

POLI 203B – Introduction to Comparative Politics (3 credits)
Fall 2025

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Class Time: Mondays from 14:45-17:30

Class Location: FG B060 SGW

This course provides an introduction to the field of comparative politics, exploring how and why countries differ in their political systems, institutions, and outcomes. We'll begin by examining the foundations of comparative politics and the various methods used in the field. Throughout the semester, we'll analyze key concepts such as the state, political institutions, and the role of ideas in shaping political life. The course will compare different types of regimes, including democracies, authoritarian regimes, and hybrid regimes, and investigate the processes of democratization and democratic backsliding. We will also explore the relationship between the state and society, the role of political culture and identity, and the impact of contentious politics. The class will draw on a variety of required and optional academic readings to provide a comprehensive understanding of these core topics.

COURSE FORMAT

The course will be held in-person (unless otherwise indicated).

COMMUNICATIONS POLICY

For emails with the instructor, every effort will be made to respond within 24 hours on weekdays. On weekends, the delay may be longer. For emails, you are expected to:

1. Include the course number and purpose of the email in the email subject.
2. Do not send follow-up emails within 24 hours or on weekends. If you do, both the original and follow-up emails will be ignored.
3. If your email is asking about facts found directly in the syllabus, it will be ignored (for example, asking about the date of the midterm). The syllabus is made available to all students, and it is disrespectful to expect the instructor to look up something when you are unwilling to do so.
4. Do not send messages through Moodle. I almost never check Moodle messages.

COURSE READINGS

There are three types of readings for this course:

- Required Readings: These journal articles will be posted on Moodle. On course assignments, you are expected to be familiar with the *main* arguments of these readings.
- Textbook Chapters (optional): The textbook covers many of the core concepts that we will discuss in the course. While I will discuss the required concepts in class, the textbook is useful if a) you want to understand the concepts in greater depth, b) you learn more effectively by reading, or c) you are concerned about the difficulty of the course.
 - Link to e-textbook: <https://www.pearson.com/en-ca/subject-catalog/p/good-society-the-an-introduction-to-comparative-politics/P200000002799/9780137478033>.
- Optional Readings: For most topics, I have included several optional readings. You are not required to complete any of these readings. While you are not required to read any of them, you are permitted to cite these readings in your midterm answers. This can give a bit more depth to your response (but again, it is not expected). The optional readings are included because a) many of them will be discussed in lectures, b) they may be useful in your podcast assignment, and c) they could be of general interest for some students.

REQUIREMENTS

Midterm 1: 30%

The exam will take place on September 29 in class. It will cover all material from the start of the class up until the date of the midterm. Midterm 1 will include two sections. The first section will include a mixture of multiple-choice, true/false, and fill-in-the-blank questions. These questions will test your understanding of core concepts discussed during the lectures and in the required readings. The second section will include identification questions, which require you to define a concept discussed in lectures or in the required readings. An identification response will be a few sentences (to a short paragraph) in length. A strong response will include a detailed definition, an example (when appropriate), a reference to a reading that discussed the topic (when applicable), and a discussion of the significance of the concept in comparative politics.

Midterm 2: 30%

The exam will take place on November 24 in class. It will cover all material from after the first midterm (although familiarity with concepts from before midterm 1 would be beneficial). Midterm 2 will include three sections. The first section will include a mixture of multiple-choice, true/false, and fill-in-the-blank questions. These questions will test your understanding of core concepts discussed during the lectures and in the required readings. The second section will include identification questions, which require you to define a concept discussed in lectures or in the required readings. An identification response will be a few sentences (to a short paragraph) in length. A strong response will include a detailed definition, an example (when appropriate), a reference to a reading that discussed the topic (when applicable), and a discussion of the significance of the concept in comparative politics. The third section will include a short essay question, where students will be expected to show their understanding of the concepts and theories covered in the course.

Podcast Assignment: 40%

Soon after the midterm, I will post 2 or 3 topics that focus on an important political event or issue in the world. For this assignment, you will work in groups (2-3 people) to produce an 8-10-minute podcast that analyzes the chosen topic.

- To analyze the issue, you should use required course readings, optional course readings, and outside research.
- To prepare your podcast, you should expect to prepare approximately 1000 to 1300 words of text.
- You are encouraged to discuss your plan with the professor or teaching assistant.
- All group members will receive the same grade (exceptions may apply).

