



## Sociology UNIVERSITY OF TORONTO

SOC6219H1S– Gender III: Gender Work & Migration – Winter 2025

Cynthia Cranford

Sociology Department: 17020 Fridays 2-4

Course Website: Quercus

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Office hours Fridays 4pm or by appointment

### Course Description (W/ Goals and Outcomes)

This course focuses on the nexus of gender, work and migration. Our most pressing sociological questions bridge sociological sub-fields and this course provides students with exemplars and space to develop specific contributions at the intersection of two or more of these fields.

One specific goal of this course is to support students to successfully write a comprehensive exam in one or more of these areas. We will cover topics, debates and readings from the Gender, Global Migration, and Work, Stratification & Markets comprehensive exams. I focus on readings often not covered in the relevant core course. Students planning to take a comp. in one or more of these areas will especially benefit from the pairing of required readings and recommended readings from the relevant comprehensive reading list.

Another specific goal of this course is to support students to develop a research question for your dissertation, or MRP, that contributes to one or more of these sub-fields. Students will benefit from reading several books in this class. Book length arguments are akin to the types of arguments expected for a dissertation. Even the increasingly popular 3 article version of the dissertation requires developing an overarching argument and contribution tying them together – which is well displayed in books. Also, this is a precious time in your career where you have the luxury of reading books! You will write a critical book review that you will be encouraged, and mentored, to submit for publication.

## Session Topics & Readings

### **Week 1: Jan. 10**

Duffy, Mignon. 2022. "[How to make home care better: Understanding the impacts of policy, financing, and culture.](#)" *Contemporary Sociology: A Journal of Reviews* 51(2): 95-98.

Review Gender, Global Migration and Work, Stratification and Markets comprehensive exam readings lists (on department's website).

### **Week 2: Jan 17**

*How does gender shape migration? how does migration shape gender?: Classic*

Hondagneu-Sotelo, Pierrette. 1994. [Gendered Transitions: Mexican Experiences with Immigration](#). Berkeley: University of California Press. (Gender & Global Migration comps.)

#### Recommended:

Boyd, Monica. 1989. "Family and personal networks in international migration: recent developments and new agendas." *International Migration Review* 23.3: 638-670. (Global Migration comp.)

Kibria, Nazli. 1995. "Introduction" in *Family Tightrope: The Changing Lives of Vietnamese Americans*. Princeton University Press. (Global Migration comp.)

González-López, Gloria. 2005. *Erotic Journeys: Mexican Immigrants and Their Sex Lives*. Oakland, CA: University of California Press. Introduction & Chapter 8. (Global Migration comp.)

Cranford, Cynthia. 2007. "It's Time to Leave Machismo Behind!": Challenging Gender Inequality in an Immigrant Union." *Gender & Society* 21(3): 409-438. (Global Migration comp.)

Hoang, Lan Anh and Brenda S. A. Yeoh. 2011. "Breadwinning Wives and "Left-behind" Husbands: Men and Masculinities in the Vietnamese Transnational Family." *Gender & Society* 25(6): 717-739. (Gender comp.)

Gu, Chien-Juh. 2019. "Bargaining with Confucian Patriarchy: Money, Culture, and Gender Division of Labor in Taiwanese Immigrant Families." *Qualitative Sociology* 42 687-709. (Global Migration comp.)

Golash-Boza, Tanya, Maria D. Duenas, and Chia Ziong. 2019. "White Supremacy, Patriarchy, and Global Capitalism in Migration Studies." *American Behavioral Scientist* 63(13): 1741-1759. (Global Migration comp.)

### **Week 3: Jan 24**

*How does gender shape migration? How does migration shape gender?: Contemporary*

Banerjee, Pallavi. 2022. [The Opportunity Trap: High-Skilled Workers, Indian Families, and the Failures of the Dependent Visa Program](#). New York: New York University Press.

Recommended:

Choo, Hae Yeon. 2016. *Decentering citizenship: Gender, labor, and migrant rights in South Korea*. Stanford: Stanford University Press. (Global migration comp.)

Lan, Pei-Chia. "Migrant women's bodies as boundary markers: Reproductive crisis and sexual control in the ethnic frontiers of Taiwan." *Signs: Journal of Women in Culture and Society* 33.4 (2008): 833-861. (Global migration comp.)

