

POL208H1S: Introduction to International Relations (Asynchronous)

Faculty of Arts and Sciences
Department of Political Science
Winter 2026

Professor Caleb Pomeroy

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Office: Zoom or Sidney Smith 3107
Office hours: Wednesday, 10-11:30am
Office hour sign-up link:
<https://calendly.com/caleb-pomeroy-utoronto>

Meeting Details

Asynchronous
Lectures: pre-recorded,
available online each week
Tutorials: online or in-person,
depending on your enrollment

Course Description. This online course introduces students to the academic study of international relations (IR). Themes and issues include interstate war, international institutions, nationalism, international norms and morality, nuclear weapons, and the international order, among others. The course consists of three parts. We first take up fundamental political questions—like “what is power?” and “what is war?”—and engage the diverse answers that IR scholarship provides. Noting that war is the most destructive invention in human history, we then use these lenses to critically engage theories of why states fight. The final third of the course uses all of this theoretical and empirical knowledge to examine security and war in our lifetime, including topics like nuclear security, Russia’s 2022 invasion of Ukraine, and the opportunities and challenges associated with China’s rise.

Prerequisites. A total of 4.0 credits, or 1.0 credit in POL / JPA / JPF / JPI / JPR / JPS / JRA courses. Students are encouraged (but not required) to follow current events in foreign affairs through periodicals, such as *Foreign Affairs* and *Foreign Policy*. There is no required textbook for this course. All readings will be posted to the course’s online Quercus page. The expectation is that you will check the course’s Quercus page regularly.

Course Objectives

- Gain an understanding of diverse theories, perspectives, and concepts in the study of international relations.
- Apply the above theories, perspectives, and concepts to better understand historical and contemporary cases in international relations and international security.
- Learn to evaluate different arguments and views thoughtfully, even when they contrast with your views of the world.
- Gain familiarity with effectively reading different forms of writing, such as academic articles, academic book chapters, primary archival materials, and policy essays.

Teaching Assistants. *The TA assigned to your tutorial is your first point of contact* for any questions regarding course logistics, assignments, missing work, requests for re-grades, general concerns, and any other administrative matters. The head TA, Alfred Oduro, will also be available to help with these questions if necessary. When contacting your TA, include “POL208” in the email

subject line (for example, “POL208: Question about Attendance”). Expect TAs to respond within 48-72 hours, and not outside of regular working hours.

<p>Alfred Oduro (Head TA) (alf.oduro@mail.utoronto.ca) Office Hours: Wednesday, 1-4pm; Book an Appointment HERE. TUT0802 Wednesday 12-1pm Online</p>	<p>Ahmed Amin (ahm.amin@mail.utoronto.ca) Office Hours: Wednesday, 2-3:30pm. Book an Appointment HERE. TUT0101 Monday 11am-12pm TUT0201 Monday 12-1pm TUT0301 Monday 1-2pm</p>
<p>“Mani” Alireza Nouri (mani.nouri@mail.utoronto.ca) Office Hours: Monday, 5-7pm. Book an Appointment HERE. TUT0401 Tuesday 1-2pm TUT0501 Tuesday 2-3pm TUT0601 Tuesday 3-4pm TUT0701 Wednesday 11am-12pm TUT0801 Wednesday 12-1pm</p>	<p>Adham Assaad (adham.assaad@mail.utoronto.ca) <i>Please email for office hour appointment.</i> TUT0102 Monday 11am-12pm Online TUT0202 Monday 12-1pm Online TUT0702 Wednesday 11am-12pm Online</p>
<p>Marlene Terstiege (marlene.terstiege@mail.utoronto.ca) <i>Please email for office hour appointment.</i> TUT0302 Monday 1-2pm Online TUT0402 Tuesday 1-2pm Online TUT0502 Tuesday 2-3pm Online TUT0602 Tuesday 3-4pm Online</p>	

Course Format. This course consists of one weekly lecture by the instructor (pre-recorded, and available on Quercus), as well as regular tutorials led by the TAs (with both online and in-person options). Lectures will discuss the main course material and readings. The expectation is that you complete the required readings (labeled “**Reading:**” for each week below) *before your tutorial during the week of the lecture*. Tutorials take the form of smaller group meetings, which will provide the opportunity to discuss the readings with your peers, as well as take part in occasional in-class exercises. Any material discussed in readings or lectures is fair game for the course assessments.

