

SOCIOLOGY 3341G – The social construction of gender

COURSE INFORMATION

Prerequisite(s): None, though prior coursework in sociology or gender studies may be helpful

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For wellness, crisis, or academic support resources, please see pp. 11-12 or read the resources directory document on Brightspace OWL.

Course syllabus

Course description

This course examines how gender is produced, enforced, and contested within North American contexts shaped by settler colonialism, racial capitalism, migration, and state power. Drawing on key strands of feminist theory (including materialist, Black, Indigenous, socialist, poststructuralist, and queer/trans feminist traditions), students learn to read theory as a tool for analyzing how power operates, how institutions shape lived experience, and how cultural meanings become authoritative. The course emphasizes gender as inseparable from racial, colonial, sexual, and economic formations, and treats “social construction” as a practical problem grounded in material relations.

Over the term, we explore four areas: the *institutional organization of gender*; the *production of knowledge and representation*; *feminist, queer, trans, and Indigenous critiques*; and *gender's role in colonial and racial projects*. Students develop skills in close reading, conceptual analysis, and theoretical argumentation through scaffolded assignments that translate complex frameworks into concrete sociological analysis.

Learning outcomes

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

- *Explain how gender is shaped by historical, institutional, and political forces, and analyze its entanglement with race, colonialism, class, sexuality, and disability.*
- *Identify and critically assess major feminist theoretical traditions, including materialist Black, Indigenous, queer, and trans feminist frameworks.*
- *Apply intersectional, decolonial, and anti-racist approaches to evaluate gendered inequalities within institutional, cultural, and policy contexts.*
- *Interpret and compare theoretical arguments with attention to assumptions, debates, and methodological commitments, demonstrating conceptual accuracy.*
- *Communicate sociological analysis clearly in writing and discussion, integrating evidence and drawing connections across multiple texts.*

Grading standards (Western University Senate Policy)

Final grades follow Western University's official undergraduate scale: **A+ (90-100), A (80-89), B (70-79), C (60-69), D (50-59), F (0-49).** Grades are calculated from the weighted components listed in this syllabus and submitted as whole-number percentages.

Western's descriptors indicate that A-range work is strong, analytically sound, and clearly above average; B-range work is good and meets all expectations; C-range work is competent; D-range work is minimally acceptable; and F denotes failure to meet course requirements. In this course, grades reflect the quality of analytical reasoning, conceptual accuracy, argument development, and written clarity as detailed in assignment rubrics. There is **no predetermined grade distribution.**

Course workload

Weekly workload typically includes two complementary readings (40-60 pages total), one analytical reflection (300-400 words, due eight times across **Weeks 2-7, 9, and 11**), and participation in class discussion. Readings emphasize conceptual depth rather than volume to support focused engagement with complex theory.

Assignments and requirements

Assessment in this course is designed to develop your theoretical reading and analytical writing skills progressively. Weekly reflections build interpretive practice; the midterm tests synthesis; the scaffolded essay develops sustained argumentation through iteration and feedback; and the final exam integrates frameworks across the full term. Participation ensures active engagement with ideas in real time.

1. Weekly reading reflections (8 total) – 15%

The weekly reflections are designed to build the core skills required for reading sociological theory. Rather than summarizing, you will practice identifying what a text is arguing, why it matters, and how it compares to the debates we've been tracing throughout the course. These short pieces also serve as preparation for the midterm and final exam by giving you regular practice with the interpretive and analytical moves that those assessments require.

Reflections are due Weeks 2-7, 9, and 11

2. Midterm examination – 15%

Format: Two short synthesis responses (400-500 words each)

Timing: Week 8 (in-class)

The exam tests your ability to compare theoretical frameworks, identify their core claims, and apply them to focused prompts, building directly on skills practiced in weekly reflections.

3. Analytical essay (1500-2000 words) – 30%

The analytical essay is the main writing assignment of the course. It asks you to use one or more *theoretical frameworks to analyze an empirical case or conceptual problem*, develop an argument, and write in a clear and disciplined sociological style. To support this process, the essay is broken into several scaffolded stages. Each stage is low-stakes and designed to help you build toward a strong final paper. Scaffolded stages include: topic proposal, annotated sources, outline, partial draft, peer review, workshop participation, and final submission: each builds directly on skills practiced in weekly reflections, toward a polished analytical paper.

4. Final take-home examination (2 questions, 1000-word maximum for each) – 25%

The final exam is the culminating assessment of the course. It asks you to bring together the major frameworks we have studied, trace how key debates have developed across the term, and apply theoretical tools to interpret social phenomena. The exam emphasizes reasoning, conceptual accuracy, and integrative thinking rather than memorization.