Constable, Nicole. "A transnational perspective on divorce and marriage: Filipina wives and workers." *Identities: Global Studies in Culture and Power* 10.2 (2003): 163-180. (Global migration comp.)

Goldring, L., 2001. "The gender and geography of citizenship in Mexico-US transnational spaces." *Identities Global Studies in Culture and Power* 7(4): 501-537. (Global migration comp.)

**Week 4: Jan. 31**

***Queer migrations***

Manalansan IV, Martin F. 2006. "[Queer intersections: Sexuality and gender in migration studies](#)." *International Migration Review* 40(1): 224-249. (Global migration comp.)

Mepschen, Paul, Jan Willem Duyvendak, and Evelien H. Tonkens. 2010. "[Sexual politics, orientalism and multicultural citizenship in the Netherlands](#)." *Sociology* 44(5): 962-979. (Global migration comp.)

Giametta, Calogero. 2020. "[New asylum protection categories and elusive filtering devices: the case of 'Queer asylum' in France and the UK](#)." *Journal of Ethnic and Migration Studies*. 46, no. 1: 142-157. (Global migration comp.)

Saleh, Fadi. 2020. "[Transgender as a humanitarian category: The case of Syrian queer and gender-variant refugees in Turkey](#)." *Transgender Studies Quarterly* 7 (1): 37-55. (Global migration comp.)

Recommended:

Hector Carillo. 2017. *Pathways of Desire: The Sexual Migration of Mexican Gay Men*. Chicago: University of Chicago Press. (Global migration comp.)

**Week 5: Feb. 7**

***Unfree gendered migrant labour***

Parreñas, Rhacel. 2022. [Unfree: Migrant Domestic Work in Arab States](#). Stanford University Press. (Global Migration comp.)

Recommended:

Arat-Koc. 1997. "From Mothers of the Nation to Migrant Workers." In *Not One of the Family*, edited by Bakan and Stasiulus. University of Toronto Press. (Work comp.)

Bakan, Abigail and Daiva Stasiulis. 2012. "The Political Economy of Migrant Live-in Caregivers: A Case of Unfree Labour?." Pp. 202-226 in *Legislated Inequality: Temporary Labour Migration in Canada*. Montreal and Kingston: McGill-Queens University Press. (Global Migration comp.)

Strauss, Kendra and Judy Fudge. 2014. Introduction "Temporary Work, Agencies and Unfree Labour: Insecurity in the New World of Work." In *Temporary Work, Agencies and Unfree Labour Insecurity in the New World of Work*, edited by Judy Fudge and Kendra Strauss. London: Routledge. (Global migration & Work comps.)

Sarkar, M. (2017). "Constrained Labour as Instituted Process: Transnational Contract Work and Circular Migration in Late Capitalism." *European Journal of Sociology*, 58(1), 171-204. doi:10.1017/S0003975617000054 (Global Migration comp.)

**Week 6: Feb. 14**

***Social reproduction & reproductive labour***

Perrier, Maud. 2022. [\*Childcare Struggles, Maternal Workers and Social Reproduction\*](#). Bristol: Bristol University Press.

Recommended:

Laslett, Barbara and Johanna Brenner. 1989. "Gender and Social Reproduction: Historical Perspectives." *Annual Review of Sociology* 15: 381-404. (Gender Comp.)

Collins, Patricia Hill. 1990. *Black Feminist Thought*. Chapter 3 "Work, Family and Black Women's Oppression." New York: Routledge (Work Comp.)

Glenn, Evelyn Nakano. 1992. "From Servitude to Service Work: Historical Continuities in the Racial Divisions of Paid Reproductive Labor." *Signs* 18(1): 1-43. (Gender Comp.)

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

Federici, Silvia. 2004. "Introduction" pp. 11-20 and "The Accumulation of Labor and the Degradation of Women: Constructing 'Difference' in the 'Transition' to Capitalism" pp. 61-132 in *Caliban and the Witch: Women, the Body, and Primitive Accumulation*. New York: Autonomedia. (Gender Comp.)

Luxton, Meg. 2006. "Feminist Political Economy in Canada and the Politics of Social Reproduction." Pp. 11-44 in [\*Social Reproduction: Feminist Political Economy Challenges Neo-\*](#)

[\*Liberalism\*](#), edited by Kate Bezanson and Meg Luxton. Montreal: McGill-Queen's University Press. (Gender comp.)

