

POL354

POLITICS AND SOCIETY IN RUSSIA

Time: Wednesday, 9:00–11:00 AM

Instructor: Brendan McElroy, Assistant Professor, Political Science (e-mail: b.mcelroy@utoronto.ca)

Office hours: Monday, 10:00 AM–12:00 PM (signup sheet available on course site)

Office location: Room 204N, Munk School, 1 Devonshire Place

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TA office hours: available on request

COURSE DESCRIPTION

Russia's invasion of Ukraine marks a turning point, not only in the post-Cold War international order, but also in the development of the Russian polity and economy. How did we get here? Who is Vladimir Putin, how did he rise to power, and how has his regime changed over the past two and a half decades? We will take a historical approach to these questions, examining the evolution of Russian politics and society since the collapse of the Soviet Union. After acquiring a basic knowledge of Russia's political development since Gorbachev, students will explore a variety of themes in contemporary politics, including public opinion, economic transformation, civil society and interest groups, state building, federalism, regional diversity, and Russia's behavior on the international stage. This last theme brings us full circle, back to Putin's war in Ukraine and its near-future implications. Here, we will consider not only the prospects for Russia's political future but also how the country might adapt to the other challenges it will face in coming decades – especially climate change.

COURSE OBJECTIVES

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

1. Describe the impact of Soviet and pre-Soviet legacies on the present-day Russian polity, society, and economy.
2. Weigh competing explanations for Putin's rise and enduring popularity, despite war and economic distress; relatedly, understand the sources of the regime's resilience in the face of war and sanctions since February 2022.
3. Evaluate competing (and complementary) explanations for the persistence of authoritarian rule in Russia.
4. Use comparative analysis to assess the uniqueness (or otherwise) of long-run patterns in Russian political and economic development.
5. Make informed predictions about the future of Russian politics and about Russia's position on the international stage.

COURSE MATERIAL AND RESOURCES FOR STUDENTS

This is a course in post-Soviet Russian politics and society. Many of you will have been drawn here by interest in Russia's war in Ukraine, but it is impossible to understand present-day Russia – including Russian attitudes toward the war – without understanding the formative experiences of an entire generation of Russians, namely the Soviet collapse, the disorder of the 1990s, and the prosperity of the early Putin period. Going even further, some would argue that the current regime is merely the latest edition of a centuries-old pattern of Russian political development. Whatever you make of these claims, to evaluate them fairly we need to delve into the Russian and Soviet past. So, be patient: we will read much more about the invasion and its consequences during the second half of the course.

For those of you who are interested in following Russian politics on a day-to-day basis, I recommend the following resources:

- Ekaterina Schulmann: https://www.youtube.com/@Ekaterina_Schulmann/videos. Schulmann is a Russian political scientist who hosts a podcast called *Status*. If you speak Russian, this is one of the best ways to stay informed about day-to-day developments in Russia. Even if you don't understand Russian, I suggest browsing Schulmann's channel; she sometimes posts videos in English.
- *Meduza*, which reports in both Russian and English, and is published by exiles from the pre-invasion opposition media, is another invaluable news source: <https://meduza.io/en>.
- For the latest English-language research on Russian and Eurasian politics, written in an informal, easily digestible style, take a look at the PONARS Eurasia policy memos: <https://www.ponarseurasia.org/policy-memos-list/>. The Russian Analytical Digest is another useful resource in the same vein: <https://css.ethz.ch/en/publications/rad.html>.

Of course, there are many other ways to stay informed, but these are among the best. If you're interested in learning more about a specific topic, feel free to ask me for references.

COURSE REQUIREMENTS

Participation: 15% of total marks | **Weekly reading and lecture quizzes:** 25% | **In-class term test:** 35% | **Book review:** 25%

Participation (15% of your grade) means, in the first instance, attendance and active engagement with weekly lectures. I will take attendance beginning in Week 2. Everyone gets one free absence: no questions asked, no need for justification. Beyond this, absences must be reported in advance and documented.

