies discussed in lecture. I will provide constructive feedback for assignments 1, 2 and 3. My feedback will offer some of my reflections on your work, including pointing out areas where you did well and can expand. If you have any questions regarding a given mark please contact me and we can schedule an appointment to discuss the assignment and feedback.

Detailed rubrics that outline the expectations for each of assignment will be made available two to three weeks prior to the due date (as outlined in the course schedule below).

Final Assessment - Reflection:

This will be written during final assessment period, and students will have multiple days to complete it. More details will be announced then.

Course Schedule:

Week 1 September 13: Introduction to course: Chinese Canadians in a Global Chinese Diaspora

- Course introduction

Background Readings:

- Mar, Lisa Rose. "Beyond Being Others: Chinese Canadians as National History." *BC Studies; Vancouver*, no. 156/157 (Winter 2007): 13-34,203.
- Yu, Henry, and Stephanie Chan. "The Cantonese Pacific: Migration Networks and Mobility Across Space and Time." In *Trans-Pacific Mobilities: The Chinese and Canada*, edited by Lloyd L. Wong. S.I.: UBC Press, 2017.
<http://myaccess.library.utoronto.ca/login?url=http://books.scholarsportal.info/uri/ebooks/ebooks3/upress/2017-07-24/1/9780774833813>.
- Chan, Anthony B. "Chinese Canadians." The Canadian Encyclopedia, May 22, 2019.
<https://www.thecanadianencyclopedia.ca/en/article/chinese-canadians>.

Week 2 September 20: Early Chinese Canada and Exclusion

****Will be delivered asynchronously to allow students to vote in the Canadian Federal Election****

- Immigration
- Exclusion
- Brokerage

Readings:

- Mar, Lisa Rose. "Arguing Cases: Legal Interpreters, Law, and Society." In *Brokering Belonging: Chinese in Canada's Exclusion Era, 1885-1945*, 49–68. New York: Oxford University Press, 2010.
- Julia Lum (2017) 'Familial looking': Chinese Canadian vernacular photography of the exclusion period (1923-1967), *Visual Studies*, 32:2, 111-123.
- For more context:
 - Chan, Arlene. "Chinese Immigration Act." The Canadian Encyclopedia, March 7, 2017. <https://www.thecanadianencyclopedia.ca/en/article/chinese-immigration-act>.
 - Chan, Arlene. "Chinese Head Tax in Canada." The Canadian Encyclopedia, June 3, 2020. <https://www.thecanadianencyclopedia.ca/en/article/chinese-head-tax-in-canada>.

Films:

- Video: Karin Cho, *In the Shadow of Gold Mountain*, National Film Board of Canada, 2004.
<https://www-nfb-ca.myaccess.library.utoronto.ca/film/in-the-shadow-of-gold-mountain-ma/>

Week 3 September 27: Redress and Reconciliation

Key Topics:

- Redress
- Reconciliation
- Settler Colonialism

Readings:

- Jim, Alice Ming Wai. "Redress Express: Chinese Restaurants and the Head Tax Issue in Canadian Art." In *Asian Canadian Studies Reader*, edited by Roland Sintos Coloma and Gordon Pon, 129–44. Asian Canadian Studies. Toronto: University of Toronto Press, 2017.
- Li, Peter. "Reconciling with History: The Chinese-Canadian Head Tax Redress." *Journal of Chinese Overseas* 4, no. 1 (January 1, 2008): 127–40.
<https://doi.org/10.1163/179325408788691507>.
- Pages: 209-221 Chapter "We are all Treaty people: Communities, alliances, and hope" from *Canada's Residential Schools: Reconciliation: The Final Report of the Truth and Reconciliation Commission of Canada, Volume 6*. MQUP, 2016. <https://doi.org/10.2307/j.ctt19qghck> (Links to an external site.).
 - http://www.trc.ca/assets/pdf/Volume_6_Reconciliation_English_Web.pdf (Links to an external site.)
- See also:
 - Barman, Jean. "Beyond Chinatown: Chinese Men and Indigenous Women in Early British Columbia." *BC Studies: The British Columbian Quarterly*, no. 177 (April 15, 2013): 39–64. <https://doi.org/10.14288/bcs.v0i177.183677>.
 - Chinese Historical Wrongs Consultation Final Report and Recommendations: https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/our-history/historic-places/documents/heritage/chinese-legacy/final_report_and_recommendations.pdf
 - Mathur, Ashok, Mike DeGagné, Jonathan Dewar, and Aboriginal Healing Foundation. *Cultivating Canada: Reconciliation through the Lens of Cultural Diversity*. [Revised edition]. Aboriginal Healing Foundation Research Series 2011. Ottawa: Aboriginal Healing Foundation, 2011.

