COMS 362 - Selected Topics Communication Studies 2
Techlash: Critical studies of technological solutionism
W-215 Arts Building

General information

Winter 2023
Course pre-requisite: COMS 200, COMS 210, or COMS 230 or permission of the instructor.
Wednesdays and Fridays - 01:05 pm-02:25 pm
Number of credits: 3

Instructor information

Gustavo Ferreira, PhD. (he/him)
gustavo.ferreira@mcgill.ca
Office location / office hours: Arts W-233 / Wednesdays 03:00-04:30 pm – in-person or zoom (link on myCourses) – or by appointment
Communication plan: All course updates and official information will be posted on MyCourses, you should check it for updates regularly – at least once a week. To book appointments, we will use a Calendly link available on myCourses. You can direct other private inquiries by email, and I will try to respond within 1 business day.

Teaching Assistant: Rob Arcand
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Office hours: By appointment via Zoom – send me an email and I'll follow up with a Zoom link based on the mutual availability we discuss via email

Course overview

Communication Studies: Study of a special field of critical inquiry into media and/or technological practices.

In this course, our aim is to study and employ critical concepts in media and technological analysis. The 2010s were the decade of the Startup and disruption rhetoric. Rooted in hopes of technological development as the solution for all humanities' problems, we have seen the rise and fall of the "Uber of X" solutions from deliveries, through health, to financial services. Despite critiques of such promises being raised almost simultaneously with this enthusiasm, these hopes have longer historical roots and are still central to current technological developments. To understand these contexts, past and present, we will overview studies of digital technology that critically explore their economic and political conditions, ideologies, assumptions, consequences, and the contradictions of their ability to address societal challenges. Questioning the neutrality or objectivity of technological tools, we will use these concepts to map new trends in the tech development world and analyze their discourse and practice, presenting our findings in experimental media modalities. We hope to identify beneficial engagements with media technologies and their proposed innovations.

Learning outcomes

This is a course on critical analysis. Our goal is to identify and interpret stated, embedded, or foundational worldviews, politics, economic structures, interests, and visions of the future in digital technology solutions. By the end of this course, you will be able to:

- **Describe** historical, social, and political contexts and implications of technological development
- **Explain** and **comprehend** critical concepts about technology, its politics and imaginaries, human agency, and ideology
- **Identify** trends in computation technology discourse and practice
- **Apply** knowledge of technological development and concepts to **critically evaluate**, and **analyse** current technological pitches and deployments, and their assessment of societal challenges
- **Elaborate** questions about technology development to further discuss current critical approaches
- **Develop** strategies to **collectively plan and produce** critical analysis of technological artifacts, solutions, and business models on different media formats (writing, video, audio and multimedia)

Instructional methods

- Lectures (synchronous and in person)
- Group discussions (synchronous in person and asynchronous online)
- Group projects (time and place at student's choice)
- Research and Analysis assignments (time and place at student's choice)

Course materials, instructions, discussions and updates will be available on myCourses. I encourage you to download the myCourses Pulse mobile app to stay connected and on track. Online office hour meetings will take place on zoom. If you need information on how to plan, access or better use these platforms and do assignments, check out McGill's Learning Resources.

Expectations for student participation

Participation means you read the assigned texts, listened, or watched other assigned materials and attend every class prepared with at least one question, thought and example about the week's topic. You should also be able to respond to myCourses discussions prompts when necessary.

I expect you to show up to class. As the COVID-19 Pandemic is still very much happening, I understand circumstances may change and make it difficult, or impossible, to attend safely in-person. If this is the case, please contact me.

This is also true for our planned evaluation and instructional methods. In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

Class Conduct
When interacting with others, you should always be attentive to their well-being, use polite and non-aggressive language, justify your positions, and give sources of information.

When expressing opinions, always reflect on how your thoughts align with different realities and perspectives. In this course we value solidarity as a learning practice: Try to think and take your

positions from a solidary position. Acknowledge how your context is affected and affects others. We are allowed to disagree, and we should understand that more than one thing can be true.

Class recordings

Whenever possible, lectures will be recorded and posted to myCourses, while group assignments, presentations and discussions will not. Even in these circumstances, your voice or image may appear in the recordings. If you are concerned about privacy or other uses of the recording, please discuss with me.

Required course materials

All required readings will be available online through McGill services: myCourses, Course Readings and Library or open access links.
Other materials such as videos and podcasts will be linked or referenced on myCourses.
Full information on materials can be found on the schedule below.