Read carefully and arrive with questions to ask, or your own ideas and interpretations to share. Be prepared to answer questions. Since this is a large lecture course, we will have only limited time for in-class discussion, but if you have questions or comments, I'll almost always be available to talk during the break between the first and second hours of lecture and for a few minutes after each session. From time to time, I'll also ask you to break into pairs or small groups to engage discussion questions; be prepared to contribute.

Attendance at my scheduled office hours also counts toward your participation mark. This is not mandatory (and neither is it “voluntarily mandatory,” as Russians are fond of saying): it’s entirely possible to earn full marks without ever attending office hours. My aim is simply to offer students as many opportunities as possible to engage with me one-on-one, or in a small-group setting. To sign up for office hours, use the link on the Quercus course page. My availability for office hours is limited, so reserve a time **only** if you have a specific question to ask.

Weekly quizzes (25%) on the content of the readings and lectures will be posted to the Quercus course page beginning after the Week 2 lecture, on September 10. There will be no quiz during the reading week or the week of the term test. Quizzes will post following each week’s lecture and must be completed within 24 hours: no exceptions. These are open-book quizzes, each consisting of three multiple-choice or true/false questions. Once the quiz is opened, however, you will have only 12 minutes to complete it. The correct answers will not be revealed immediately upon submission; instead, I will review them at the beginning of the next lecture. All quiz questions count equally toward this portion of your grade.

The **in-class term test (35%)** is scheduled for Wednesday, October 15; you will have two hours to complete it. The term test will consist of two parts: (1) a selection of key terms and concepts for you to identify, and (2) a longer response essay (choose one of two prompts to answer). I will provide more information about the organization and contents of the term test as it approaches.

The writing assignment for this course is a **book review (25%)**, which must be submitted to the Quercus course page by 11:59 PM on Thursday, November 20. Carefully read, reread, and evaluate one of the following three books:

Charles Clover, *Black Wind, White Snow: The Rise of Russia’s New Nationalism* (New Haven, CT: Yale University Press, 2016).

Timothy Frye, *Weak Strongman: The Limits of Power in Putin’s Russia* (Princeton: Princeton University Press, 2021).

Gulnaz Sharafutdinova, *The Red Mirror: Putin’s Leadership and Russia’s Insecure Identity* (Oxford: Oxford University Press, 2020).

However, this is not an ordinary book review. I have deliberately chosen books that were written and published before Russia’s full-scale invasion of Ukraine in February 2022. All three of the authors are insightful, well-informed students of Russian politics. And yet each of them arguably missed, or misunderstood, certain important trends in Russian political development, trends that have since become too obvious to ignore.

Your task in this book review is to evaluate your chosen book’s arguments and evidence **in light of** the “new evidence” of events since February 2022. How well have their specific predictions, and their underlying theoretical framework, held up? Keep in mind that by “new evidence” I mean not only the decision to invade but also the actual conduct of the war (e.g., the performance of the Russian military) and its implications for Russia’s domestic political regime, public opinion, economic policy, and the like.

In other words, a book review that limits its criticism to (for instance) “Frye failed to predict the invasion of Ukraine” is a weak review, and will earn poor marks. Instead, I want you to consider *why* and *how* Frye got it wrong, and what his predictive failure tells us about the strengths and weaknesses

of his overall interpretation of Russian politics. This is not intended to be an exercise in “demolishing” a poorly argued, shortsighted, or naive book, so treat your subject in good faith and strive to present the strongest possible version of their argument – even if your aim is to refute it. Moreover, you are entirely welcome to argue that your chosen author’s analysis of Russian politics, or at least some part thereof, remains useful today.

No original research is required for this assignment. Although you are welcome to cite sources other than the required and recommended course readings for specific facts, claims, and interpretations as needed, it is entirely possible to write an excellent book review without doing so.