Evaluations and Course Grade. The final grade is assessed on the following:

1. Tutorials (25%) – in-person throughout the term (except weeks 1-2, 7, 11, 12)

Throughout the term, you will meet in smaller group tutorials led by the TA (either in-person or online, depending on the tutorial you selected). Tutorials provide you the opportunity to discuss course themes and readings, as well as ask questions about the readings and course material. Attendance is mandatory and will be recorded, with each unrecorded absence decreasing your attendance and participation score. Your tutorial grade is based on attendance and participation (20%) and one reading quiz (5%). Further details about the

reading quiz will be provided later in the term. ***There are no tutorials during weeks 1-2, 7, 11, and 12.***

2. Visual History Analysis (15%) – due via Quercus on February 6 by 11:59pm EST

In Part I of the course, we engage fundamental concepts and perspectives in the academic study of international relations. In this assignment, you will select one piece of historical visual media that relates to international relations from three media options that we provide you, such as a war photograph or propaganda poster. Then, you will write a one-page memo (1.5 spacing, 11pt. font) describing how the visualization relates to one required reading from Part I of the course. Further details will be discussed in class.

3. Archival Document Analysis (25%) – due via Quercus on March 13 by 11:59pm EST

In Part II of the course, we engage leading theories of why states do (and don't) fight. In this assignment, I will provide you with an original document that relates to a major historical event in international relations, such as negotiations around a peace treaty or a declassified intelligence assessment, among other possibilities. You will write a two-page memo (1.5 spacing, 11pt. font) that describes how two perspectives from Part II of the course might explain what you see in the historical document. You should make an argument for which perspective better explains the document. Examples and details will be discussed in class and provided on Quercus.

4. Final Exam (35%) – online exam on Quercus during exam period, date/time TBD.

The course's final exam will be administered via Quercus and will be comprehensive (that is, covering material throughout the semester). You will have access to all notes and course materials during the exam. Please consult ACORN for the most up-to-date information about final exam time/date.

Grading Scale and Late Work Policy. The course uses the standard University of Toronto undergraduate grading scale. A 2% penalty will apply to late assignments, deducted per day, including weekends. Any assignments received a week or more after the deadline will continue to be deducted a full letter grade (e.g., from an A- to a B-) per week.

Syllabus Structure. In each session, the readings under the “**Reading:**” header are mandatory and should be completed before your tutorial during that week's lecture. For some readings, only a small number of specific pages are required. All readings are available on Quercus. The syllabus is front-loaded such that the heaviest reading takes place earlier in the course, with the average number of pages decreasing towards the end of the course. The readings under the “Optional:” header are not required. However, if you plan to pursue further undergraduate or graduate education in international relations, you should peruse any readings that look interesting to you.

Course Outline and Reading List

Note: Material subject to change at instructor's discretion

Week 1 (Jan 5-9) – The Big Questions, or Why Are We Here? **NO TUTORIAL THIS WEEK**

We'll discuss the reasons you should take this course, one reason being that international relations poses some of the trickiest questions known to the social sciences, like how to prevent war and how to cooperate on massive scales.

Optional

- Snyder, Jack (2004) "One World, Rival Theories," *Foreign Policy*, 145: 52-62.

Part I.

The first third of this course engages fundamental political questions, beginning with the observation that IR lacks a formal sovereign. Some scholars suggest that this gives international politics a unique flavor in comparison to domestic politics. Others disagree.

Week 2 (Jan 12-16) – What is "law" without a sovereign? **NO TUTORIAL THIS WEEK**

Given that sovereigns enforce laws, and given that IR lacks a formal sovereign, how do states "regulate" bad behavior?