Optional course materials

Recommended Readings and other materials are listed alongside required materials on the schedule below.

Course content

The course is structured in three connected parts. Critical concepts, explores theories and studies of technology and society; Critiques of solutionism, presents sample cases of the critique of technological solutionism using critical analysis; The last and shorter part, "alternative thinking", reflects on how to escape solutionism, and frame new questions on technology and problem solving.

Part 1 - Critical concepts:
- Technological Determinism
- Ideology and Imaginaries
- Futurism and Futurology
- Technological Solutionism
- Utopianism
- Longtermism

Part 2 - Critiques of solutionism:
- Human Society: poverty, culture, education
- Health and Humanity: Bodies, well-being, pandemics
- Modern Institutions: Finance, money and law
- The environment/world, cities, and transportation

Part 3 - Alternative thinking
- A brief look at indigenous, anti-colonial, feminist and queer perspectives on the future, technology, and design.

Class Schedule (readings, materials and assignments) *

Week 1	Intro and Determinisms
11 Jan	Course Outline (*this thing here*) Abumrad, J and Krulwich, R (2017) *Revising the Fault Line*. Radiolab. **[podcast]**. 27 Jun 2017. Available at: https://radiolab.org/episodes/revising-fault-line (Accessed 13 Dec 2022). (49min) * ***Sensitive content: Please be aware that this episode contains language that may be difficult for some students. It is included in this course because it directly relates to biological determinism.**
13 Jan	Wyatt, S (2008) Technological Determinism is Dead; Long Live Technological Determinism. In: Hackett, EJ et al. (eds) *The handbook of science and technology studies.* Cambridge, MA: MIT Press, pp. 165-180. Hess, D and Vanderbilt, U (2015) Power, Ideology, and Technological Determinism. *Engaging Science, Technology, and Society*, 121-125. https://estsjournal.org/index.php/ests/article/view/45 *Recommended Extra:* Wisecrack (2022) *Who Will Survive The AI Revolution?* **[video]**. 29 Aug 2022. Available at: https://youtu.be/gv0aI9p0t4k (20min)

Week 2	Part 1: Critical Concepts – Visions of the Future
18 Jan	Barbrook, R and Cameron, A (1996) The Californian ideology. *Science as Culture*, 6(1), 44-72. https://doi.org/10.1080/09505439609526455 *Recommended Extra:* Marx, P and Barbrook, R (2021) *The Sunset of the Californian Ideology?* Tech Won't Save Us. **[podcast]**. 03 Jun 2021. Available at: https://techwontsave.us/episode/63_the_sunset_of_the_californian_ideology_w_richard_barbrook.(Accessed 13 Dec 2022). (60min).
	Assignment #1: Weekly Questions 1: post your question or thought to myCourses. **Assignment #2: Mapping Solutionism 1:** post your example of technological solutionism to myCourses.
20 Jan	Turner, F (2008) *From Counterculture to Cyberculture: Stewart Brand, the Whole Earth Network, and the Rise of Digital Utopianism*. University of Chicago Press. **Chapter 1: The shifting politics of the Computational Metaphor (p. 11-39)**

Week 3	Part 1: Critical Concepts – More Future
25 Jan	Jasanoff, S (2015) Future Imperfect: Science, Technology, and the Imaginations of Modernity. In: Jasanoff, S and Kim, S-H (eds) *Dreamscapes of Modernity.* University of Chicago Press, pp. 1-33. *Recommended Extra:* Katic, G, Schwartz, C and Schmalzer, S (2022) *EP68: Science Against the People*. Darts & Letters. **[podcast]**. 14 Nov 2022. Available at: https://dartsandletters.ca/2022/11/14/ep68-science-against-the-people-ft-charles-schwartz-sigrid-schmalzer (Accessed 13 Dec 2022). (60min).
	Assignment #1: Weekly Questions 2: post your question or thought to myCourses. **Assignment #2: Mapping Solutionism 2:** post your example of technological solutionism to myCourses.
27 Jan	Andersson, J (2018) *The Future of the World*. Oxford: Oxford University Press. **Chapter 5 The Future as Social Technology. Prediction and the Rise of Futurology. (p. 75-95)** *Recommended Extra:* Marx, P and Eveleth, R (2023) Why Tech Billionaires want to shape our future. Tech Won't Save Us. **[podcast]**. 5 Jan 2023. Available at: https://techwontsave.us/episode/149_why_tech_billionaires_want_to_shape_our_future_w_rose_eveleth (Accessed 5 Jan 2023).

