SOC352H5 F
Gender and Care

Fall 2025 Syllabus

Dr. Cynthia Cranford

c.cranford@utoronto.ca

Course Meetings

SOC352H5 F

Section	Day & Time	Delivery Mode & Location
LEC0101	Monday, 1:00 PM - 3:00 PM	In Person: DV 2080

Course Overview

This course will examine how gender shapes the work of care, and its value in society. It will look at both unpaid and paid care and the relationship between them. It will compare how care is organized and its value in different countries, and institutions (ranging from hospitals to homes) and consider care provided to children, aging people and adults with disabilities. Contemporary topics include care from the recipient's perspective, and new efforts to value care work. [24L]

 Detailed Course Description

In this class, we will learn about the social organization of care, meaning how activities essential for daily living (like bathing and eating) are supported by various other people. The social organization of care varies over time and place. Sometimes this is unpaid work done in private homes by family members. Other times it is paid work done in public settings by strangers. Sometimes the care receiver has to pay for it; other times the government covers all or part of the cost. Increasingly these public-private boundaries are blurring. A key aspect of the social organization of care is who does which types of care labour and the conditions or quality of that labour. Gender is a central principle in the allocation of care work: women still do most of the care work whether paid or unpaid. Yet, gender intersects with multiple other inequalities like Indigeneity, race, class and migrant status to shape who does which types of care labour with various conditions or quality. Intersecting inequalities also shape the position of care receivers, especially inequalities of disability and age. In this class, we will take an intersectional approach to understanding care. In Module I, we will learn to conceptualize intersecting inequalities in care. In Module II, we will analyze how intersecting inequalities affect care providers and care receivers and their relationship in various countries and settings (ranging from private homes to formal organizations) and in relation to various trends (i.e. commodification, privatization, financialization). A key focus will be how intersecting inequalities and the social organization of care generates tensions between care workers and care receivers. e will also consider alternative ways of organizing care that

might lesson tensions and encourage alliances between care workers, care receivers and advocates to push for both quality care and quality work.

Course Learning Outcomes

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

1. analyze unpaid and paid care through an intersectional lens
2. think sociologically about care by comparing and contrasting different ways of conceptualizing it
3. analyze the varied social organization of care across countries and settings (like institutions and homes), and within shifting social, political and economic trends (like commodification, privatization and financialization)

Prerequisites: SOC100H5 and 1.0 SOC/WGS credit at the 200 level
Corequisites: None
Exclusions: None
Recommended Preparation: SOC263H5 or SOC275H5 or WGS200Y5
Credit Value: 0.5

CLASS FORMAT
This class is in the calendar as a lecture class, but each week will also include in-class writing and small group and overall class discussion. I have designed in-class writing assignments to encourage you to come to class having read and thought about the material so that you can learn the material more deeply and develop your critical and analytical thinking. This will also prepare you for the Midterm and the Analytical Paper.

Course Materials

The main texts for this course are:

*Cranford, Cynthia. 2020. *Home Care Fault Lines: Understanding Tensions and Creating Alliances.* Ithaca: ILR Cornell University Press.

Royalties for academic books are a very small percentage of sales but I will donate any royalties over $10 that I receive for my own book to a care workers' organization.

Perrier, Maud. 2022. *Childcare Struggles, Maternal Workers and Social Reproduction*. Bristol: Bristol University Press.

It is useful to have your own copies of the required books and you can purchase them at the bookstore here:

https://www.uoftbookstore.com/adoption-search-results?ccid=7790629&itemid=342529

You could also get access to both books through the UTM library.

Additional required readings are either journal articles or excerpts from books available in the library and can be found easily through the Quercus course website.

This class is designed to strongly encourage you to do the readings before class.