Reading:

- Kerr, Philip (1928) "The Outlawry of War," *Journal of the Royal Institute of International Affairs*, 7(6), Read ONLY pp 361-364.
- Keohane, Robert O (1998) "International Institutions: Can Interdependence Work?" *Foreign Policy*, 82-95.
- Finnemore, Martha and Kathryn Sikkink (1998) "International Norm Dynamics and Political Change," *International Organization*, 52(4), Read ONLY pp 887-894.
- Rathbun, Brian C (2023) *Right and Wronged in International Relations: Evolutionary Ethics, Moral Revolutions, and the Nature of Power Politics*, Cambridge University Press, Read ONLY pp 1-15.

Optional:

- Wendt, Alexander (1992) "Anarchy is what states make of it: the social construction of power politics," *International Organization*, 46(2), 391-425.
- de Carvalho, Benjamin, Halvard Leira, and John M Hobson (2011) "The Big Bangs of IR: The Myths That Your Teachers Still Tell You about 1648 and 1919," *Millennium*, 39(3), 735-758.
- Sjoberg, Laura (2012) "Gender, structure, and war: what Waltz couldn't see," *International Theory*, 4(1), 1-38.
- Kertzer, Joshua D, Kathleen E Powers, Brian C Rathbun, and Ravi Iyer (2014) "Moral Support: How Moral Values Shape Foreign Policy Attitudes," *Journal of Politics*, 76(3), 825-840.

Week 3 (Jan 19-23) – What is power?

The absence of a formal sovereign in IR often provides considerable space for the workings of power. Here, we assess various conceptions of power in international relations.

Reading:

- Haas, Ernst B (1953) “The balance of power: prescription, concept, or propaganda?” *World Politics*, 5(4), Read ONLY pp 446-458.
- Tickner, J Ann (1988) “Hans Morgenthau’s Principles of Political Realism: A Feminist Reformulation,” *Millennium*, 17(3), 429-440.
- Henderson, Errol A (2013) “Hidden in Plain Sight: Racism in International Relations Theory,” *Cambridge Review of International Affairs*, 26(1), Read ONLY pp 71-79.
- Pomeroy, Caleb (2024) “Hawks Become Us: The Sense of Power and Militant Foreign Policy Attitudes,” *Security Studies*, 33(1), Read ONLY pp 93-97.

Optional:

- Barnett, Michael and Raymond Duvall (2005) “Power in international politics,” *International Organization*, 59(1), 39-75.
- Deveaux, Monique (1994) “Feminism and empowerment: A critical reading of Foucault,” *Feminist Studies*, 20(2), 223-247.
- Digeser, PE (1992) “The fourth face of power,” *Journal of Politics*, 54(4), 977-1007.
- Nye, Joseph S (1990) “Soft power,” *Foreign Policy*, (80), 153-171.

Week 4 (Jan 26-30) – What is security, and what is war?

If states can use their power unchecked—regardless of our definition of power—why exactly is that a problem? We often know war “when we see it.” But, when we think harder about it, what exactly is war? How do we define it, know it, and experience it?

Reading:

- Reiter, Dan (2003) “Exploring the bargaining model of war,” *Perspectives on Politics*, 1(1), Read ONLY pp 27-33.
- Stein, Janice (2013) “Threat perception in international relations,” *The Oxford Handbook of Political Psychology*, Read ONLY pp 1-10 (aka pp 364-377).
- Sylvester, Christine (2012) “War experiences/war practices/war theory,” *Millennium*, 40(3), Read ONLY 483-486.
- Nyman, Jonna (2023) “Securitization,” in Paul D Williams and Matt McDonald (eds), *Security Studies: An Introduction*, Routledge, pp 1-16.