The podcast will be graded based on the following criteria:

1. Quality and depth of analysis,
2. Analysis that follows the prompt (i.e. make sure that your podcast addresses the topic I give you, not the topic that you wish I gave you), and
3. Integrates readings (required and optional) and some outside research in the analysis. Arguments from the readings can help structure your analysis of the topic. You can also compare the arguments made in the readings to the current events being discussed in the podcast.

The production value of the podcast will only marginally be graded. If the quality is particularly impressive, there may be a small bump in the grade. And, as in all communication, we can only assess what we can understand. Podcasts are due on December 3 by 17:45.

LATE POLICY

Podcasts must be submitted by December 3 at 17:45. Assignments that are not turned in on time will be penalized 5% per day. Late assignments will not receive any comments and will not be accepted more than a week late. If you are having any problems in handling the course load, please speak to me ASAP. There are more solutions available if you approach me early.

RE-GRADES

If you believe that your grade on an assignment does not reflect the quality of your work, it is your right to request a re-grade. However, you must follow these steps:

1. You must wait 7 days before requesting a re-grade.
2. You must submit a written statement detailing why you believe your grade should be changed. You should point to specific areas of your exam/paper that you believe were graded unfairly AND explain why.
3. I will then re-grade your ENTIRE assignment. I reserve the right to RAISE or LOWER your grade.
4. After the re-grade, if you still believe that your grade is unfair, you must then follow the Department's procedures for re-grades.

CHANGES TO THE SYLLABUS

I reserve the right to amend the schedule of meetings and assignments listed in this syllabus as might become necessary based on events throughout the semester. Any changes to the syllabus

will be announced and students will receive an amended syllabus in writing. Copies of the most up to date syllabus can be found on the course website on Moodle.

SCHEDULE

Legend: Normal Class; No Class; Asynchronous Class; Assessment

September 8

Introduction to Comparative Politics

Required Readings:

- Green, Amelia H. 2013. "How to Read Political Science: A Guide in Four Steps."
- Lijphart, Arend. 1971. "Comparative Politics and Comparative Methods." *American Political Science Review* 65: 682-693.

Textbook Chapter: Chapter 1

Optional Readings:

- Munck, Gerardo and Jay Verkuilen. 2002. "Conceptualizing and Measuring Democracy: Evaluating Alternative Indices." *Comparative Political Studies* 35 (1): 5-34.
- Collier, David. 1993. "The Comparative Method." In *Political Science: The State of the Discipline II*. Edited by Ada W. Finifter. 105-119. American Political Science Association.

September 15

The State

Required Readings:

- Tilly, Charles. 1985. "War Making and State Making as Organized Crime." In *Bringing the State Back*. Edited by Peter Evans, Dietrich Rueschemeyer, and Theda Skocpol. 169-187. Cambridge, UK: Cambridge University Press.
- Spruyt, Hendrik. 2002. "The Origins, Development, and Possible Decline of the Modern State." *Annual Review of Political Science* 5: 127-149.

Textbook Chapter: Chapter 2

Optional Readings:

- Caporaso, James A. 1996. "The European Union and Forms of State: Westphalian, Regulatory or Post-Modern?" *JCMS: Journal of Common Market Studies* 34 (1): 29-52.
- Queralt, Didac. 2025. "From Territorial Consolidation to Bureaucratic Dominance: The Long Arc of State Development." *Annual Review of Political Science* 28: 273-290.
- Herbst, Jeffrey. 1990. "War and the State in Africa." *International Security* 14 (4): 117-139.
- Krasner, Stephen. 1984. "Approaches to the State: Alternative Conceptions and Historical Dynamics." *Comparative Politics* 16 (2): 22-246.
- Mitchell, Timothy. 1991. "The Limits of the State: Beyond Statist Approaches and Their Critics." *American Political Science Review* 85 (1): 77-96.
- Reus-Smit, Christian. 2011. "Struggles for Individual Rights and the Expansion of the International System." *International Organization* 65 (2): 207-242.
- Hoffman, Philip T. 2012. "Was It Europeans Who Conquered the World?" *The Journal of Economic History* 72 (3): 601-633.