Week 4	Part 1: Critical Concepts – Technological Solutionism
1 Feb	Morozov, E (2013) *To Save Everything, Click Here: The Folly of Technological Solutionism*. PublicAffairs. **Chapters 1 and 2 (p. 1-62)**
	Assignment #1: Weekly Questions 3: post your question or thought to myCourses. **Assignment #2: Mapping Solutionism 3:** post your example of technological solutionism to myCourses.
3 Feb	Nachtwey, O and Seidl, T (2020) *The Solutionist Ethic and the Spirit of Digital Capitalism*. Center for Open Science. http://dx.doi.org/10.31235/osf.io/sgjzq

Week 5	Part 1: Critical Concepts – Utopias and Dystopias
8 Feb	O'Shea, L (2021) *Future histories: what Ada Lovelace, Tom Paine, and the Paris Commune can teach us about digital technology*. Verso Books. **Chapter 5: Technological Utopianism is Dangerous: The Tech Billionaires Have Nothing on the Paris Commune.**
	Assignment #1: Weekly Questions 4: post your question or thought to myCourses. **Assignment #2: Mapping Solutionism 4:** post your example of technological solutionism to myCourses.
10 Feb	Dickel, S and Schrape, J-F (2017) *The Logic of Digital Utopianism*. *NanoEthics*, 11(1), 47-58. http://dx.doi.org/10.1007/s11569-017-0285-6

Week 6	Part 1: Critical Concepts – Longtermism
15 Feb	Torres, ÉP (2021) Against longtermism. *Aeon.* Available at: https://aeon.co/essays/why-longtermism-is-the-worlds-most-dangerous-secular-credo *Recommended extra:* Eikenberry, AM and Mirabella, RM (2018) Extreme Philanthropy: Philanthrocapitalism, Effective Altruism, and the Discourse of Neoliberalism. *PS: Political Science* & *Politics*, 51(01), 43-47. https://doi.org/10.1017/S1049096517001378
	Assignment #1: Weekly Questions 5: post your question or thought to myCourses. **Assignment #2: Mapping Solutionism 5:** post your example of technological solutionism to myCourses.
17 Feb	Crary, A (2021) Against 'Effective Altruism'. *Radical Philosophy*, 233. https://www.radicalphilosophy.com/article/against-effective-altruism *Recommended extras:* Gebru, T (2022) *Effective Altruism Is Pushing a Dangerous Brand of 'AI Safety'*. Available at: https://www.wired.com/story/effective-altruism-artificial-intelligence-sam-bankman-fried/ (Accessed 25 Jan 2023)

	Ongweso Jr, E (2022) *OK, WTF Is 'Longtermism', the Tech Elite Ideology That Led to the FTX Collapse?* Available at: https://www.vice.com/en/article/bvmanv/ok-wtf-is-longtermism-the-tech-elite-ideology-that-led-to-the-ftx-collapse (Accessed 13 Dec 2022) Sadowski, J and Ongweso Jr, E (2022) *In the long term we are all dead*. This Machine Kills. **[podcast]**. Available at: https://soundcloud.com/thismachinekillspod/unlocked-185-in-the-long-term-we-are-all-dead (Accessed 13 Dec 2023). (88min)

Week 7	Part 1 Wrap Up: Techno-fixing
22 Feb	Johnston, SF (2020) *Techno-fixers: Origins and implications of technological faith*. Montreal: McGill-Queen's Press-MQUP. **Chapters 7 and 8** (p. 184-238)
	Assignment #4.1: Critical Analysis Plan: submit your plan for the final project
24 Feb	No readings. We are meeting to generally discuss the plans for the projects.

Week 8	Winter Reading Break
1 Mar **3** Mar	**NO CLASS**

Week 9	PART 2: Critiques of Solutionism: Solving Society
	Assignment #3: Group discussion – Discussion in group in class
8 Mar	**Group 1:** Schulte, SR (2020) Fixing Fake News: Self-Regulation and Technological Solutionism. In: Zimdars, M and Mcleod, K (eds) *Fake news: Understanding media and misinformation in the digital age*. MIT Press, pp. 133-144.
	Group 2: Teräs, M et al. (2020) Post-Covid-19 Education and Education Technology 'Solutionism': a Seller's Market. *Postdigital Science and Education*, 2(3), 863-878.