Late submissions will be subject to a penalty of 5% per day, including weekends and holidays, and any review handed in seven or more calendar days after the deadline, without a previously authorized extension, will receive a grade of zero.

Your review should be 1,300–1,500 words in length, formatted in 12-point font, and double-spaced. When quoting or paraphrasing the book under review, use the short parenthetical style, e.g., (57) or (p. 57). For other sources, use in-line parenthetical citations (*Gel’man 2015: 57*) and include a bibliography at the end of your review. The bibliography does **not** count toward the word limit.

WEEKS AT A GLANCE

| Week | Date | Topic | Notes |
|------|--------------|--|---|
| 1 | September 3 | Russia in comparative perspective | |
| 2 | September 10 | Geography and history | First reading quiz |
| 3 | September 17 | The Soviet system and its legacy | |
| 4 | September 24 | The “wild nineties,” state collapse and re-formation (1991–99) | |
| 5 | October 1 | The building of a new political regime (2000–11) | |
| 6 | October 8 | Mature Putinism and its global context (2012–25) | |
| 7 | October 15 | <i>In-class term test</i> | No reading quiz |
| 8 | October 22 | Political economy | |
| | October 29 | <i>Fall reading week</i> | No lecture; no reading quiz |
| 9 | November 5 | Federalism and regional diversity | |
| 10 | November 12 | Public opinion, political culture, and ideology | |
| 11 | November 19 | Civil society and protest | Book review due 11:59 PM, Thursday, November 20 |
| 12 | November 26 | The impact of war | |

SCHEDULE OF READINGS AND LECTURE TOPICS

Required readings for each week below are listed in alphabetical order. Deviations from alphabetical ordering mean that you should read the article or chapter in question *before* moving on to the others.

“Recommended” readings are just that – recommended. I will discuss some of them in lecture, and to that extent they are fair game for the term test, but you will not be tested on details of these readings which never come up in class.

1. RUSSIA IN COMPARATIVE PERSPECTIVE (September 3)

This week, we introduce several longstanding debates about Russian politics – debates that will preoccupy us throughout the semester. Why has post-Soviet Russia “failed” to become a rich market democracy? Why did anyone ever expect this to happen? Why have periods of rapprochement between Russia and the West repeatedly proved to be illusory, giving way to new conflicts? Which countries are appropriate comparative cases for Russia, the standards of measurement against which it makes sense to judge “success” or “failure” in the first place?

- Vladimir Gel'man, *Authoritarian Russia: Analyzing Post-Soviet Regime Changes* (Pittsburgh, PA: University of Pittsburgh Press, 2015), preface and chaps. 1-2.

2. GEOGRAPHY AND HISTORY (September 10)

Is present-day Russia a prisoner of its past, or even, as some especially pessimistic observers might have it, of its distinctive geography? This week, we examine long-run patterns of Russian political and economic development. How unique is the Russian polity today, has it arrived at its present condition by a “special path” – a history that is somehow unusual in comparative perspective – and what, if anything, do the answers to these questions imply for the country’s political future?

- Review lecture notes and slides from previous week.
- Marshall T. Poe, *The Russian Moment in World History* (Princeton: Princeton University Press, 2003), chaps. 1-7.
- Read, and be prepared to discuss in class, one of the following reviews of Poe’s book. If your student ID number ends in 0, 1, or 2, read: Daniel Brower’s review in *Journal of World History* 15.3 (2004), pp. 389-391.

If your student ID number ends in 3, 4, 5, or 6, read: David Christian’s review in *Slavic Review* 63.4 (2004), pp. 880-881.

And if your student ID number ends in 7, 8, or 9, read: Maureen Perrie’s review in *European History Quarterly* 34.4 (2004), pp. 553-555.

- **Recommended:** Allen C. Lynch, “Roots of Russia’s economic dilemmas: Liberal economics and illiberal geography,” *Europe-Asia Studies* 54.1 (2002), pp. 31-49.