- Sharman, J. C. 2018. "Myths of Military Revolution: European Expansion and Eurocentrism." *European Journal of International Relations* 24 (3): 491-513.
- Teschke, Benno. 2002. "Theorizing the Westphalian System of States: International Relations from Absolutism to Capitalism" *European Journal of International Relations* 8 (1): 5-48.
- Philpott, Daniel. 2000. "The Religious Roots of Modern International Relations." *World Politics* 52 (2): 206-245.
- Grzymala-Busse, Anna. 2020. "Beyond War and Contracts: The Medieval and Religious Roots of the European State." *Annual Review of Political Science* 23: 19-36.
- Huang, Chin-Hao and David C. Kang. 2022. "State Formation in Korea and Japan, 400–800 CE: Emulation and Learning, Not Bellicist Competition." *International Organization* 76 (1): 1-31.

Institutions and the Role of Ideas

Required Readings:

- Hall, Peter and Rosemary C. R. Taylor. 1996. "Political Science and the Three New Institutionalisms." *Political Studies* 44: 936-957.

Textbook Chapter: None

Optional Readings:

- Thelen, Kathleen. 1999. "Historical Institutionalism in Comparative Politics." *Annual Review of Political Science* 2: 369-404.
- Schmidt, Vivien. 2008. "Discursive Institutionalism: The Explanatory Power of Ideas and Discourse." *Annual Review of Political Science* 11: 303-326.
- North, Douglass C. and Barry R. Weingast. 1989. "Constitutions and Commitments: The Evolution of Institutional Governing Public Choice in Seventeenth-Century England." *The Journal of Economic History* 49 (4): 803-832.
- Ostrom, Elinor. 1999. "Coping with Tragedies of the Commons." *Annual Review of Political Science* 2: 493-535.
- Helmke, Gretchen and Steven Levitsky. 2004. "Informal Institutions and Comparative Politics: A Research Agenda." *Perspectives on Politics* 2 (4): 725-740.
- Béland, Daniel. 2010. "The Idea of Power and the Power of Ideas." *Political Studies Review* 8: 145-154.
- March, James G. and Johan P. Olsen. 1984. "The New Institutionalism: Organizational Factors in Political Life." *American Political Science Review* 78 (3): 734-749.

September 22

Democracy

Required Readings:

- Munck, Gerardo L. 2016. "What Is Democracy? A Reconceptualization of the Quality of Democracy." *Democratization* 23 (1): 1-26.
- Gerring, John, Carl Henrik Knutsen, and Jonas Berge. 2022. "Does Democracy Matter?" *Annual Review of Political Science* 25: 357-375.
- Lijphart, Arend. 1989. "Democratic Political Systems: Types, Cases, Causes, and Consequences." *Journal of Theoretical Politics* 1 (1): 33-48.

Textbook Chapter: Chapter 7

Optional Readings:

- Schmitter, Philippe C. and Terry Lynn Karl. 1991. "What a Democracy Is... And Is Not." *Journal of Democracy* 2 (3): 75-88.
- Ordershook, Peter. 2002. "Are 'Western' Constitutions Relevant to Anything Other than the Countries They Serve?" *Constitutional Political Economy* 13 (3): 3-24.
- Lijphart, Arend. 1991. "Constitutional Choices for New Democracies." *Journal of Democracy* 2 (1): 72-84.
- Waylen, Georgina. 2015. "Engendering The Crisis of Democracy." *Government and Opposition*. 50 (3): 495-520.
- Linz, Juan. 1990. "The Perils of Presidentialism." *Journal of Democracy* 1: 51-69.
- Strom, Kaare. 2000. "Delegation and Accountability in Parliamentary Democracies." *European Journal of Political Research* 37 (3): 261-289.
- Tsebelis, George. 1995. "Decision Making in Political Systems: Veto Players in Presidentialism, Parliamentarism, Multicameralism, and Multipartyism." *British Journal of Political Science* 25 (3): 289-325.
- Lauth, H. 2000. "Informal Institutions and Democracy." *Democratization* 7: 21-50.
- Phillips, Anne. 1992. "Must Feminists Give Up on Liberal Democracy?" *Political Studies* 40 (5): 68-82.
- Van de Walle, Nicolas. 2003. "Presidentialism and Clientelism in Africa's Emerging Party Systems." *Journal of Modern African Studies* 41 (2): 297-321.
- Wagner, Andrea, Anna Brigeovich, and Dorian Kroqi. 2024. "(MIS)Perceptions of populism: do populists and anti-populists know what populism is?." *Acta Politica* 1-24.