	Group 3: Madianou, M (2019) Technocolonialism: Digital innovation and data practices in the humanitarian response to refugee crises. *Social media+ society*, 5(3).
	Group 4: Black, S (2021) Lifelong learning as cruel optimism: Considering the discourses of lifelong learning and techno-solutionism in South African education. *Int Rev Educ*, 1-17.
	Group 5: Selwyn, N (2017) Digital inclusion: can we transform education through technology. Center for Open Science. http://dx.doi.org/10.31235/osf.io/m5fw7
	Group 6: Baym, N, Swartz, L and Alarcon, A (2019) *Sonic Publics convening technologies: blockchain and the music industry.* International Journal of Communication, 1320.
	Group 7: Xu, Z and Zhang, M (2022) The "ultimate empathy machine" as technocratic solutionism? Audience reception of the distant refugee crisis through virtual reality. *The Communication Review*, 25(3-4), 181-203.
	Group 8: Woodall, A and Ringel, S (2020) Blockchain archival discourse: Trust and the imaginaries of digital preservation. *New Media & Society*, 22(12), 2200-2217.
10 Mar	**Solving society – Groups summarize their discussion, we connect with the new reading** Greene, D (2021) *The promise of access: Technology, inequality, and the political economy of hope*. MIT Press. **Introduction (p. 1-28)** *Recommended extras:* Sadowski, J and Ongweso Jr, E (2022) *Using AI to say the word*. **[podcast]**. 2 Sep 2022. Available at: https://soundcloud.com/thismachinekillspod/188-using-ai-to-say-the-word (Accessed 13 Dec 2022). (66min) Sorry to bother you (2018). Directed by Boots Riley. Annapurna Distribution. (112min)

Week 10	PART 2: Critiques of Solutionism: Solving Humans
	Assignment #3: Group discussion – Discussion in group in class
15 Mar	**Group 1:** Hajric, E (2020) A Commentary on Covid-19 Contact-Tracing Apps and Broader Societal Implications of Technosolutionism. *2020 IEEE International Symposium on Technology and Society (ISTAS)*, 2020 IEEE International Symposium on Technology and Society (ISTAS), 330-338.
	Group 2: Gilmore, JN (2021) Predicting Covid-19: wearable technology and the politics of solutionism. *Cultural Studies*, 35(2-3), 382-391.
	Group 3: Milan, S (2020) Techno-solutionism and the standard human in the making of the COVID-19 pandemic. *Big Data & Society*, 7(2).

	Group 4: Madianou, M (2020) A Second-Order Disaster? Digital Technologies During the COVID-19 Pandemic. *Soc Media Soc*, 6(3).
	Group 5: Holzmeyer, C (2021) Beyond 'AI for Social Good' (AI4SG): social transformations—not tech-fixes—for health equity. *Interdisciplinary Science Reviews*, 46(1-2), 94-125.
	Group 6: Shew, A (2020) Ableism, Technoableism, and Future AI. *IEEE Technology and Society Magazine*, 39(1), 40-85.
	Group 7: Maturo, A (2014) Fatism, self-monitoring and the pursuit of healthiness in the time of technological solutionism. *Italian Sociological Review*, 4(2), 157-171.
	Group 8: Taylor, L (2021) There Is an App for That: Technological Solutionism as COVID-19 Policy in the Global North. In: (ed) *The New Common.* Cham: Springer International Publishing, pp. 209-215.
17 Mar	**Solving Bodies - Groups summarize their discussion, we connect with the new reading** Appadurai, A and Alexander, N (2019) *Failure*. Polity. **Chapter 1 - The Promise Machine: Between "Techno-failure" and Market Failure. (p. 20-45)** Sharma, S (2020) A Manifesto for the Broken Machine. *Camera Obscura: Feminism, Culture, and Media Studies*, 35(2), 171-179. http://dx.doi.org/10.1215/02705346-8359652

Week 11	**PART 2: Critiques of Solutionism: Solving Modern Institutions**
	Assignment #3: Group discussion – Discussion in group in class
	Group 1: Brody, A and Couture, S (2021) Ideologies and Imaginaries in Blockchain Communities: The Case of Ethereum. *Canadian Journal of Communication*, 46(3), 543-561.
	Group 2: Jutel, O (2021) Blockchain imperialism in the Pacific. *Big Data & Society*, 8(1).
22 Mar	**Group 3:** Arjaliès, D-L (2021) The Role of Utopia in the Workings of Local and Cryptocurrencies. In: (ed) *The Palgrave handbook of technological finance.* Springer, pp. 95-137.
	Group 4: Howson, P and de Vries, A (2022) Preying on the poor? Opportunities and challenges for tackling the social and environmental threats of cryptocurrencies for vulnerable and low-income communities. *Energy Research & Social Science*, 84102394.
	Group 5: Campbell-Verduyn, M (2021) Conjuring a Cooler World: Blockchains, Imaginaries and the Legitimacy of Climate Governance. *Imaginaries of climate governance evolving in blockchain space*, 28.