3. THE SOVIET SYSTEM AND ITS LEGACY (September 17)

This week, we examine the Soviet system and introduce the notion of Soviet legacy, a concept with which we shall engage throughout the course. How were Soviet institutions supposed to work, and

how did they work in practice? How did the regime cope with issues of nationalism and identity? Did the Soviet inheritance constrain the prospects for Russia's political and economic development during the 1990s, and does it continue to do so today? If so, how? What are the positive Soviet "legacies"?

- Review lecture notes and slides from previous week.
- Stephen Kotkin, *Armageddon Averted: The Soviet Collapse 1970–2000*, updated ed. (Oxford: Oxford University Press, 2008), introduction and chaps. 1–4.
- Serhy Yekelchuk, "The early 1960s as a cultural space: A microhistory of Ukraine's generation of cultural rebels," *Nationalities Papers* 43.1 (2015), pp. 45–62.
- **Recommended:** Gregory Grossman, "The 'second economy' of the USSR," *Problems of Communism* 26.5 (1977), pp. 25–40.
- **Recommended:** Elizabeth Brainerd, "Reassessing the standard of living in the Soviet Union: An analysis using archival and anthropometric data," *Journal of Economic History* 70.1 (2010), pp. 83–117.

4. THE "WILD NINETIES," STATE COLLAPSE AND RE-FORMATION (September 24)

This week, we examine politics under President Boris Yeltsin. During the 1990s, the most popular model through which Western observers sought to understand Russia was that of "transition" from single-party autocracy and the command economy to liberal capitalist democracy. Of course, that model is no longer viable, which leaves open the question of how we ought to assess the Yeltsin presidency – and, above all, the relationship between Yeltsin's regime and that of his handpicked successor, Vladimir Putin. Was the Yeltsin era a case of stalled democratization? The birth of a new electoral autocracy? A study in state collapse? Or something else entirely?

- Review lecture notes and slides from previous week.
- Gel'man, chap. 3.
- Kotkin, chap. 5.
- Vadim Volkov, *Violent Entrepreneurs: The Use of Force in the Making of Russian Capitalism* (Ithaca, NY: Cornell University Press, 2002), chap. 1.
- **Recommended:** Volkov, chap. 2.

5. THE BUILDING OF A NEW POLITICAL REGIME (October 1)

Who is Vladimir Putin, what does he believe, and what accounts for his extraordinary popularity? What type of regime did Putin construct during the 2000s, and how did it differ from Yeltsin's system? The political dynamics of the late 1990s allow us to entertain an intriguing counterfactual: what if Yeltsin had chosen someone else to succeed him – say, Boris Nemtsov, the onetime governor of Nizhnii Novgorod and later critic of Putin, assassinated in 2014 within sight of the Kremlin? Would the regime have evolved in a more pluralistic direction? Or would a Nemtsov-like figure ultimately have resorted to the same authoritarian measures as Putin in attempting to discipline the oligarchs and regional elites?

- Review lecture notes and slides from previous week.
- Gel'man, chap. 4.

- Stephen E. Hanson and Jeffrey S. Kopstein, “The Weimar/Russia comparison,” *Post-Soviet Affairs* 13.3 (1997), pp. 252–283.
- Gleb Pavlovsky (interviewed by Tom Parfitt), “Putin’s world outlook,” *New Left Review* 88 (July–August 2014), pp. 54–66.

6. MATURE PUTINISM AND ITS GLOBAL CONTEXT (October 8)

In Week 2 we identified the possible endogenous, deep historical roots of Russian authoritarianism. This week, examining the more recent evolution of Putin’s administration, we will explore the possibility that Putinism is less distinctively Russian than it might appear at first glance. Was Russia, instead, merely an early adopter of a type of political system that appears to be gaining ground everywhere – personalistic, patrimonial autocracy? We’ll also consider the political effects of deindustrialization in post-Soviet Russia in comparative perspective; how do they differ from the politics of deindustrialization in Hungary, Ukraine, China, and, for that matter, Western Europe and North America?