Optional:

- Kaldor, Mary (2013) *New and old wars: Organised violence in a global era*, John Wiley & Sons.
- Welland, Julia (2018) “Joy and war: Reading pleasure in wartime experiences,” *Review of International Studies*, 44(3), 438-455.
- Sjoberg, Laura (2016) “Centering security studies around felt, gendered insecurities,” *Journal of Global Security Studies*, 1(1), 51-63.
- Wolfers, Arnold (1952) “National security as an ambiguous symbol,” *Political Science Quarterly*, 67(4), 481-502.

- Rodehau-Noack, J. (2024). Pacifism, the Science of Peace, and the Constitution of War as a Governance Problem. *Global Studies Quarterly*, 4(3), ksae057.
- Búzás, Zoltán I (2013) “The color of threat: Race, threat perception, and the demise of the Anglo-Japanese alliance (1902–1923),” *Security Studies*, 22(4), 573–606.
- Braumoeller, Bear F (2019) *Only the dead: the persistence of war in the modern age*, Oxford University Press.

Part II.

The first third of this course started with the lack of final arbiter above the state, ending with the observation that this makes war possible. But, this does not imply that war is necessary or even likely. In the next third of the course, we'll investigate why states do and don't fight.

Week 5 (Feb 2-6) – To Survive: Coercion and Security Dilemmas

Historically, one of the most-cited reasons for war is the pursuit of security. Here, we talk about the canonical concepts of coercion (specifically, deterrence and compellence) and the security dilemma.

Reading:

- Schelling, Thomas C (2020 [1966]) *Arms and Influence*, Yale University Press, Read ONLY pp 35-36 and 69-78.
- Herz, John H (1950) “Idealist internationalism and the security dilemma,” *World Politics*, 2(2), Read ONLY pp 157-159.
- Powers, Kathleen E and Dan Altman (2023) “The psychology of coercion failure: How reactance explains resistance to threats,” *American Journal of Political Science*, 67(1), Read ONLY pp 221-224.

Optional:

- Jervis, Robert (2001) “Was the Cold War a Security Dilemma?” *Journal of Cold War Studies*, 3(1), 36-60.
- McDermott, Rose, Anthony C Lopez, and Peter K Hatemi (2017) “‘Blunt not the heart, enrage it’: The psychology of revenge and deterrence,” *Texas National Security Review*, 1(1), 68-88.
- Jervis, Robert (1976) *Perception and misperception in international politics*, Princeton University Press.

Visual History Analysis due Feb 6 by 11:59pm

Week 6 (Feb 9-13) – To Thrive: Status, Hierarchy, and Empire

Beyond our basic security needs, states sometimes want to thrive—to expand, gain international status, and so forth. How might “greed” be a problem in the context of IR?

Reading:

- Musgrave, Paul and Daniel H Nexon (2018) “Defending hierarchy from the moon to the Indian Ocean: Symbolic capital and political dominance in early modern China and the cold war,” *International Organization*, 72(3), Read ONLY pp 591-600.
- Acharya, Amitav (2022) “Race and racism in the founding of the modern world order,” *International Affairs*, 98(1), Read ONLY pp 23-32.

Optional:

- Barkawi, Tarak, and Mark Laffey (2006) “The postcolonial moment in security studies,” *Review of International Studies*, 32(2), 329-352.
- Larson, Deborah W and Alexei Shevchenko (2010) “Status seekers: Chinese and Russian responses to US primacy,” *International Security*, 34(4).
- Dafoe, Allan, Jonathan Renshon, and Paul Huth (2014) “Reputation and status as motives for war,” *Annual Review of Political Science*, 17(1), 371–393.

Week 7 (Feb 16-20) – READING WEEK: NO CLASS AND NO TUTORIAL

Week 8 (Feb 23-27) – For Us: Identity, Nationalism, and Ethnocentrism

Human psychology often primes us to sort individuals into “ingroup” and “outgroup” categories. How do our group identities temper or amplify tendencies towards conflict?