September 29**Midterm 1****October 6****Authoritarian and Hybrid Regimes**

Required Readings:

- Wahman, Michael, Jan Teorell, and Axel Hadenius. 2013. Authoritarian Regime Types Revisited: Updated Data in Comparative Perspective. *Contemporary Politics* 19 (1): 19-34.
- Levitsky, Steven and Lucan Way. 2002. "The Rise of Competitive Authoritarianism." *Journal of Democracy* 13 (2): 51-65.
- Geddes, Barbara, Erica Frantz, and Joseph G. Wright. 2014. "Military Rule." *Annual Review of Political Science* 17: 147-162.

Textbook Chapter: Chapter 6

Optional Readings:

- Krastev, Ivan. 2011. "Paradoxes of the New Authoritarianism." *Journal of Democracy* 22 (2): 5-16.
- Carothers, Thomas. 2002. "The End of the Transition Paradigm." *Journal of Democracy* 13 (1): 5-21.
- Diamond, Larry. 2002. "Elections Without Democracy: Thinking about Hybrid Regimes." *Journal of Democracy* 13 (2): 21-35.

- Schedler, A. 2002. "Elections Without Democracy: The Menu of Manipulation." *Journal of Democracy* 13 (2): 36–50.
- Mufti, Mariam. 2018. "What Do We Know About Hybrid Regimes After Two Decades of Scholarship?" *Politics and Governance* 6 (2): 112-119.
- Svobik, Milan. 2009. "Power-Sharing and Leadership Dynamics in Authoritarian Regimes." *American Journal of Political Science* 53: 477-494.

October 13

No Class (Reading Week)

October 20

Democratization

Required Readings:

- Przeworski, Adam and Fernando Limongi. 1997. "Modernization: Theories and Facts." *World Politics* 49 (2): 155-183.
- Geddes, Barbara. 2009. "What Causes Democratization." In *The Oxford Handbook of Comparative Politics*. 317-339. Oxford, UK: Oxford University Press.
- Ross, Michael. 2001. "Does Oil Hinder Democracy?" *World Politics*. 53: 325-361.

Textbook Chapter: None

Optional Readings:

- O'Donnell, Guillermo. 1996. "Illusions About Consolidation." *Journal of Democracy* 7 (2): 34-51.
- Lipset, Seymour Martin. 1959. "Some Social Requisites of Democracy." *American Political Science Review* 53 (1): 69-105.
- Weinthal, Erika and Pauline Jones Luong. 2006. "Combating the Resources Curse: An Alternative Solution to Managing Mineral Wealth." *Perspectives on Politics* 4(1): 35-53.
- Haggard, Stephan and Robert R. Kaufman. 2012. "Inequality and Regime Change: Democratic Transitions and the Stability of Democratic Rule." *American Political Science Review* 106: 495-516.
- Geddes, Barbara. 1999. "What Do We Know About Democratization After 20 Years?" *Annual Review of Political Science* 2: 115-144.
- Diamond, Larry. 2010. "Liberation Technology." *Journal of Democracy* 21 (3): 69-83.

October 27

Authoritarian Survival

Required Readings:

- Gandhi, Jennifer and Adam Przeworski. 2007. "Authoritarian Institutions and the Survival of Autocrats." *Comparative Political Studies* 40 (11): 1279-1301.

Textbook Chapter: None:

Optional Readings:

- Lachapelle, Jean, Steven Levitsky, Lucan A. Way, and Adam E. Casey. 2020. "Social Revolution and Authoritarian Durability." *World Politics* 72 (4): 557-600.
- Deibert, Ronald and Rafal Rohozinski. 2010. "Liberation vs. Control: The Future of Cyberspace." *Journal of Democracy* 21 (4): 43-57.

- Gunitsky, Seva. 2015. "Corrupting the Cyber-Commons: Social Media as a Tool of Autocratic Stability." *Perspectives on Politics* 13 (1): 42–54.
- Rød, Espen Geelmuyden and Nils B. Weidmann. 2015. "Empowering Activists or Autocrats? The Internet in Authoritarian Regimes." *Journal of Peace Research* 52 (3): 338-351.
- King, Gary, Jennifer Pan, and Margaret E. Roberts. 2013. "How Censorship in China Allows Government Criticism but Silences Collective Expression." *American Political Science Review* 107(2): 326-343.