Fraser, Nancy. 2017. "Crisis of Care? On the Social Reproductive Contradictions of Contemporary Capitalism." Pp. 21-36 in *Social Reproduction Theory*, edited by Tithi Battacharya. London: Pluto Press. (Gender comp.)

Kofman, Eleonore. 2012. "Rethinking Care through Social Reproduction: Articulating Circuits of Migration." *Social Politics* 19(1): 142-162. (Gender comp.)

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. (Work comp)

Mojab, Shahrzad, and Sara Carpenter. 2019. "[Marxism, feminism, and "intersectionality."](#)" *Journal of Labor and Society* 22(2): 275-282. (Gender comp.)

READING WEEK FEB. 17-21

**Week 7: Feb. 28**

***Theorizing Care Work***

Nishida, Akemi. 2022. [\*Just Care: Messy Entanglements of Disability, Dependency, and Desire\*](#). Philadelphia: Temple University Press.

Recommended:

Armstrong, Pat and Hugh Armstrong. 2005. "Public and Private: Implications for Care Work." *Sociological Review* 53(2): 169-187. (Gender comp.)

Duffy, Mignon. 2005. "Reproducing labor inequalities: Challenges for feminists conceptualizing care at the intersections of gender, race, and class." *Gender & Society* 19(1):66-82. (Gender comp.)

Williams, Fiona. 2017. "Intersections of Migrant Care Work: An Overview." Pp. 23-37 in *Gender, Migration and the Work of Care: A Multi-Scalar Approach to the Pacific Rim*, edited by Sonya Michel and Ito Peng. Palgrave. (Gender comp.)

**Week 8: March 7**

***Gendered & racialized labour processes: emotion management***

Hochschild, Arlie. 2020 [1983]. [\*The Managed Heart: Commercialization of Human Feeling\*](#). Berkeley: University of California Press. Part 2 "Public Life" & "Afterward." (Gender & Work comps.)

Brook, Paul. 2009. "[In critical defence of 'emotional labour': refuting Bolton's critique of Hochschild's concept.](#)" *Work, employment and society* 23(3): 531–548. (Work comp.)

Bolton, Sharon. 2009. "[Getting to the heart of the emotional labour process: a reply to Brook.](#)" *Work, employment and society* 23(3): 549–560. (Work comp.)

Wingfield, Adia Harvey. 2010. "[Are some emotions marked 'whites only'? Racialized feeling rules in professional workplaces.](#)" *Social Problems* 57(2):251-268. (Work comp.)

### Recommended:

Burawoy, Michael. 1979. *Manufacturing Consent*. Chicago: University of Chicago Press. Chapters 5 and 6. (Work comp.)

Knights, David and Hugh Wilmott, editors. 2016 [1990]. *Labour Process Theory*. Macmillan. "Introduction." (Work comp.)

Kang, Miliann. 2003. "The Managed Hand: The Commercialization of Bodies and Emotions in Korean Immigrant–Owned Nail Salons." *Gender & Society* 17(6):820–39. (Work comp.)

Lee, Chin Kwan. 1995. "Engendering the Worlds of labor: Women Workers, Labor Markets and Production Politics in the South China Economic Miracle." *American Sociological Review* 60 (3): 378-397. (Work comp.)

Cranford, Cynthia and Diana Miller. 2013. "Emotion Management from the Client's Perspective: The Case of Personal Home Care." *Work, Employment and Society* 27(5): 785-801.

## **Week 9: March 14**

### ***Gendered & racialized organizations***

Acker, Joan. 1990. "[Hierarchies, Jobs, Bodies: A Theory of Gendered Organizations.](#)" *Gender & Society* 4(2): 139-158. (Gender comp.)

Alegria, Sharla and Pallavi Banerjee. 2024. "[Time Won't Give Me Time.](#)" *Intersections of Racialized and Gendered Organization of Work in Tech.*" *Social Problems* XX: 1015.

Jones, Angela. 2021. "[It's Hard Out Here for a Unicorn:](#)" *Transmasculine and Non-binary Escorts, Cissexism, Embodiment, and Workplace Inequalities.*" *Gender & Society* 36(4). (Gender comp.)