Reading:

- Berenskötter, Felix (2017) Identity in International Relations, *Oxford Research Encyclopedia of International Studies*, pp 1-15.
- Powers, Kathleen E (2022) *Nationalisms in International Politics*, Princeton University Press, Read ONLY pp 1-7.
- Rathbun, Brian C, Christopher Sebastian Parker, and Caleb Pomeroy (2024) “Separate but Unequal: Ethnocentrism and Racialization Explain the ‘Democratic’ Peace in Public Opinion,” *American Political Science Review*, Read ONLY pp 1-5.

Optional:

- Kaldor, Mary (2013) “Identity and war,” *Global Policy*, 4(4), 336-346.
- Mitzen, Jennifer (2006) “Ontological security in world politics: State identity and the security dilemma,” *European Journal of International Relations*, 12(3), 341-370.

Week 9 (Mar 2-6) – By Accident: Misperception and Miscalculation?

Sometimes states seem to slide into wars that nobody wants. What are the sources of miscalculation and misperception? And, how do we even distinguish between “accurate” versus “inaccurate” perceptions?

Reading:

- Kahneman, Daniel and Jonathan Renshon (2007) “Why hawks win,” *Foreign Policy*, 34-38.

- Stein, J. G. (1988). Building politics into psychology: The misperception of threat. *Political Psychology*, Read ONLY pp 245-257.
- Jost, Tyler (2024) *Bureaucracies at War: The Institutional Origins of Miscalculation*, Cambridge University Press, Read ONLY pp 1-11.

Optional:

- Davis, James W and Rose McDermott (2021) "The past, present, and future of behavioral IR," *International Organization*, 75(1), 147-177.
- Hafner-Burton, Emilie M, Haggard, Stephan, Lake, David A, and David G Victor (2017) "The behavioral revolution and international relations," *International Organization*, 71(S1), S1-S31.
- Jervis, Robert (1988) "War and misperception," *Journal of Interdisciplinary History*, 18(4), 675-700.
- Johnson, Dominic DP and Dominic Tierney (2011) "The Rubicon theory of war: How the path to conflict reaches the point of no return," *International Security*, 36(1), 7-40.

Part III.

In the final third of the course, we pivot to questions of security and war in our lifetime, including nuclear security, Russia's 2022 invasion of Ukraine, and the implications of China's rise.

Week 10 (Mar 9-13) – The Nuclear Revolution?

War has been a feature of human relations throughout evolutionary history. Some argue the advent of nuclear weapons fundamentally alters the nature of war. Others disagree.

Reading:

- Waltz, Kenneth N (1981) "The Spread of Nuclear Weapons: More May Be Better: Introduction," *The Adelphi Papers* 21(171), 1-10.
- Sagan, Scott D (1994) "The Perils of Proliferation: Organization Theory, Deterrence Theory, and the Spread of Nuclear Weapons," *International Security* 18(4), Read ONLY pp 66-69.
- Intondi, Vincent (2020) "Reflections on injustice, racism, and the bomb," *Arms Control Today*, 50(6), 12-15.

Optional:

- Laffey, Mark, and Jutta Weldes (2008) "Decolonizing the Cuban missile crisis," *International Studies Quarterly*, 52(3), 555-577.
- Pauly, Reid BC (2018) "Would US leaders push the button? Wargames and the sources of nuclear restraint," *International Security*, 43(2), 151-192.
- Whitlark, Rachel E (2017) "Nuclear beliefs: A leader-focused theory of counter-proliferation," *Security Studies*, 26(4), 545-574.
- Mueller, John (2018) "Nuclear Weapons Don't Matter," *Foreign Affairs*, 97, 10.
- Kaplan, Fred (1991) *The wizards of Armageddon*, Stanford University Press.

Archival Document Analysis Due Mar 13 by
11:59pm

Week 11 (Mar 16-20) – Russia’s War on Ukraine, 2022 **NO TUTORIAL THIS WEEK**

Russia’s invasion of Ukraine in 2022 marks the largest armed conflict in Europe since the second world war. Here, we’ll discuss differing views about the causes and consequences of this conflict.