Marking Scheme

Assessment	Percent	Details	Due Date
Midterm Test	30%	The mid-term will be an in-class, hand written test focused on the assigned readings, lectures and class discussions in Module 1. It will be made up of short answer questions. More information on expectations will be discussed in class.	2025-11-03
Analytical Paper	40%	Take Home Analytical Paper: Tensions and Alliances in Different Countries and Settings. In this individual, take-home assignment, you will write a 1,600 to 2,000-word paper where you compare and contrast the way care is organized in different countries and settings covered in Module 2. This paper will ask you to analyze how intersecting inequalities generate tensions between the quality of care for receivers and quality of work for providers, depending on the social organization of care in a given setting and country. You will be required to pick 2 countries to compare. You will also compare 2 settings covered in Module 2: • privately paid and directly employed by care receivers in their private homes (i.e. paid domestic work); • state paid and directly employed by care receivers in their private homes (e.g. direct funding/cash for care) • professional care provided in formal settings (i.e. nursing homes, hospitals or childcare	2025-12-09

Assessment	Percent	Details	Due Date
		centres) • care provided indirectly through agencies but delivered in care receivers' homes (for-profit or non-profit) In addition to drawing on assigned course material, you will need to find and analyze at least 2 peer reviewed, academic sources on your chosen settings and countries. This assignment will build on the readings, lectures and discussions in Module 2 most directly, but you will be also expected to bring in material from Module 1 to define key terms that you are using. More information about expectations for this assignment will be discussed in class and a rubric will be posted on Quercus.	
In-class writing assignments	24%	Most weeks there will be an in-class writing assignment and class discussion. These short assignments and discussions will be based on the reflection question in the syllabus to encourage you to come to class having read and thought about the assigned readings (Module 1) and your own library research (Module 2). The writing assignments will be one paragraph, and hand-written in class. You will be asked to write about the reflection question for ONE of the assigned readings of the week. I will pick which one and you will not know in advance. In other words, you are strongly encouraged to read and reflect on all three. You must submit at least three writing assignments in Module 1 and three more in Module 2. Other than these constraints, you can choose which weeks to submit. Together the 6	Ongoing

Assessment	Percent	Details	Due Date
		writing assignments you choose to submit are worth 4% each for a total of 24% of your overall mark. You cannot submit more than 6. More information on expectations will be discussed in class and a rubric will be posted on Quercus.	
Class Participation	6%	You will also receive credit for reporting back to the overall class on your group discussion. You will only be required to do this twice during the term, and you will have some choice as to when. This report back will be worth 6% of your overall mark, 3% for each. You must report back once in Module 1 and once in Module 2.	Ongoing

Course Schedule

Week	Description
Week	Every attempt will be made to follow the reading schedule, but it is subject to change at the discretion of the instructor.
Week 1 Sept. 8	**Intersecting Inequalities and the Social Organization of Care** Cranford, Cynthia. 2020. "Introduction," pp. 1-19 in *Home Care Fault Lines: Understanding Tensions and Creating Alliances*. Ithaca: ILR Cornell University Press. REFLECTION: According to the assigned reading: what kinds of intersecting inequalities are evident in the care we provide and receive?
Week 2 Sept. 15	**MODULE 1: INTERSECTIONAL ANALYSIS OF GENDER AND CARE** **Conceptualizing Social Reproductive Labour** Luxton, Meg. 1980. "Housewives and Housework." Chapter 5 from *More than a Labour of Love; Three Generations of Women's Work in the Home*. Toronto: Women's Press. Nakano Glenn, Evelyn. 1992 "From Servitude to Service Work: Historical Continuities in the

	Racial Division of Paid Reproductive Labor." *Signs* 18(1): pp. 1-43.

MacCallum, Mary Jane. 2014. "Sweeping the Nation: Indigenous Women and Domestic Labour in Mid- Twentieth Century Canada." Pp. 36-80 in *Indigenous Women, Work and History*, 1940-1980. Winnipeg: University of Manitoba Press.

REFLECTION: According to the assigned readings: how do inequalities of gender intersect with those of class, Indigenous-white settler relations and race to shape the conditions of (social) reproductive labour?