	Group 6: Dylag, M and Smith, H (2021) From cryptocurrencies to cryptocourts: blockchain and the financialization of dispute resolution platforms. *Information, Communication & Society*, 1-16.
	Group 7: Jutel, O (2022) Blockchain humanitarianism and crypto-colonialism. *Patterns (N Y)*, 3(1), 100422.
	Group 8: Scott, B (2016) How can cryptocurrency and blockchain technology play a role in building social and solidarity finance.
24 Mar	**Solving Money - Groups summarize their discussion, we connect with the new reading** Golumbia, D (2016) *The Politics of Bitcoin: Software as Right-Wing Extremism*. U of Minnesota Press. **Chapters 1 and 5.**

Week 12	**PART 2: Critiques of Solutionism: Solving "the World"**
	Assignment #3: Group discussion – Discussion in group in class
	Group 1: Taffel, S (2021) Communicative Capitalism, Technological Solutionism, and The Ocean Cleanup. In: Farrelly, T, Taffel, S and Shaw, I (eds) *Plastic Legacies.* Edmonton: Athabasca University Press, pp. 181.
	Group 2: Montero, S (2020) Leveraging Bogotá: Sustainable development, global philanthropy and the rise of urban solutionism. *Urban Studies*, 57(11), 2263-2281.
	Group 3: Taffel, S (2018) Hopeful extinctions? Tesla, technological solutionism and the anthropocene. *Culture Unbound*, 10(2), 163-184.
29 Mar	**Group 4:** Wilt, J (2020) *Do Androids Dream of Electric Cars?: Public Transit in the Age of Google, Uber, and Elon Musk.* **Chapter 2 Manufacturing automobility.**
	Group 5: Hill, DW (2022) Exodus. In: (ed) *Moral Gravity.* Bristol University Press, pp. 35-55.
	Group 6: Chandler, C (2022) Contested autonomy in "smart" and "inclusive" innovation: test-driving transportation technology and policy in Pittsburgh. *Urban Geography*, 1-20.
	Group 7: Sexton, AE (2020) Food as Software: Place, Protein, and Feeding the World Silicon Valley–Style. *Economic Geography*, 96(5), 449-469.
	Group 8: Pink, S et al. (2022) Anticipatory Infrastructures, Emerging Technologies and Visions of Energy Futures. In: (eds) *Infrastructural Being.* Cham: Springer International Publishing, pp. 33-60.
31 Mar	**Solving Transportation – Groups summarize their discussion, we connect with the new reading** Marx, P (2022) *Road to Nowhere: What Silicon Valley Gets Wrong about the Future of Transportation*. Verso Books. **Chapters 3.**

	Williams, R (2021) *How The Auto Industry Carjacked The American Dream*. Climate Town. **[video]**. 8 Apr 2021. Available at: https://youtu.be/oOttvpjJvAo (Accessed 13 Dec 2022). (19min)

Week 13	PART 3: Alternative Thinking
5 Apr	Read this: Krenak, A (2020) *Ideas to Postpone the End of the World*. Anansi International. *Plus, choose one of these:* Lewis, JE (2016) A Brief (Media) History of the Indigenous Future. *Public*, 27(54), 36-50. Barendregt, W et al. (2021) Defund Big Tech, Refund Community. *Tech Otherwise.* http://dx.doi.org/10.21428/93b2c832.e0100a3f Mitchell, A and Chaudhury, A (2020) Worlding beyond 'the' 'end' of 'the world': white apocalyptic visions and BIPOC futurisms. *International Relations*, 34(3), 309-332. Blythe, M et al. (2016) Anti-Solutionist Strategies. *Proceedings of the 2016 CHI Conference on Human Factors in Computing Systems*,
7 Apr	**GOOD FRIDAY HOLIDAY – NO CLASS**