Democratic Backsliding

Required Readings:

- Waldner, David, and Ellen Lust. 2018. "Unwelcome change: Coming to terms with democratic backsliding." *Annual Review of Political Science* 21: 93-113.
- Levitsky, Steven, and Daniel Ziblatt. 2020. "The Crisis of American Democracy." *American Educator* 44(3): 6.
- Grossman, Guy, Dorothy Kronick, Matthew Levendusky, and Marc Meredith. 2022. "The majoritarian threat to liberal democracy." *Journal of Experimental Political Science*, 9(1): 36–45.

Textbook Chapter: None:

Optional Readings:

- Bermeo, Nancy. 2016. "On democratic backsliding." *Journal of democracy* 27(1): 5-19.
- Svobik, Milan. 2019. "Polarization versus Democracy," *Journal of Democracy* 30(3): 20-32.
- Braley, Alia, Gabriel S. Lenz, Dhaval Adjodah, Hossein Rahnama, and Alex Pentland. 2023. "Why voters who value democracy participate in democratic backsliding." *Nature Human Behaviour* 7(8): 1282–1293.
- Foa, Roberto Stefan, and Yascha Mounk. 2016. "The danger of deconsolidation: The democratic disconnect." *Journal of Democracy* 27(3): 5-17.
- Grzymala-Busse, Anna. 2019. "How populists rule: The consequences for democratic governance." *Polity* 51(4): 707-717.
- Clayton, Katherine, Nicholas T. Davis, Brendan Nyhan, Ethan Porter, Timothy J. Ryan, and Thomas J. Wood. (2021). "Elite rhetoric can undermine democratic norms." *Proceedings of the National Academy of Sciences* 118(23): e2024125118.

November 3

State and Society

Required Readings:

- Rothstein, Bo, and Dietlind Stolle. 2008. "The State and Social Capital: An Institutional Theory of Generalized Trust." *Comparative Politics* 40(4): 441-459.

Textbook Chapter: Chapter 3

Optional Readings:

- Tarrow, Sidney G. 2015. "Contentious Politics." In *The Oxford Handbook of Social Movements*, edited by Donatella Della Porta and Mario Diani. Oxford: Oxford University Press.
- Carothers, Thomas. 1999/2000. "Civil Society: Think Again," *Foreign Policy*: 18-29.

- Tarrow, Sidney. 2001. "Transnational Politics: Contention and Institutions in International Politics." *Annual Review of Political Science* 4: 1-20.
- Fearon, James D. and David D. Laitin. 2003. "Ethnicity, Insurgency and Civil War." *American Political Science Review* 97(1): 75-90.
- Abrahms, Mas. 2012. "The Political Effectiveness of Terrorism, Revisited," *Comparative Political Studies* 45(3) 366-393.
- Thomas, Jakana L. and Kanisha D. Bond. 2015. "Women's Participation in Violent Political Organizations." *American Political Science Review* 109 (3): 488-506.
- Asal, Victor, Brian Nussbaum, and D. William Harrington. 2007. "Terrorism as Transnational Advocacy: An Organizational and Tactical Examination." *Studies on Conflict and Terrorism* 30: 15-39.

Developed Countries and the Welfare State

Required Readings: None

Textbook Chapter: Chapter 9

Optional Readings: None

November 10

No Class

November 17

Political Culture and Identity (Political Culture, Identity, Contentious Politics)

Required Readings:

- Kalin, Michael, and Nicholas Sambanis. 2018. "How to think about social identity." *Annual Review of Political Science* 21(1): 239-257.
- Chandra, Kanchan. 2006. "What is Ethnic Identity and Does it Matter?" *Annual Review of Political Research* 9: 397-424.
- Mylonas, Harris, and Maya Tudor. 2021. "Nationalism: What we know and what we still need to know." *Annual Review of Political Science* 24(1): 109-132.