Ray, Victor. 2019. "[A Theory of Racialized Organizations.](#)" *American Sociological Review*. 84(1): 26–53. (Work comp.)

Recommended:

Yancey-Martin, Patricia. 2003. "Said and Done" Versus "Saying and Doing": Gendering Practices, Practicing Gender at Work." *Gender & Society* 17(3): 342-366. (Gender comp.)

Acker, Joan. 2006. "Inequality Regimes: Gender, Class, and Race in Organizations." *Gender & Society* 20(4):441-64. (Work comp.)

England, Paula, Michelle Budig, and Nancy Folbre. 2002. "Wages of Virtue: The Relative Pay of Care Work." *Social Problems* 49:455-473. (Work comp.)

Armstrong, Pat. 2013. "Puzzling Skills: Feminist Political Economy Approaches." *Canadian Review of Sociology* 50(3): 256-283. (Gender comp.)

Tomaskovic-Devey, Donald, and Dustin Avent-Holt. 2019. *Relational Inequalities: An Organizational Approach*, Chapter 3. Oxford University Press. (Work comp.)

**Week 10: March 21**

***Gendered, racialized precarious labour markets***

Showers, Fumilayo. 2023. [\*Migrants who Care: West Africans Working and Building Lives in the U.S. Health Care\*](#). New Brunswick: NJ: Rutgers University Press.

Recommended:

Smith, Vicki. 1998. "The Fractured World of the Temporary Worker: Power, Participation, and Fragmentation in the Contemporary Workplace." *Social Problems*, Volume 45(4): 411- 430. (Work comp)

Fudge, Judy and Leah F. Vosko. 2001. "Gender, Segmentation and the Standard Employment Relationship in Canadian Labour Law and Policy." *Economic and Industrial Democracy* 22(2):271-310. (Gender comp.)

Kalleberg, Arne. 2011. Good jobs, bad jobs. New York: Russell Sage Foundation. Chapters 1-6. (Work Comp.)

Fuller, Sylvia. 2011. Up and on or down and out? gender, immigration and the consequences of temporary employment in Canada. *Research in Social Stratification and Mobility* 29(2):155-180. (Work Comp.)

Goldring, Luin and Patricia Landolt. 2011. "Caught in the work-citizenship matrix: The lasting effects of precarious legal status on work for Toronto immigrants." *Globalizations* 8(3): 325-341. (Work Comp.)

Lee, Yoonkyung. 2015. "Labor after Neoliberalism: The Birth of the Insecure Class in South Korea." *Globalizations* 12:2: 184 (Work Comp.)



Storer, Adam, Daniel Schneider, and Kristen Harknett. 2020. "What Explains Racial/Ethnic Inequality in Job Quality in the Service Sector?" *American Sociological Review* 85(4): 537- 572. (Work Comp.)

Vosko, Leah. 2000. [\*Temporary Work: The Gendered Rise of a Precarious Employment Relationship\*](#). Toronto: University of Toronto Press. Introduction & Chapters 1-5. (work comp.)

## **Week 11: March 28**

### ***Contemporary transformations in (care) work***

Armstrong, Pat, Hugh Armstrong and Martha MacDonald. 2020. "Privatization of Long-term Residential Care in Canada: The Case of Three Provinces." Chapter 5 in [\*The Privatization of Care: The Case of Nursing Homes\*](#), edited by Pat Armstrong and Hugh Armstrong. London: Routledge.

Vallas, Steven and Juliet B. Schor. 2020. "'[What do Platforms do?: Understanding the Gig Economy](#).'" *Annual Review of Sociology* Vol. 46:273-294. (Work comp.)

MacDonald, Fiona. 2021. '[Personalised risk' in paid care work and the impacts of 'gig economy' care platforms and other market-based organisations](#).'" *International Journal of Care and Caring* 5(1): 9–25

Farris, Sara F. Amy Horton and Eva Lloyd. 2024. [Corporatisation and Financialization of Social Reproduction: Care Homes and Childcare in the United Kingdom](#). Environment and Planning F doi: 10.1177/26349825241241311.

#### **Recommended:**

Davis, Gerald F. 2009. *Managed by the Markets: How Finance Re-Shaped America*. New York: Oxford University Press. Pp. 1-30. (Work comp.)