Week 14	Reflection and Wrap up
13 Apr	**THURSDAY – MAKE UP DAY** A final meeting to reflect and discuss the course and finalizing your Critical Analysis Project.
17 Apr	**Final Projects submissions are due 8am this day.**

Name of assignment or exam	Due date	% of final grade
#1: Participation	Weekly (13 Jan to 15 Feb)	10%
#2: Mapping technological solutionism	Weekly (13 Jan to 15 Feb)	25%
#3 Group Discussion	Weekly (8 to 29 Mar)	20%
#4 Critical Analysis Project (in two parts)	Part 1 - 22 Feb Part 2 - 17 Apr – 8am	45%

Description of assignments

#1 Participation

In the first part of the course, you will need to post weekly questions or comments drawn from the week's reading on myCourses and be ready to elaborate or discuss them in our Friday discussion sections. We recommend you choose what you find the most interesting or pressing question from your notes from the reading and lectures. There will be no "quality" assessment of these, you are encouraged to add any question you think it is relevant for us to talk about. However: **Do not copy/paste from others**. We will cover as many questions as possible, and you are welcome to discuss on myCourses with classmates or with us, if you feel yours was not sufficiently discussed.

#2 Mapping technological solutionism (at least - 5 entries)

Posted weekly on myCourses: Throughout the first part of the course, students will have to research online and post weekly an example of initiatives that engage in technological solutionism. This can be done individually or in groups of your choosing (no more than 5 students indicated in the post).

The post should give information on (1) what these initiatives are, (2) who's behind it, (3) where they are located/originated and (4) describe what is the problem they supposedly solve. Grades will be Pass/Fail based on fulfilling all these 4 tasks.

We will randomly connect some of the examples in our Friday sessions, previously selected by me or voluntarily presented in class, counting towards the participation assignment.

#3 Group Discussion

In the second part of the course, we will divide the class in 8 large groups which will be assigned a reading to discuss among the group In the first session of the week. The discussion should focus on understanding the analysis provided by the text and abstracting it to a general point to be made about the week's topic. One student or more students of each group will present a very short (5 min) summary of the text in the second session of the week and state this general point. Pass/Fail grading will be based on achieving this generalizing task. In our discussion we will attempt connect these general ideas across different groups. These are large groups, you should prioritize interaction and talking about your impressions of the text more than giving a perfect presentation.

#4 Critical Analysis Project

The main project will be a critical analysis of the solutionism present in one technological initiative. It can be taken from our mapping or a new example. Your analysis should draw from the concepts and methods we approached in the course and (1) identify the problem your example states/implies to solve, (2) question its premises, "hidden" motives and/or imaginaries, (3) present a description of the "real" problem(s) that the initiative ignores and (4) an evaluation of its proposed solution (Does it achieve its stated goal or its "hidden" goals? Does it create other problems? Does it have potential to deal with the "real" problem? How?)

This project can be done individually or in group. And it can be a short, 5-6 page, doubled spaced, 12pt font, essay or another type of media content like: a podcast episode or short episode series, a video essay, a social media thread, story or short video sequence, an infographic or illustration, a news reporting, etc.

4.1: a plan or brief (15%)

This where you decide what to do and how. You should present an outline of your project detailing who is involved, the initiative you will critique and possible sources of information. If it is an essay, 1 page maximum, single spaced, contextualization, question, and theoretical framework. If it is another type of project, a script outline with the product's predicted structure, main points to cover, stylistic references, runtime, etc.

4.2: the end-product (30%)

You deliver on your plan. The resulting product of your research and critical analysis as a written essay or accompanied by a maximum 2 page, double-spaced, summary, synopsis, or description, with student names and credits.

We will evaluate projects based on adherence to the original plan – and justifications to occasional changes, details presented and their relevance to advance your argument, articulation with the concepts we studied in the course, and achievement of the 4 tasks listed above.

Language of submission of assignments

"In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives." (Approved by Senate on 21 January 2009)

« Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté, sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue. » (Énoncé approuvé par le Sénat le 21 janvier 2009)

Academic integrity

"McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student

Conduct and Disciplinary Procedures" (Approved by Senate on 29 January 2003) (See McGill's guide to academic honesty for more information).

« L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et procédures disciplinaires » (Énoncé approuvé par le Sénat le 29 janvier 2003) (pour de plus amples renseignements, veuillez consulter le guide pour l'honnêteté académique de McGill.)