In-class writing assignment #1 |
| **Week 3**

Sept. 22 | **Global Social Reproductive Labour**

Parreñas, Rhacel Salazar. 2000. "Migrant Filipina Domestic Workers and the International Division of Reproductive Labor." *Gender & Society* 14(4): 560-80.

Cranford, Cynthia. 2020. Chapter 1 "Gender, Migration and the Pursuit of Security", pp. 20-39 in *Home Care Fault Lines: Understanding Tensions and Creating Alliances.* Ithaca: ILR Cornell University Press.

Perrier, Maud. 2022. Chapter 1 "Counter thinking from the Nursery: Theorizing Contemporary Childcare Movements," pp 21-41 from *Childcare Struggles, Maternal Workers and Social Reproduction*. Bristol: Bristol University Press.

REFLECTION: According to the assigned readings, how does global migration shape the conditions of (social) reproductive labour?

In-class writing assignment #2 |
| **Week 4**

Sept. 29 | **Conceptualizing Care**

Duffy, Mignon. 2011. "Conceptualizing Care." Pp. 9-19 in *Making Care Count: A Century of Gender, Race, and Paid Care Work*. NJ: Rutgers University Press.

Tronto, Joan. 2017. "There is an Alternative: Homines Curans and the Limits of Neoliberalism." *International Journal of Care and Caring* 1(1): 27-43.

Williams, Fiona. 2018. "Care: Intersections of Scales, Inequalities and Crises." *Current Sociology* 66(4): 547-561.

REFLECTION: According to the assigned readings, how is care conceptualized?

In-class writing assignment #3 |
| **Week 5**

Oct. 6 | **Intersecting Inequalities and Receiving Care: Age**

Carson, Alexa. 2024. "Rethinking intergenerational living as the ideal form of senior care: Life course research with immigrant families in Toronto." *Anthropology & Aging* 45(2), 3–23.

Klostermann, Janna. 2023. "Bev Said 'No': Learning from Nursing Home Residents about Care Politics in our Aging Society." *The Gerontologist* 63: 1683-1671. |

	Francisco-Menchavez, Valerie. 2018. Chapter 4 "Caring even if it hurts", pp. 118-143 from *The Labor of Care: Filipina Migrants and Transnational Families in the Digital Age*. Urbana: University of Illinois Press. REFLECTION: According to the assigned readings, how does age shape the conditions of care for people receiving it? *In-Class Writing Assignment #4* **October 13: THANKSGIVING**
Week 6 Oct. 20	**Intersecting Inequalities and Receiving Care: Disability** Cranford, Cynthia. 2020. Chapter 2 "Disability and the Quest for Flexibility", pp. 40-58 in *Home Care Fault Lines: Understanding Tensions and Creating Alliances.* Ithaca: ILR Cornell University Press. Oldfield, Margaret and Nancy Hansen. 2020. "Power, Agency, Aging and Cognitive Impairment." Pp. 130-144 in *The Aging-Disability Nexus*, edited by Katie Aubrecht, Christine Kelly and Carla Rice. Vancouver: University of British Columbia Press. Nishida, Akemi. 2022. "Introduction: Needing Care and Caring Needs." Pp. 1-39 from *Just Care: Messy Entanglements of Disability, Dependency and Desire*. Philadelphia: Temple University Press. (Can read online but not download) REFLECTION: According to the assigned readings, how does disability shape the conditions of care for people receiving it? *In-Class Writing Assignment #5* **OCT 27-31 FALL BREAK**
Week 7 Nov. 3	**In-class midterm test**
Week 8 Nov. 10	**MODULE 2: THE SOCIAL ORGANIZATION OF CARE IN COMPARATIVE PERSPECTIVE** **Privately Paid Care in Private Homes** Blackett, Adelle. 2019. Chapter 3 "Subordination or Servitude in the Law of the Household Workplace", pp. 1-34 from *Everyday Transgressions: Domestic Workers' Transnational Challenge to International Labor Law*. Ithaca: ILR Press. Perrier, Maud. 2022. Chapter 4 "At the Table or Thrown under the Bus: Migrant Nannies' Organizing and Childcare Coalitions during the COVID-19 Pandemic", pp. 80-97 from *Childcare Struggles, Maternal Workers and Social Reproduction*. Bristol: Bristol University Press. Find, read and bring to class a peer reviewed article about privately paid care in private homes. REFLECTION: How do intersecting inequalities generate tensions between the quality of care for receivers and the quality of work for providers within private paid care in private homes,