Krippner, Greta. 2011. *Capitalizing on Crisis: The Political Origins of the Rise of Finance*. Cambridge: Harvard University Press. Pp. 27-57 and 138-150. (Work comp.)

Carruthers, Bruce G. 2015. "Financialization and the Institutional Foundations of the New Capitalism." *Socio-Economic Review* 13.2: 379-398. (Work comp.)

## **Week 12: April 4**

### ***Challenging inequalities of gender migration & work***

Francisco-Menchavez, Valerie. 2024. [Caring for Caregivers: Filipina Migrant Workers and Community Building During Crisis](#). University of Washington Press.

#### **Recommended:**



Cranford, Cynthia. 2020 “Toward Flexible Care and Secure Work in Intimate Labor.” Chapter 7 in [\*Home Care Fault Lines: Understanding Tensions and Creating Alliances\*](#). Ithaca: Cornell ILR Press.

Tungohan, Ethel. 2023. [\*Care Activism: Migrant Domestic Workers, Movement-Building and Communities of Care\*](#). Urbana: University of Illinois Press.

Blackett, Adelle. 2019. [\*Everyday Transgressions: Domestic Workers’ Transnational Challenge to International Labor Law\*](#). Ithaca: Cornell ILR Press.

## Course Requirements

COMPONENT	DESCRIPTION	DATE DUE (DD/MM/YY)	RELATIVE WEIGHT
Lead class seminar	Each student will lead at least 2 class seminars	TBD on first day of class	10%
Class participation	Active participation in class discussions	Weeks 2-12	7%
Reading keys	For each assigned reading submit a Reading Key	Weeks 2-12 (3% each)	33%
Critical book review	Review of a recent assigned book of your choice	Due by Feb. 24	25%
Critical reflection paper	Critical reflection on one week’s topic	Due by April 14	25%

\*Please submit all work to the Quercus website under the assignments tab.

### ***Readings***

You are expected to do the required readings before class. There is a link to required readings in the University of Toronto library on this syllabus. For recommended readings, I encourage you to coordinate with others taking the relevant comprehensive exam to access the readings.

Course requirements emphasize critical reading, thinking and writing. The aim is to help you gain a deep understanding of the readings, and develop your own insight into the readings including how they might, or might not, be useful in your own work.

### ***Class participation: 7%***

This class is a seminar and I look forward to active student participation each week. I will provide context for the readings and connect them to broader conversations, but students should come prepared to discuss and evaluate the readings each week.

### ***Leading class seminars: 10%***

After the first week, one student will lead class discussion at least twice (depending on the size of the class). Your job that week will be to ensure that we cover the main argument and debates engaged, and to generate questions that prompt critical reflection and discussion.

### ***Weekly Reading Keys: 3% per week for a total of 33%***

For weeks 2-12, you will hand in a weekly Reading Key for each assigned reading to encourage active reading and reflection. These keys will prompt you to identify briefly the main question, theory engaged, with whom the author is in conversation, data, findings or argument, to reflect critically on the work, consider how it might be useful in your own work, and to generate a discussion question. See the template Reading Key on the Quercus website. Submit your Reading Keys to the Quercus website by the beginning of class each week.

### ***Critical book review***

The aim of this critical book review is to give you space to engage in depth with a book-length argument to help further the development or refinement of your dissertation, or MRP, research question. You will identify the argument and its contributions to the relevant sub-field(s), and critically assess the evidence the author uses to support the argument. A secondary aim of this assignment is to mentor you to write a book review suitable for publication. You may choose one of the recent (not older than 2022) assigned books for your review. If you would like to propose another recent book related to gender, work and/or migration, you may do so.

### ***Critical reflection paper:***

The aim of the critical reflection paper is to give you space to develop a deeper understanding of one of the week's topic and to develop expertise in it. You have two options for your 8-10 reflection paper, depending on your stage of career.

1. Connect the required and recommended readings for a given week. Synthesize the main arguments and critically evaluate the evidence the author provides in these readings. Analyze how the required readings refute, extend or develop key lines of inquiry in the recommended readings. This option will be most useful for those taking a comprehensive exam in one of the three areas.
2. Connect the required readings for a given week to recent literature in the area. Do a literature review of the topic of at least 5 peer-reviewed journal articles published in the last 5 years. Synthesize the main arguments and critically evaluate the evidence the author provides for these arguments. Consider how the recent studies refute, extend or develop key lines of inquiry set out in the required readings. This option will be most useful for those working on their dissertation proposal or MRP.