Films:

- [Pending Access] *Cedar and Bamboo* (short documentary film, 2010). Media Commons Library VideoDVD 763171

Week 4 October 4: Eurasians, Interracial Intimacies, and Archival Research

** Assignment 1 – Rubric will be made available on Quercus, and a portion of this lecture will be used to discuss assignment guidelines

Key Topics:

- Identity
- Archival Research
- Interracial Relations

Readings:

- Teng, Emma Jinhua. "The Eaton Sisters and the Figure of the Eurasian." In *The Cambridge History of Asian American Literature*, edited by Min Hyoung Song and Rajini Srikanth, 88–104. Cambridge: Cambridge University Press, 2015.
<https://doi.org/10.1017/CHO9781107284289.005>.
- Chenier, Elise. "Sex, Intimacy, and Desire among Men of Chinese Heritage and Women of Non-Asian Heritage in Toronto, 1910-1950." *Urban History Review / Revue d'histoire Urbaine* 42, no. 2 (2014): 29–43.
- Optional: Explore this website put together by Elise Chenier
<https://www.interracialintimacies.org/how-to-think.html>

Week 5 October 11: No Class

Week 6 October 18: Chinatown

** Assignment 2 – Rubric will be made available on Quercus, and a portion of this lecture will be used to discuss assignment guidelines

Key Topics:

- Chinatown
- Race, diaspora, and space
- Home
- Menu Methodology/Menu workshop

Readings:

- Hsu, Yon. "Feeling at Home in Chinatown--Voices and Narratives of Chinese Monolingual Seniors in Montreal." *Journal of International Migration and Integration; Dordrecht* 15, no. 2 (May 2014): 331–47.
<http://dx.doi.org.myaccess.library.utoronto.ca/10.1007/s12134-013-0297-1>.
- Lee, Fatima. "Food as an Ethnic Marker: Chinese Restaurant Food in Toronto." In *The Chinese in Ontario*, edited by Fatima Lee and Multicultural History Society of Ontario, 57–65. Polyphony, v. 15. Toronto, Ont: Multicultural History Society of Ontario, 2000.
- Cho, Lily. "On the Menu: Time and Chinese Restaurant Counterculture." In *Eating Chinese: Culture on the Menu in Small Town Canada*, 44–79. Cultural Spaces. Toronto: University of Toronto Press, 2010.

Listening:

- Chan, Arlene, and Leo Chan. Perspectives – Tasting the Global City: Historic Toronto Chinese Restaurants. Interview by Jeffrey Pilcher and Jackson Guo, December 10, 2016. <https://www.utoronto.ca/projects/torontofood/perspectives-content/>.

Recommended:

- Anderson, Kay J. "The Idea of Chinatown: The Power of Place and Institutional Practice in the Making of a Racial Category." *Annals of the Association of American Geographers* 77, no. 4 (December 1, 1987): 580–98. <https://doi.org/10.1111/j.1467-8306.1987.tb00182.x>.
- Chan, Arlene. "Jean Lumb | The Canadian Encyclopedia," October 4, 2018. <https://www.thecanadianencyclopedia.ca/en/article/jean-lumb>.
- Look through: Yee, Paul. *Chinatown: An Illustrated History of the Chinese Communities of Victoria, Vancouver, Calgary, Winnipeg, Toronto, Ottawa, Montréal, and Halifax*. Electronic resource. Toronto: James Lorimer & Co, 2005. <http://myaccess.library.utoronto.ca/login?url=https://www.deslibris.ca/ID/413422>.

Week 7 October 25: Small Town Canada

Key Topics:

- Rural, Small Town Life
- Chinese restaurants

Readings:

- Mar, Lisa R. "The Tale of Lin Tee: Madness, Family Violence, and Lindsay's Anti-Chinese Riot of 1919." Electronic resource. In *Sisters or Strangers? Immigrant, Ethnic and Racialized Women in Canadian History*, edited by Franca Lacovetta and Marlene Epp, Second edition., 64–83. Studies in Gender and History. Toronto ; Buffalo ; London: University of Toronto Press, 2016. <http://myaccess.library.utoronto.ca/login?url=http://books.scholarsportal.info/uri/ebooks/ebooks3/utpress/2016-11-17/1/9781442625938>.
- Hui, Ann. "Chop Suey Nation: A Road Trip Uncovers the Lives behind Small-Town Chinese-Canadian Food." Accessed August 12, 2020. <https://www.theglobeandmail.com/life/food-and-wine/chop-suey-nation/article30539419/>.
- Smart, Josephine. "Ethnic Entrepreneurship, Transmigration, And Social Integration: An Ethnographic Study Of Chinese Restaurant Owners In Rural Western Canada." *Urban Anthropology and Studies of Cultural Systems and World Economic Development* 32, no. 3/4 (2003): 311–42.