	according to the assigned readings? Is this different or similar to the findings in your own peer reviewed article? How so? *In-Class Writing Assignment #6*
Week 9 Nov. 17	**State-funded Care in Private Homes** Cranford, Cynthia. 2020. Chapter 3 "Managing Flexibility without Security in Toronto's Direct Funding", pp. 59-82 from *Home Care Fault Lines: Understanding Tensions and Creating Alliances*. Ithaca: ILR Cornell University Press. Cranford, Cynthia. 2020. Chapter 4 "Negotiating Flexibility with Security in Los Angeles's In-Home Supportive Services", pp. 59-82 in *Home Care Fault Lines: Understanding Tensions and Creating Alliances.* Ithaca: ILR Cornell University Press. Morgan, Fiona and Minna Zechner. 2022. "Uncovering Familialism: Cash-for-care schemes in England and Finland." *International Journal of Care and Caring* 6(4): 510-527. Find, read and bring to class a peer reviewed article about state-paid care in private homes. REFLECTION: How do intersecting inequalities generate tensions between the quality of care for receivers and the quality of work for providers within state-funded care in private homes, according to the assigned readings? Is this different or similar to the findings in your own peer reviewed article? How so? *In-Class Writing Assignment #7*
Week 10 Nov. 24	**Professional Care in Formal Care Organizations** Barken, Rachel, Tamara J. Daly and Pat Armstrong. 2016. "Family Matters: The Work and Skills of Family/Friend Carers in Long-Term Residential Care." *Journal of Canadian Studies* 50(2): 321-347. Showers, Fumilayo. 2023. Chapter 5 "Patient-Provider Interactions and Professional Identities in Nursing", pp. 84-102 from *Migrants Who Care: West Africans Working and Building Lives in U.S. Health Care*. New Brunswick, NJ: Rutgers University Press. Perrier, Maud. 2022. Chapter 2 "Selfish Strikers and Intimate Unions: Early Years Educators' Walkouts and the Big Steps Campaign, Australia", pp. 42-61 from *Childcare Struggles, Maternal Workers and Social Reproduction*. Bristol: Bristol University Press. Find, read and bring to class a peer reviewed article about professional care in a formal care organization. REFLECTION: How do intersecting inequalities generate tensions between the quality of care for receivers and the quality of work for providers within formal organizations, according to the assigned readings? Is this different or similar to the findings in your own peer reviewed article? How so? *In-Class Writing Assignment #8*