Reading:

- Mearsheimer, John J (2022) “The causes and consequences of the Ukraine crisis,” *The National Interest*, 23, 2022.
- McDermott, Rose, Reid BC Pauly, and Paul Slovic (2023) “Putin and the psychology of nuclear brinkmanship,” *Foreign Affairs*.

Optional:

- Stein, J. G. (2023). Escalation Management in Ukraine: “Learning by Doing” in Response to the “Threat that Leaves Something to Chance,” *Texas National Security Review*.
- Shiffrinson, Joshua R Itzkowitz (2016) “Deal or no deal? The end of the Cold War and the US offer to limit NATO expansion,” *International Security*, 40(4), 7-44.
- Konaev, Margarita and Polina Beliakova (2022) “Can Ukraine’s Military Keep Winning?” *Foreign Affairs*.
- Mearsheimer, John J (1990) “Back to the Future: Instability in Europe after the Cold War,” *International Security*, 15(1), 5–56.
- Fukuyama, Francis (1989) “The End of History?” *The National Interest*, 16, 3–18.

Week 12 (Mar 23-27) – MENTAL HEALTH WEEK: NO CLASS AND NO TUTORIAL**Week 13 (Mar 30-Apr 3) – China and the International Order**

Following the collapse of the Soviet Union, the U.S. enjoyed a great deal of leeway in international relations. Some argue that those days are over. Here, we consider a new era of U.S.-China relations, including possible implications for the “liberal international order.”

Reading:

- Weiss, Jessica C (2022) “The China trap: US foreign policy and the perilous logic of zero-sum competition,” *Foreign Affairs*, 101, 40-58.
- Ikenberry, G John (2022) “Why American Power Endures: The US-Led Order Isn't in Decline,” *Foreign Affairs*, 101, 56-73.

Optional

- Schweller, Randall L, and Xiaoyu Pu (2011) “After unipolarity: China's visions of international order in an era of US decline,” *International Security*, 36(1), 41-72.
- Xiong, Haoming, David A Peterson, and Bear F Braumoeller (2024) “Reconceptualizing International Order: Contemporary Chinese Theories and Their Contributions to Global IR,” *International Organization*, 78(3), 538-574.
- Organski, AFK and Jacek Kugler (1980) *The War Ledger*, University of Chicago Press.
- Beckley, Michael and Hal Brands (2022) *Danger Zone: The Coming Conflict with China*. WW Norton & Company.

Final Exam Will Take Place During Exam
Period – Details to Follow

Academic Integrity, Plagiarism, and Generative AI. Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The [University of Toronto Code of Behaviour on Academic Matters](#) outlines the behaviors that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to: using someone else's ideas or words without appropriate acknowledgement, submitting your own work in more than one course without the permission of the instructor in all relevant courses, making up sources or facts, and obtaining or providing unauthorized assistance on any assignment. Ignorance of these rules is not a defense in cases of violations, which can result in very serious academic sanctions.

Normally, students will be required to submit their course essays to the University's plagiarism detection tool 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 tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

The use of generative artificial intelligence tools and apps is strictly prohibited in all course assignments unless explicitly stated otherwise by the instructor in this course. This includes ChatGPT, Gemini, Claude, Microsoft Copilot and other AI writing and coding assistants. Use of generative AI in this course may be considered use of an unauthorized aid, which is a form of cheating. Students may not copy or paraphrase from any generative artificial intelligence applications for the purpose of completing assignments in this course. Representing as one's own idea, or expression of an idea, that was AI-generated is considered an academic offense in this course.

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 the instructor. Please visit the [University of Toronto Academic Integrity](#) and the [UofT Writing Centre Resources](#) websites for further details and help on the proper use of citations.

Code of Behaviour on Academic Matters. Please read the University's [Code of Behaviour on Academic Matters](#). It applies to all your academic activities and courses. The Code prohibits all forms of academic dishonesty including, but not limited to, cheating, plagiarism, and the use of unauthorized aids. Violating the Code may lead to penalties up to and including suspension or expulsion from the University. You are expected to know the Code and inform yourself of acceptable academic practices – ignorance of the Code or the acceptable academic practices is not a valid defense if you are accused of a violation.