### **Evaluation**

The class participation, seminar leading, and weekly Reading Keys are marked on a pass/fail basis. All other assignments are marked on a quality scale by letter grades, as described in this grading practices policy [1.2.2 Graduate](#).

### **Course Extensions – Extenuating Circumstances**

Class participation and weekly Reading Keys cannot be made-up since their intent is to generate fruitful class discussion.

Students are expected to submit course work on time. Occasionally, students may not be able to make agreed upon deadlines due to extenuating circumstances. If you foresee a problem with the due dates of the 2 longer assignments, talk to me early so we can come up with a plan.

Depending on the topics you choose to write about, you could hand in the reflection paper or book review earlier than the deadline, to coordinate with your other due dates. Late papers in cases where we have not come up with a plan will be penalized 10% a day.

Note: submitting work beyond the term end date requires a discussion with the instructor and the graduate office, as well as completion of an SGS request for an extension of course work form. These forms will be considered by the graduate office and are not automatically approved.

### Generative AI

The use of generative artificial intelligence tools or apps for assignments in this course will not help you do the kind of deep analytical thinking expected in this class. If you use AI for proofreading, cite the tool you used.

### Academic Integrity Clause

Copying, plagiarizing, falsifying medical certificates, or other forms of academic misconduct will not be tolerated. Any student caught engaging in such activities will be referred to the Dean's office for adjudication. Any student abetting or otherwise assisting in such misconduct will also be subject to academic penalties. Students are expected to cite sources in all written work and presentations. See this link for tips for how to use sources well:

(<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>).

According to Section B.I.1.(e) of the Code of Behaviour on Academic Matters it is an offence "*to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere.*"

By enrolling in this course, you agree to abide by the university's rules regarding academic conduct, as outlined in the Calendar. You are expected to be familiar with the *Code of Behaviour on Academic Matters* (<https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>) and *Code of Student Conduct* (<http://www.vicereprovoststudents.utoronto.ca/publicationsandpolicies/codeofstudentconduct.htm>) which spell out your rights, your duties and provide all the details on grading regulations and academic offences at the University of Toronto.

Normally, students will be required to submit their course essays to [www.ouriginal.com](http://www.ouriginal.com) for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the [www.ouriginal.com](http://www.ouriginal.com) reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to

the University's use of the [www.ouriginal.com](http://www.ouriginal.com) service are described on the [www.ouriginal.com](http://www.ouriginal.com) web site.

## Accessibility Services

It is the University of Toronto's goal to create a community that is inclusive of all persons and treats all members of the community in an equitable manner. In creating such a community, the University aims to foster a climate of understanding and mutual respect for the dignity and worth of all persons. Please see the University of Toronto Governing Council “Statement of Commitment Regarding Persons with Disabilities” at

<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppnov012004.pdf>.

In working toward this goal, the University will strive to provide support for, and facilitate the accommodation of individuals with disabilities so that all may share the same level of access to opportunities, participate in the full range of activities that the University offers, and achieve their full potential as members of the University community. We take seriously our obligation to make this course as welcoming and accessible as feasible for students with diverse needs. We also understand that disabilities can change over time and will do our best to accommodate you.

Students seeking support must have an intake interview with a disability advisor to discuss their individual needs. In many instances it is easier to arrange certain accommodations with more advance notice, so we strongly encourage you to act as quickly as possible. To schedule a registration appointment with a disability advisor, please visit Accessibility Services at <http://www.studentlife.utoronto.ca/as>, call at 416-978-8060, or email at: [accessibility.services@utoronto.ca](mailto:accessibility.services@utoronto.ca). The office is located at 455 Spadina Avenue, 4<sup>th</sup> Floor, Suite 400.

Additional student resources for distressed or emergency situations can be located at [distressedstudent.utoronto.ca](http://distressedstudent.utoronto.ca); Health & Wellness Centre, 416-978-8030, <http://www.studentlife.utoronto.ca/hwc>, or Student Crisis Response, 416-946-7111.

## Equity and Diversity

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate 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 space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated. Additional information and reports on Equity and Diversity at the University of Toronto is available at <http://equity.hrandequity.utoronto.ca>.