Week 11 Dec. 1	**Agency provided care – marketized vs. non-profit care** Cranford, Cynthia. 2020. Chapter 5 "Agency-Led Flexibility and Insecurity in Toronto's Home Care", pp. 107- 131 from *Home Care Fault Lines: Understanding Tensions and Creating Alliances*. Ithaca: ILR Cornell University Press. Cranford, Cynthia. 2020. Chapter 6 "Bargaining for Security with Flexibility in Toronto's Attendant Services", pp. 132-150 from *Home Care Fault Lines: Understanding Tensions and Creating Alliances*. Ithaca: ILR Cornell University Press. Perrier, Maud. 2022. Chapter 3 "Mothering the Mothers: Stratified Depletion and Austerity in Bristol, United Kingdom," pp 62-79 in *Childcare Struggles, Maternal Workers and Social Reproduction*. Bristol: Bristol University Press. Find, read and bring to class a peer reviewed article about agency provided care. REFLECTION: How can care be organized to support quality care for receivers and quality work for providers within agency provided care, according to the assigned readings? Is this different or similar to the findings in your own peer reviewed article? How so? *In-Class Writing Assignment #9*
Week 12 Dec. 2	**Alliances Toward Quality Care and Quality Work** Cranford, Cynthia. 2020. Chapter 7 "Toward Flexible Care and Secure Work", pp. 151-174 from *Home Care Fault Lines: Understanding Tensions and Creating Alliances*. Ithaca: ILR Cornell University Press.* Perrier, Maud. 2022. Chapter 5 "Maternal Worker Power", pp. 98-114 from *Childcare Struggles, Maternal Workers and Social Reproduction*. Bristol: Bristol University Press. REFLECTION: How can we support alliances that aim to (re)organize care to support both quality for receivers and quality work for providers? *In-Class Writing Assignment #10*

Policies & Statements

You should receive at least one significant mark (15%) before the last day you can drop a course without academic penalty, which is November 11.

Your work will be graded according to the University of Toronto Grading Scheme here:

https://www.utm.utoronto.ca/registrar/enrolment/grades

Please note that Grades in Quercus gives early access to preliminary grades; it does not represent your official final marks. For final grades logon to ACORN.

GENERATIVE AI POLICY 352

In this course, I value your engagement with, analysis of and insight into the course material as a human being. And I am committed to have a human being (either myself or the TA) read, provide comments for improvement, and evaluate your work. The kind of learning expected in this class – a sociological analysis of care – is best achieved through a relationship between teachers and students. For these reasons, I designed the course to limit your use of generative AI to specific tasks.

Generative AI assistants are becoming better at writing coherent prose and translating text. You may find it helpful for polishing the Analytical Paper.

In some contexts, generative AI assistants are becoming better at suggesting a response to a question, such as on a short answer test. One could seemingly use generative AI to practice an answer to a short answer test question, if that question was related to a generic prompt that you could know in advance. However, the TA and I will be evaluating your test within the context of the specific material in this course – namely how the assigned readings are understood in relation to the broader body of care scholarship much of which is conveyed in lectures. For example, we will not be asking you to define the now widely used, and sometimes misused, concept of "intersectionality." Instead, we may ask you to define a specific intersectional concept used in care scholarship, such as the 'racial division of reproductive labour', and to give an example of how it could be used to help us understand the conditions of care work from lecture or class discussion. I do not see how generative AI will help you to learn this. I have thus designed the course to discourage your use of it to study for and produce a quality midterm test. I have done this by incentivizing your reading and thinking about the material each week. I encourage you to answer the reflective question for yourself each week – even the weeks you do not choose to submit it, or cannot attend class to submit it. The goal here is to limit the piling up of reading that could encourage generative AI short-cuts to studying that will not give you the depth of understanding you need to do well. I have also discouraged your use of generative AI by requiring an in-class, hand written, test made up of specific short answer questions that include definitions and examples.

In some contexts, generative AI assistants are also becoming better at summarizing articles, critiquing a written passage, and generating an outline. However, these tools will not help you to think sociologically about the specific aspects I would like you to learn about in this course. That will come through reading and thinking about course material before lecture, thinking about it more in reference to what I provide in lecture, engaging in class discussions with your peers to compare your thoughts to theirs, and comparing different ways society has, or could, organize care. Because I believe that mastering such sociological thinking skills will benefit you in whatever career you take up, I have assigned a take-home Analytical Paper. In order to assess and reward your learning process along the way, I have designed the course to strongly encourage you to a) do your library research in stages in the context of the weekly topic; b) bring it to class; c) write about it in class and d) discuss it with your peers in class.

I will not police your use of AI in this course. Arguably it is not criminal. And I'm not a cop! However, given the goal of critical, sociological thinking through relationships in this class, I don't see how AI will help you learn deeply enough to demonstrate understand in the midterm or in the Analytical Paper (beyond translation or editing prose).