- Review lecture notes and slides from previous week.
- Gel’man, chap. 5.
- Alexander Baturo and Johan A. Elkind, “Dynamics of regime personalization and patron-client networks in Russia, 1999–2014,” *Post-Soviet Affairs* 32.1 (2016), pp. 75–98.
- Stephen Crowley, *Putin’s Labor Dilemma: Russian Politics between Stability and Stagnation* (Ithaca, NY: Cornell University Press, 2021), chap. 9.
- Gulnaz Sharafutdinova and Karen Dawisha, “The escape from institution-building in a globalized world: Lessons from Russia,” *Perspectives on Politics* 15.2 (2017), pp. 361–378.

7. IN-CLASS TERM TEST (October 15)

See above for details. This is a handwritten test, so bring pens and/or pencils to spare.

8. POLITICAL ECONOMY (October 22)

This week, we explore the other side of “the transition,” namely, the making of Russian capitalism. How was the Soviet command economy transformed into a market system? How did the many informal practices and institutions which had evolved to compensate for the Soviet system’s shortcomings – described by Grossman in Week 3 – impact the emergence of capitalism? How have other Soviet legacies influenced post-Soviet Russia’s development? What type of capitalism exists in Russia today, and how has the dominant economic model changed over the course of Putin’s long reign? Why, despite the atrocious hardship experienced by most Russians during the 1990s, did market reform not spark a “social explosion”?

- Review lecture notes and slides from previous week.
- Crowley, chaps. 2–3.
- Clifford G. Gaddy, “Room for error: The economic legacy of Soviet spatial misallocation,” chap. 3 in Stephen Kotkin and Marc R. Beissinger, eds., *Historical Legacies of Communism in Russia and Eastern Europe* (Cambridge: Cambridge University Press, 2015), pp. 52–67.

- Jordan Gans-Morse, “Property rights: Forging the institutional foundations for Russia’s market economy,” chap. 9 in Susanne A. Wengle, ed., *Russian Politics Today: Stability and Fragility* (Cambridge: Cambridge University Press, 2023), pp. 199–224.

9. FEDERALISM AND REGIONAL DIVERSITY (November 5)

This week, students will familiarize themselves with the evolution of center-regional relations in Russia since 1991, devoting special attention to the fate of the ethnic or national republics under Putin. We will also examine the political and economic dilemmas facing Russian regional and local leaders – those who are genuinely interested in developing their regions as well as the unabashed kleptocrats. Finally, we will consider how the Russian state has sought to incorporate its occupied territories in Ukraine since 2014, and speculate about the future of Russian federalism in light of such current phenomena as ethnic discrimination in military conscription.

- Review lecture notes and slides from previous week.
- Nikolai Petrov and Darrell Slider, “Regional politics,” chap. 2 in Stephen K. Wegren, ed., *Putin’s Russia: Past Imperfect, Future Uncertain*, 7th ed. (Lanham, MD: Rowman and Littlefield, 2019), pp. 49–68.
- Marjorie Mandelstam Balzer, *Galvanizing Nostalgia? Indigeneity and Sovereignty in Siberia* (Ithaca, NY: Cornell University Press, 2021), chap. 1.
- Marat Iliyosov and Jean-François Ratelle, “Military mobilization in Russia’s regions: From protest to submission,” *PONARS Eurasia Policy Memo* 929 (March 2025).
- Guzel Yusupova, “Ethnic diversity,” chap. 8 in Harley D. Balzer and Steven A. Fisher, eds., *Failure: Russia under Putin* (Washington, DC: Brookings Institution Press, 2025), pp. 277–298.
- **Recommended:** Natalia Zubarevich, “Four Russias: Human potential and social differentiation of Russian regions and cities,” chap. 3 in Maria Lipman and Nikolay Petrov, eds., *Russia 2025: Scenarios for the Russian Future* (Basingstoke, Hampshire: Palgrave Macmillan, 2013), pp. 67–85.