Film [pending access]:

- *Chinese Restaurants*, v.3 (documentary film, 2005), excerpts from the "Canada" episode. Media Commons Library VideoDVD 751544 v.3

Recommended:

- Wah, Fred. "From Seasons Greetings from the Diamond Grill." Canadian Literature. Accessed September 2, 2020. <https://canlit.ca/article/from-seasons-greetings-from-the-diamond-grill/>

Week 8 November 1: Paper Sons – Guest Lecture by Melanie Ng

Readings: TBD

Week 9 November 8-12: Reading Week

NOTE: Monday November 8, 2021 is the Last Day to Drop a Fall Course

Week 10 November 15: Life after Exclusion?

** Assignment 3 – Rubric will be made available on Quercus, and a portion of this lecture will be used to discuss assignment guidelines

Key Topics:

- Activism/Political Participation

Readings:

- Madokoro, Laura. "Exclusion by Other Means: Medical Testing and Chinese Migration to Canada, 1947-1967." *Histoire Sociale/Social History* 52, no. 105 (June 4, 2019): 155–70. <https://doi.org/10.1353/his.2019.0007>.
- Fernando, Shanti Irene. "Toronto: Political Participation and Chinese Canadian Community Groups in the Multicultural City." Electronic resource. In *Race and the City: Chinese Canadian and Chinese American Political Mobilization*, 44–73. Vancouver: UBC Press, 2006. <http://myaccess.library.utoronto.ca/login?url=https://www.deslibris.ca/ID/408623>.

Video: [pending access]

- "An Audiovisual analysis of W5 — 'Campus giveaway'" (video produced by the Council of Chinese Canadians in Ontario, 1980). Media Commons Library Videocass 002069

Listening:

- [Pending] Podcast from National Collaborating Centre for Infectious Diseases

Week 11 November 22: Growing Up CBC: Childhood

Key Topics:

- Childhood
- Generation
- Model Minority
- Belonging

Readings:

- Cui, Dan. "Model Minority Stereotype and Racialized Habitus: Chinese Canadian Youth Struggling with Racial Discrimination at School." *Journal of Childhood Studies; Prospect Bay* 44, no. 3 (2019): 70–84.
<http://dx.doi.org.myaccess.library.utoronto.ca/10.18357/jcs00019175>.
- Kwong, Evelyn. "Tossing, Hiding or Being Shunned for 'stinky' School Lunches: 8 Canadians on the Ethnic Food They Were Embarrassed to Eat in Class." *The Toronto Star* (Online); Toronto, Canada, Toronto: Torstar Syndication Services, a Division of Toronto Star Newspapers Limited, August 29, 2018.
<http://search.proquest.com/docview/2095707218/citation/EEE5418651B24A30PQ/1>.
- Thom, Kai Cheng. "Rediscovering Identity at My Grandfather's Funeral: An Ethnic Trans Story." Electronic resource. In *I Hope We Choose Love: A Trans Girl's Notes From the End of the World*. S.l.: Lightning Source Inc. (Tier 3), 2019.
<http://myaccess.library.utoronto.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&AN=2139132>.
- Kobayashi, Audrey, and Valerie Preston. "Being CBC: The Ambivalent Identities and Belonging of Canadian-Born Children of Immigrants." *Annals of the Association of American Geographers* 104, no. 2 (2014): 234–42. https://www-jstor-org.myaccess.library.utoronto.ca/stable/24537715?seq=2#metadata_info_tab_contents

Week 12 November 29: Revisiting Chinese Canada

Key Topics:

- Migration Patterns
- Diasporic identity
- Art

Readings:

- Forde, Jean. "The Caribbean Chinese in Canada." In *The Chinese in Ontario*, edited by Fatima Lee and Multicultural History Society of Ontario, 41–45. Polyphony, v. 15. Toronto, Ont: Multicultural History Society of Ontario, 2000.
- Ku, Jane. "Journeys to a Diasporic Self." *Canadian Ethnic Studies* 51, no. 3 (2019): 137–54. <https://doi.org/10.1353/ces.2019.0024>.
- Madokoro, Laura. "Chinatown and Monster Homes: The Splintered Chinese Diaspora in Vancouver." *Urban History Review / Revue d'histoire Urbaine* 39, no. 2 (2011): 17–24.
<https://doi.org/10.7202/1003459ar>.
- See also:
 - Kapac, Jack S. "Culture/Community/Race: Chinese Gay Men and the Politics of Identity." *Anthropologica; Waterloo* 40, no. 2 (1998): 169–81.
<http://dx.doi.org.myaccess.library.utoronto.ca/10.2307/25605895>.

Film:[pending access]

- Richard Fung, *Orientations* (documentary film, 1986). Media Commons Library VideoDVD 763618

Week 13 December 6: Where Do We Go from Here?

Key Topics:

- Community
- Future

Readings:

- Madokoro, Laura. "Epilogue." In *Elusive Refuge: Chinese Migrants in the Cold War*, 214–20. Cambridge, Massachusetts: Harvard University Press, 2016.
<http://myaccess.library.utoronto.ca/login?url=http://books.scholarsportal.info/uri/ebooks/ebooks3/proquest-up/2017-11-28/4/9780674973831>.
- Ku, Jane. "Ethnic Activism and Multicultural Politics in Immigrant Settlement in Toronto, Canada." *Social Identities* 17, no. 2 (March 1, 2011): 271–89.
<https://doi.org/10.1080/13504630.2010.524785>.
- Stanley, Timothy. "Bringing Anti-Racism into Historical Explanation: The Victoria Chinese Students' Strike of 1922-3 Revisited." *Journal of the Canadian Historical Association / Revue de La Société Historique Du Canada* 13, no. 1 (2002): 141–65. <https://doi-org.myaccess.library.utoronto.ca/10.7202/031157ar>.

Listening:

- [Pending] Podcast from National Collaborating Centre for Infectious Diseases

Last Class December 9: Course Reflection [Lecture may be pre-recorded and delivered asynchronously]

Accessibility:

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs.

Students with diverse learning styles and needs are welcome in this course. If you have a disability that may require accommodations, please feel free to approach me and/or the [Accessibility Services on the St. George campus](#).

Course Policies:

Respect will be imperative in this course in order to allow for the open exchange of knowledge and experiences. In this course, we will be discussing sensitive topics, so respect for each other as learners and teachers as well as the course content will be of the utmost importance. I will do my best to premise these before teaching them; however, please do take any actions you need to ensure your own safety and well-being.

The use of slurs, rudeness, or personal attacks will not be tolerated.

Course Communication: Please check the course Quercus page consistently for course updates and content.

Email: Please email me with any concerns with the course. I will strive to respond to your email within 48 hours (weekends not included). In all correspondence please include the course code CDN390 in the subject line and use your utoronto.ca email address. I will not respond to any email regarding assignments sent within 8 hours before an assignment due date, please prepare any questions about assignments well in advance of their due dates.

Late Assignment Policy: Assignments that are turned in after the due date will incur a late penalty of 2% per day. After 7 days, the assignment will not be accepted and the student will receive a 0 mark, unless explanatory documentation is provided. Late penalties will be waived if the lateness is caused by circumstances beyond the student's control, including medical, personal, family or other unavoidable reasons. The due dates for this course are designed with the mutual respect between instructor and student in mind.

Missed Participation: Students will be allowed to **miss 1 discussion section without penalty.**

Students unable to participate due to circumstances out of their control should report their absence through the online absence declaration on ACORN under the Profile and Settings menu. In addition please contact me to request a make-up assignment (usually a short essay discussing the readings for the missed day). In these situations, this category of absence will not count towards the one allowed absence without penalty.

Extension Policy: Extensions for assignments will be granted on medical or compassionate grounds with justifiable circumstances and adequate evidence. Please email me at the earliest possible moment to apply for an extension. The earlier you contact me the higher chance I will be able to accommodate the request.

Further Note on Accommodations:

There may be times when you are unable to complete course work on time due to non-medical reasons. If you have concerns, speak to me or to an advisor in your College Registrar's office; they can help you to decide if you want to request an extension or accommodation. They may be able to provide you with a College Registrar's letter of support to give to your instructors, and importantly, connect you with other resources on campus for help with your situation.