Course Conflicts

Students are strongly discouraged from enrolling in courses where scheduled lectures, tutorials or practicals conflict with other courses in which they have already enrolled. Students who enrol in courses with conflicting lectures, tutorials or practicals may not receive accommodations for conflicting exams, assignments, lecture material, in-class participation, etc.

Late Assessment Submissions Policy

Late and Missed Assessment Submissions Policy

Process for Seeking Academic Consideration for Missed Term Work

It is the student's responsibility to initiate the process of seeking academic consideration. To request an assignment extension or make-up test, you must complete both of the following steps within three days of the missed assignment deadline/test (including weekends and holidays): 1) Submit the *Special Consideration Request* online form, and 2) Either declare your **absence on ACORN** (once per term; see "Declaration of Temporary Absence" below), OR upload supporting documentation with your online form. If you are registered with Accessibility Services and missed a test or an assignment due date, please follow the first step only. For more details, please visit the Department of Sociology website. If a student misses term work but has already used the ACORN AD during that term, they will be required to submit documentation when seeking academic consideration. If you are facing circumstances that make securing documentation difficult, please contact your instructor and/or our academic counsellor directly to discuss.

Students who do not seek academic consideration will receive a zero on the assessment in question.

Reasons for temporary absences include illness, injury, and other unplanned circumstances beyond a student's control (such as court subpoena, funeral, car accident). Unless a student is using their ACORN AD, reasons such as holidays, pre-purchased plane tickets, family plans, lack of test/assignment preparation, conflicting deadlines, late course registration, technology failure, and traffic- or weather-related incidents are not considered to be beyond a student's control.

I have exempted the Midterm test from the declaration of absence on ACORN. Therefore, students must submit documentation when seeking academic consideration for it, and should not use ACORN to declare the absence.

If you are feeling ill, do not start your Midterm. Students cannot seek academic consideration for a test or quiz they have already begun.

The department may grant extensions for term work until the end of the term (which is the end of the regular examination period). Petitions are required for extensions beyond end of term or for deferred examinations. Visit the Office of the Registrar website to learn more about petitions.

Religious Observances: If you are seeking accommodation due to religious observance, you should submit the following form at least three weeks in advance; documentation is not required. Do not use the ACORN AD for religious accommodation. See also "Religious Accommodations" below.

This course features an Extended Due Date Assignment – Analytical Paper – due during the final examination period. If you are late submitting this assignment, you must use the usual SCR procedures described elsewhere in this syllabus to seek an extension. Please note: you cannot use the Acorn AD tool for this assignment, as it is turned off during the final examination period. You will be expected to provide supporting documentation. Please note that an extension may create delays in receiving your final grade. If you have three assessments in conflict (such as a final exam and two written assessments in SOC or three written assessments in SOC) on the same calendar day, please bring this to the attention of the Sociology Department for our review by taking the following steps: Use the SCR system. Under "Reasons", please select "Other" and specify the course and conflict. The Department will review and reply in a timely manner. Also, given the Extended Due Date, the Delayed Submission Policy (DSP) used by some instructors does not apply to the Analytical Paper in this course.

- Late assignments must be submitted to Quercus.
- In order not to be considered late, assignments must be submitted by the due date listed on the syllabus and/or Quercus.
- Late assignments for reasons that are within your control will be penalized by 10%. The penalty will run from the day the assignment was due until the day it is submitted to Quercus. The penalty period includes weekends and holidays.
- Assignments that are more than seven days late will not be accepted. Late assignments must be submitted in accordance with the instructions above; other faculty and staff within the department cannot and will not accept late assignments.

Academic Integrity

The Code of Behaviour on Academic Matters states that:

The University and its members have a responsibility to ensure that a climate that might encourage, or conditions that might enable, cheating, misrepresentation, or unfairness is not tolerated. To this end, all must acknowledge that seeking credit or other advantages by fraud or misrepresentation, or seeking to disadvantage others by disruptive behaviour, is unacceptable, as is any dishonesty or unfairness in dealing with the work or record of a student.