Commitment to a Diverse and Inclusive Learning Environment. 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.

My courses in particular seek to foster an inclusive space built on sensitivity, understanding, and mutual respect. If you have a name and/or set of pronouns that differ from those that appear in your official college records, please let me know.

Discrimination against any individual based on protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, will not be tolerated. The world is a complicated place so be kind and show respect for others' views. We learn and grow through exposure to alternative ways of thinking, not by convergence on a single right answer. When we talk over others, it shuts down debate rather than facilitating it. We need to tackle some really important issues in the 21st century, and we need to hear and consider the fullest possible range of ideas to do so.

Further, students at U of T come from a variety of socioeconomic backgrounds with varied lived experiences. If you encounter financial challenges related to this class, please let me know.

Accessibility Services. Academic accommodations and resources are designed to provide equitable opportunities for students with disabilities to achieve their academic goals. Disability-related accommodations are available through registration with the University of Toronto's Accessibility Services (<https://studentlife.utoronto.ca/departments/accessibility-services/>). This helps maintain privacy and confidentiality and provides students with support when requesting and accessing accommodations. Students who register with Accessibility Services may also be eligible for disability-related services/equipment. Once you complete the registration process, you will work with an Advisor who can set you up with reasonable, disability-related accommodations and/or resources.

Students with accommodations have access to Letters of Accommodation that should be provided to course instructors outlining specific accommodations they can request within that course. For example, if a student is given more time to work on an assignment, this would be outlined in their Letter of Accommodation. Any accommodations not outlined in the letter from Accessibility Services are up to the instructor's discretion. Students can connect with their Accessibility Advisor to discuss their accommodations throughout the year.

Mental Health and Wellness. It is not uncommon for university students to experience a range of health and mental health issues that may result in barriers to achieving their academic goals. The

University of Toronto offers a wide range of services that may be of assistance. You are encouraged to seek out these resources early and often.

The University of Toronto's [Student Mental Health Resource Guide](#) is an online tool where students can access various on-campus and off-campus mental health resources. Feeling distressed? Are you in crisis? Call Good2Talk (1-866-925-5454) or text GOOD2TALK to 686868 for a free, confidential helpline with professional counselling, information and referrals for mental health, addictions, and well-being (available 24/7). Further, feel free to visit "[Feeling Distressed?](#)" for more resources.

But, seriously. Being a student can be hard at times (and there's a lot going on in the world), so please also feel free to reach out to me directly or the resources mentioned above if you need a hand – we're in this together.

Family Care. The University of Toronto strives to provide a family-friendly environment. If you are a student with family care responsibilities, please feel free to let me know if you are struggling to also balance the course's requirements. You may also wish to visit the Family Care Office website: familycare.utoronto.ca.

Religious Accommodations. The University provides reasonable accommodation of the needs of students who observe religious holy days other than those already accommodated by ordinary scheduling and statutory holidays. Students have a responsibility to alert members of the teaching staff in a timely fashion to upcoming religious observances and anticipated absences, and instructors will make every reasonable effort to avoid scheduling tests, examinations or other compulsory activities at these times. Please reach out to the instructor as early as possible to communicate any anticipated absences related to religious observances, and to discuss any possible related implications for course work.

Specific Medical Circumstances. *Students are expected to request accommodations in advance of assignments or tests. Failure to do so may result in a late penalty being applied.* Students who are absent from academic participation for any reason (e.g., COVID, cold, flu and other illness or injury, family situation) and who require consideration for missed academic work should report their absence through the online absence declaration. The declaration is available on ACORN under the Profile and Settings menu. Students should also advise their instructor of their absence in advance. If an absence extends beyond 14 consecutive days, or if you have a non-medical personal situation preventing you from completing your academic work, you should connect with your College Registrar. They can provide advice and assistance reaching out to instructors on your behalf. *A Verification of Illness form is not currently required but may become required should the public health situation change.*