10. PUBLIC OPINION, POLITICAL CULTURE, AND IDEOLOGY (November 12)

Understanding public opinion has been one of the central concerns of the field of Russian studies since the early 2000s. What explains Putin’s enduring popularity, and how genuine is this popularity to begin with? What kind of political regime do Russians want, and what kind of regime do they think they have? Does the Russian public have an “authoritarian predisposition,” deeply rooted in history and culture, or does popular support for autocracy have other sources? What does the Russian public actually think about the invasion of Ukraine? This week, we explore a variety of perspectives on the political culture of contemporary Russia.

- Review lecture notes and slides from previous week.
- Timothy Frye, Scott Gehlbach, Kyle L. Marquardt, and Ora John Reuter, “Is Putin’s popularity (still) real? A cautionary note on using list experiments to measure popularity in authoritarian regimes,” *Post-Soviet Affairs* 39.3 (2023), pp. 213–222.

- Keith Gessen, “Do Russians really support the war in Ukraine?” *The New Yorker* (January 2025).
- Kåre Johan Mjør, “Smuta: cyclical visions of history in contemporary Russian thought and the question of hegemony,” *Studies in East European Thought* 70 (2018), pp. 19–40.
- Maria Snegovaya, “Russian identity and war support,” *PONARS Eurasia Policy Memo* 901 (June 2024).
- **Recommended:** Henry E. Hale and Timothy J. Colton, “Who defects? Unpacking a defection cascade from Russia’s dominant party 2008–12,” *American Political Science Review* 111.2 (2017), pp. 322–337.

11. CIVIL SOCIETY AND PROTEST (November 19)

Mentions of protest in the Russian context are likely to call to mind the 2011–12 demonstrations against electoral fraud, or, more recently, the scattered rallies and pickets against the invasion of Ukraine and military conscription. But many social movements and civic groups in post-Soviet Russia have shied away from openly challenging the regime, instead choosing to work within the system. This week, we will explore the oft-neglected influence of society – broadly construed – on the development of polity and economy under Putin. Are “within-system” movements schools of democracy in a nondemocratic regime, or do they serve mainly to co-opt potential opposition? And what, aside from the threat of repression, are the obstacles to collective action in Russia?

- Review lecture notes and slides from previous week.
- Alfred B. Evans, Jr., “Protests in civil society in Russia,” chap. 6 in Balzer and Fisher, eds., *Failure*, pp. 169–192.
- Natalia Forrat, “Civil society in Russia: Compliance with and resistance to the state,” chap. 18 in Wengle, ed., *Russian Politics Today*, pp. 408–430.
- Meri Kulmala and Anna Tarasenko, “Interest representation and social policy making: Russian veterans’ organizations as brokers between the state and society,” *Europe-Asia Studies* 68.1 (2016), pp. 138–163.
- Katerina Tertychnaya, “Russian protests following the invasion of Ukraine,” *PONARS Eurasia Policy Memo* 841 (April 2023).
- **Recommended:** Arbakhan Magomedov, “How indigenous peoples of Russia’s Arctic defend their interests: Social, economic, and political foundations of indigenous resistance (on the example of the *Golos tundry* protest movement),” *Anthropology and Archaeology of Eurasia* 58.4 (2019), pp. 215–245.

12. THE IMPACT OF WAR (November 26)

Wrapping up the course, this week we explore the medium-term future of Russian politics, focusing on the impact of the war. What sorts of domestic political dynamics has the invasion of Ukraine unleashed in Russia, how are they most likely to develop in the years ahead, and how might they culminate once Putin finally leaves the scene? State collapse? Intra-elite conflict, a disputed succession, and a window of opportunity for a more open politics? Or more of the same – Putinism

without Putin? We also ask how Russia will adapt to another fundamental challenge the country (and the world) faces, climate change.