Quercus Statement:

This course uses the University's learning management system, Quercus, to post information about the course. This includes posting readings and other materials required to complete class activities and course assignments, as well as sharing important announcements and updates. The site is dynamic and new information and resources will be posted regularly as we move through the term, so please make it a habit to log in to the site on a regular, even daily, basis. To access the course website, go to the U of T Quercus log-in page at <https://q.utoronto.ca>. Once you have logged in to Quercus using your UTORid and password, you should see the link or "card" for CDN390H1 F LEC0101/9101. You may need to scroll through other cards to find

this. Click on the CDN390H1 F LEC0101/9101 link to open our course area, view the latest announcements and access your course resources. There are Quercus help guides for students that you can access by clicking on the "?" icon in the left side column. SPECIAL NOTE ABOUT GRADES POSTED ONLINE: Please also note that any grades posted are for your information only, so you can view and track your progress through the course. No grades are considered official, including any posted in Quercus at any point in the term, until they have been formally approved and posted on ACORN at the end of the course. Please contact me as soon as possible if you think there is an error in any grade posted on Quercus.

Intellectual Property and Privacy:

Personal information is collected pursuant to section 2(14) of the University of Toronto Act, 1971 and at all times it will be protected in accordance with the Freedom of Information and Protection of Privacy Act. Please note that this course requires presentations of one's work to the group. For more information, please refer to <http://www.utoronto.ca/privacy>.

Course videos and materials belong to your instructor, the University, and/or other source depending on the specific facts of each situation, and are protected by copyright. In this course, you are permitted to download certain session videos and materials for your own academic use, but you should not copy, share, or use them for any other purpose without the explicit permission of the instructor.

For questions about recording and use of videos in which you or your input appear please contact me.

Please note that certain lectures will be screen and video recorded. ***

Academic Integrity:

All students, faculty and staff are expected to follow the University's guidelines and policies on academic integrity. For students, this means following the standards of academic honesty when writing assignments, collaborating with fellow students, and writing tests and exams. Ensure that the work you submit for grading represents your own honest efforts. Plagiarism—representing someone else's work as your own or submitting work that you have previously submitted for marks in another class or program—is a serious offence that can result in sanctions. Speak to me for advice on anything that you find unclear. To learn more about how to cite and use source material appropriately and for other writing support, see the U of T writing support website at <http://www.writing.utoronto.ca>. Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations. For more information, please see <https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity> and <http://academicintegrity.utoronto.ca>

All suspected cases of academic dishonesty will be investigated following procedures outlined in the *Code of Behaviour on Academic Matters*. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please reach out to me. Note that you are expected to seek out additional information on

academic integrity from me or from other institutional resources (for example, the [University of Toronto website on Academic Integrity](#)).

Commitment to Equity, Diversity, and Inclusion:

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

As a student at the University of Toronto, you are part of a diverse community that welcomes and includes students and faculty from a wide range of cultural and religious traditions. For my part, I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you anticipate being absent from class or missing a major course activity (such as a test or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

Internationally Situated Students:

If you are a citizen of another country, and/or accessing your courses at the University of Toronto from a jurisdiction outside of Canada, please note that you may be subject to the laws of the country in which you are residing, or any country of which you have citizenship. The University of Toronto has a long-established commitment to freedom of expression, with this right enabled by an environment valuing respect, diversity, and inclusion. In your classes, you may be assigned readings, or discuss topics that are against the law in other jurisdictions. I encourage you to become familiar with any local laws that may apply to you and any potential impact on you if course content and information could be considered illegal, controversial, or politically sensitive. If you have any concerns about these issues, please contact your instructor directly to discuss with them.

Mental Health and Well-being:

As a student, you may experience challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation, financial concerns, family worries and so forth. These factors may affect your academic performance and/or reduce your ability to participate fully in daily activities. Everyone feels stressed now and then. Some days are better than others, and there is no wrong time to reach out. There are resources for every situation and every level of stress. There are many helpful resources available through your College Registrar or through Student Life (<http://studentlife.utoronto.ca> and <http://www.studentlife.utoronto.ca/feeling-distressed>). An important part of the University experience is learning how and when to ask for help. Please take the time to inform yourself of available resources.

I have also placed a link to MySSP on the course quercus page as another source of support.

Acknowledgements

This syllabus greatly benefited from conversations with and the feedback of Mitchell Li, Kathy Burke, Professor Lisa Mar, and Melanie Ng. Professor Siobhan Flynn and the University of Toronto's Centre for Teaching Support & Innovation provided much guidance for language on course policy.