It is your responsibility as a student at the University of Toronto to familiarize yourself with, and adhere to, both the Code of Student Conduct and the Code of Behaviour on Academic Matters.
This means, first and foremost, that you should read them carefully.

Code of Student Conduct and the Code of Behaviour on Academic Matters are available from the U of T website.

Religious Accommodations

Information about the University's Policy on Scheduling of Classes and Examinations and Other Accommodations for Religious Observances is at https://www.viceprovoststudents.utoronto.ca/student-resources/rights-responsibilities/accommodation-religious/

Declaration of Temporary Absence

Students who miss an academic obligation during the term (i.e., in-class assessment, quiz, paper or lab report) may use the ACORN Absence Declaration Tool to record an absence in one or more courses. Students may utilize this option once per term for a single absence period of up to seven consecutive days. The declaration period must include the day of declaration and may include past and/or future dates, for a total of up to 7 calendar days.

Use of the ACORN Absence Declaration does not require supporting documentation and should be used in addition to the missed term work policy outlined in the course syllabus. It remains the student's responsibility to initiate the process for missed academic obligations by following the instructions in the course syllabus.

Re-grading Term Work

A student who believes that their written term work has been unfairly marked may ask the person who marked the work for re-evaluation. Students have up to one month from the date of return of an item of term work to inquire about the mark. If the student is not satisfied with this re-evaluation, they may appeal to the instructor in charge of the course if the work was not marked by the instructor (e.g., was marked by a TA). Such re-marking may involve the entire piece of work and may raise or lower the mark. For more information on policies regarding re-marking of term work, please refer to Re-marking Pieces of Term Work in the Academic Calendar.

Accommodations for Students with Disabilities

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 approach me and/or Accessibility Services as soon as possible. Accessibility staff (located in room 2240, Student Services Hub, Davis Building) are available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations. Please call 905-569-4699 or email access.utm@utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Code of Student Conduct

All students are expected to adhere to the Code of Student Conduct (Code of Student Conduct [December 13, 2019] | The Office of the Governing Council, Secretariat).

Equity and Academic Rights

The University of Toronto is committed to equity, meaningful inclusion, and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect towards one another. As a course instructor, I will neither condone nor tolerate language or behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a learning space that is inclusive and welcomes discussion. Discrimination and harassment will

not be tolerated. If you have any questions, comments, or concerns I encourage you to bring them to me for us to discuss. You may also contact the UTM Equity, Diversity, and Inclusion Office at edio.utm@utoronto.ca for assistance.

Robert Gillespie Academic Skills Centre (RGASC)

The Robert Gillespie Academic Skills (RGASC) supports undergraduate and graduate students in their academic skill development (e.g., writing, note taking, time management, study planning, mathematics and numeracy, research). We offer a range of supports, including individual appointments, workshops, and programs (many CCR-accredited). Our programs are designed to help students identify and develop the academic skills they need for success in their studies. The RGASC is located in MN3251 (3rd floor, Maanjiwe nendamowinan building). Explore the RGASC's online resources, book an appointment, and register for one of our programs at https://www.utm.utoronto.ca/rgasc/.

University of Toronto Mississauga Library Statement

University of Toronto Mississauga Library. The UTM Library (UTML) is located in the Hazel McCallion Academic Learning Centre (HM). Open seven days a week, UTML welcomes you to the Information Commons where our public services staff and liaison librarians offer individual walk-in research assistance, in-person or virtual appointments, workshops, and programs such as the CCR-accredited Library 101 session series focused on helping you develop the information literacy skills you need to excel in your coursework. Visit the UTML website to find online books, journals, databases, research guides, special collections and more information on on technology-enriched library spaces such as the Digital Exploration Lab and the Outer Circle Recording Studio.