- Review lecture notes and slides from previous week.
- Ivan Fomin, “Two statisms of Putin’s ideology: From proclamations of patriotic values to welfare promises of wartime mobilization,” *Post-Soviet Affairs* 41.1 (2025), pp. 64–82.
- Thane Gustafson, *Perfect Storm: Russia’s Failed Economic Opening, the Hurricane of War and Sanctions, and the Uncertain Future* (Oxford: Oxford University Press, 2025), chap. 5.
- Debra Javeline *et al.*, “Russia in a changing climate,” *WIREs Climate Change* 15.2 (2024), e872.
- **Recommended:** Maria Snegovaya and Kirill Petrov, “Long Soviet shadows: The nomenklatura ties of Putin elites,” *Post-Soviet Affairs* 38.4 (2022), pp. 329–348.

COURSE POLICIES

Absences: I will grant excused absences for a limited set of reasons (family or health emergencies, religious holidays, etc.): in such instances you must e-mail me before class, register your absence using the Absence Declaration tool on ACORN (<https://www.acorn.utoronto.ca/>), and we can discuss ways of making up the material missed.

If you become ill and it affects your ability to work, consult me right away. Normally, I will ask you for documentation in support of your specific medical circumstances. This documentation can be either an Absence Declaration or the University’s Verification of Student Illness or Injury (VOI) form. The VOI indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness. If you cannot submit a VOI due to limits on terms of use, you can submit a different form (like a letter from a doctor), as long as it is an original document, and it contains the same information as the VOI (dates, academic impact, practitioner’s signature, phone and registration number).

For further information on the VOI form, see <https://www.registrar.utoronto.ca/policies-and-guidelines/verification-of-illness-or-injury/>. For information on the Absence Declaration Tool, see <https://www.artsci.utoronto.ca/absence>. If you experience a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

Accessibility needs: Students with diverse learning styles and needs are welcome in this course. If you have a disability or health consideration that may require accommodations, feel free to approach me and Accessibility Services (<https://www.studentlife.utoronto.ca/as/contact-us>) as soon as possible.

E-mail correspondence: Consult the syllabus, the Quercus site, and other course documentation before contacting me with questions. I will not answer e-mails which ask questions answered. As a rule, e-mail correspondence should be reserved for organizational questions; substantive questions about the course material are best posed in lecture or during office hours. E-mails with organizational questions should be directed to me, not to the teaching assistant for the course.

Generative AI: The work you submit for this assignment must be your own, and may not include any content from generative artificial intelligence (AI) tools, either verbatim or with edits. Use of

generative AI will be considered use of an unauthorized aid, which is a form of academic misconduct under the [Code of Behavior on Academic Matters](#).

Plagiarism: Plagiarism is a serious academic offense and will be dealt with accordingly. For further information and clarification, examine the University of Toronto's policies on plagiarism (<https://advice.writing.utoronto.ca/using-sources/how-not-to-plagiarize/>). This course uses anti-plagiarism software.

Anti-plagiarism software: 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 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 Center for Teaching Support and Innovation web site (<https://uoft.me/pdt-faq>).

Recording of lectures: This course, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session. Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation, and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor. For questions about recording and use of videos in which you appear, please contact your instructor.

No recording of lectures by students: Students may not create audio or video recordings of classes with the exception of those students requiring an accommodation for a disability, who should speak to the instructor prior to beginning to record lectures. Students creating unauthorized audio recording of lectures violate an instructor's intellectual property rights and the Canadian Copyright Act. Students violating this agreement will be subject to disciplinary actions under the Code of Student Conduct.

Course videos may not be reproduced or posted or shared anywhere other than the official course site and should only be used by students currently registered in the course. Recordings may be saved to your laptop for personal use. Because recordings will be provided for all lectures, students may not create additional audio or video recordings without written permission from the instructor. Permission for such recordings will not be withheld for students with accommodation needs.