Textbook Chapter: Chapter 4

Optional Readings:

- Wedeen, Lisa. 2002. "Conceptualizing Culture: Possibilities for Political Science." *American Political Science Review* 96 (4): 713-728.
- Inglehart, Ronald. 2009. "Postmaterialist Values and the Shift from Survival to Self-Expression Values." In *The Oxford Handbook of Political Behavior*. Edited by Russell J. Dalton and Hans-Dieter Klingemann. Oxford, UK: Oxford University Press.
- Clayton, Amanda. 2021. "How do electoral gender quotas affect policy?." *Annual Review of Political Science* 24(1): 235-252.
- Hughes, Melanie M, Paxton, Pamela, Clayton, Amanda B, & Zetterberg, Par. 2019. "Global gender quota adoption, implementation, and reform." *Comparative Politics* 51(2): 219-238.
- Abdelal, Rawi, Yoshiko M. Herrera, Alastair Iain Johnston, and Rose McDermott. 2006. "Identity as a Variable." *Perspectives on Politics* 4 (4): 695-711.
- Grzymala-Busse, Anna. 2012. "Why comparative politics should take religion (more) seriously." *Annual Review of Political Science* 15: 421-442.

- Grossman, Guy. 2015. "Renewalist Christianity and the political saliency of LGBTs: Theory and evidence from Sub-Saharan Africa." *The Journal of Politics* 77(2): 337-351.

November 24

Midterm 2

December 1

Podcast Workshop

INTELLECTUAL PROPERTY

Content belonging to instructors shared in online courses, including, but not limited to, online lectures, course notes, and video recordings of classes remain the intellectual property of the faculty member. It may not be distributed, published or broadcast, in whole or in part, without the express permission of the faculty member. Students are also forbidden to use their own means of recording any elements of an online class or lecture without express permission of the instructor. Any unauthorized sharing of course content may constitute a breach of the Academic Code of Conduct and/or the Code of Rights and Responsibilities. As specified in the Policy on Intellectual Property, the University does not claim any ownership of or interest in any student IP. All university members retain copyright over their work.

PLAGIARISM

Department of Political Science Statement on Plagiarism

The Department of Political Science has zero tolerance for plagiarism.

- What is plagiarism? The University defines plagiarism as “the presentation of the work of another person, in whatever form, as one’s own or without proper acknowledgement” (Concordia Undergraduate Calendar 2020-2021, section 17.10.3 (<https://www.concordia.ca/academics/undergraduate/calendar/current/17-10.html>)). Plagiarism is an academic offence governed by the Code of Conduct (Academic). To find out more about how to avoid plagiarism, see the Concordia University Student Success Centre at: <https://www.concordia.ca/students/success.html>
- What are the consequences of being caught? Students caught plagiarizing are subject to the following sanctions: (a) a written reprimand; (b) a piece of work be re-submitted; (c) an examination be taken anew; (d) a grade reduction or grade of zero for the piece of work in question; (e) a grade reduction or failing grade for the course; (f) a failing grade and ineligibility for a supplemental examination or any other evaluative exercise for the course; (g) the obligation to take and pass courses of up to twenty-four (24) credits in addition to the total number of credits required for the student’s program; (h) suspension for a period not to exceed six (6) academic terms. Suspensions shall entail the withdrawal of all University privileges, including the right to enter and be on University premises; (i) expulsion from the University. Expulsion entails the permanent termination of all University privileges. In the case of a student who has already graduated, the only two available sanctions are (i) a notation on the student’s academic record that he or she has been found guilty of academic misconduct; or (ii) a recommendation to Senate for the

revocation of the degree obtained. (Undergraduate Calendar, p. 58). Complete regulations can be found in section 17.10.3 of the Undergraduate Calendar.

3. See also The Political Science Department's "Resources on Avoiding Plagiarism" at: <https://www.concordia.ca/artsci/polisci/student-life/students.html#plagiarism> and the full (and updated) Academic Code of Conduct here: <http://www.concordia.ca/content/dam/common/docs/policies/official-policies/Academic-Code-Conduct-2015.pdf>.

EXTRAORDINARY CIRCUMSTANCES

For undergraduate courses & courses that are cross-listed with graduate courses:

In the event of extraordinary circumstances and pursuant to the [Academic regulations - Concordia University](#) - Concordia University, the University may modify the delivery, content, structure, forum, location and/or evaluation scheme. In the event of such extraordinary circumstances, students will be informed of the changes.

STUDENTS WITH DISABILITIES

Concordia University is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Access Centre for Students with Disabilities (ACSD) as soon as possible so that this office can assist with the necessary accommodations.

SEXUAL HARASSMENT

As a professor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. If you have experienced sexual harassment, sexual violence or discrimination, Concordia's Sexual Assault Resource Centre provides information available resources: <https://www.concordia.ca/students/sexual-assault.html>.