5. Attendance and participation – 15%

Active participation is a key part of this course. Because we work closely with challenging theoretical material, our discussions rely on students coming prepared, engaging with the readings, and contributing in ways that fit their communication style.

Participation includes speaking in class, contributing in small groups, asking questions, offering written comments when preferred, and taking part in in-class activities. Each of these forms supports a thoughtful and collaborative learning environment.

6. Optional film assignment (0-5% bonus)

Students may complete a short film analysis (1,000-1,200 words) applying course theories to a film from a curated list, offering an additional pathway for demonstrating theoretical application through visual and narrative media. This optional assignment provides flexible enrichment and may help offset a lower mark on another component, though it cannot raise a final grade above 100%. Students who wish to attempt it should begin early and consult the *Film Analysis Assignment Guide* (available on the course site) for full instruction and evaluation criteria.

Methods of evaluation overview

Component	Weight	Tentative date
Attendance & participation	15%	Ongoing
Weekly reading reflections	15%	Weeks 2-11
Midterm examination	15%	Week 8
Analytical essay*	30%	Week 11
Final take-home exam	25%	Exam period
Optional film assignment**	5% bonus	Week 11

* Analytical essay grade comprises multiple scaffolded components (15%) (completed Weeks 4-11) + final submission (15%). See *Analytical Guide* for detailed breakdown.

** Cannot raise final grade above 100%

Tentative weekly schedule

Week 1 (5 Jan.) – Introduction: How do we study gender sociologically?

No readings due this week.

Aim: Establish key foundations before beginning theoretical texts.

We will take time to develop strategies for working with challenging texts, and you will have structured opportunities throughout the term to practice and apply those skills.

Strategies for reading theoretical texts are available in the *Reading Theory Guide* on the course site.

Assignments:

- No reflection this week

- Week 2 readings assigned during class

Week 2 (12 Jan.) – Feminist theory lineages: Foundations and debates

Readings assigned Week 1; due by Week 2.

- *Readings:*
 - Butler, Judith. *Gender trouble*, ch. 1 (excerpt)
 - Hartmann, Heidi I. 1979. "The unhappy marriage of Marxism and feminism". *Capital & Class* 3(2): 1-33.

Assignments:

- **Reflection #1 due (300-400 words)**

Week 3 (19 Jan.) – Epistemology, knowledge, and power in feminist thought

- *Readings:*
 - Haraway, Donna. 1988. "Situated knowledges: The science question in feminism and the privilege of partial perspective". *Feminist Studies* 14(3): 575-599.
 - Harding, Sandra. *Whose science? Whose knowledge?*, ch. 5 (extract)

Assignments:

- **Reflection #2 due**

Week 4 (26 Jan.) – Intersectionality and Black feminist theory

- *Readings:*
 - Crenshaw, Kimberle. 1991. "Mapping the margins: Intersectionality, identity politics, and violence against women of color". *Stanford Law Review* 43(6): 1241-1299.
 - Collins, Patricia Hill. *Black feminist thought*, ch. 2 (extract)

Assignments:

- **Topic proposal + preliminary claim (1%) due**
- **Reflection #3 due**
- Analytical essay prompt distributed

Week 5 (2 Feb.) – Indigeneity, colonialism, and gendered power.

- *Readings:*
 - Simpson, Leanne Betasamosake. 2014. "Land as pedagogy: Nishnaabeg intelligence and rebellious transformation". *Decolonization: Indigeneity, Education, & Society* 3(3): 1-25.

- Mack, Ashley Noel, and Tiara R. Na'puti. 2021. "Our bodies are not terra nullius": Building a decolonial feminist resistance to gendered violence". Pp. 84-107 in *#MeToo: A rhetorical zeitgeist*.

Assignments:

- **Annotated source selection (2%)**
- **Reflection #4 due**

Week 6 (9 Feb.) – Queer and trans theory: Performativity, embodiment, and regulation

- *Readings:*
 - Stryker, Susan. 2006. "(De)subjugated knowledges: An introduction to transgender studies". Pp. 1-19 in *The transgender studies reader*.
 - Snorton, C. Riley. 2017. *Black on both sides: A racial history of trans identity*, ch. 2 (excerpt)

Assignments:

- **Analytical map/structured outline (1%) due**
- **Reflection #5 due**

Week 7 (16 Feb.) – No class

Week 8 (23 Feb.) – Gender, labour, and the global political economy

- *Readings:*
 - Federici, Silvia. *Caliban and the witch*, selections.
 - Hochschild, Arlie Russell. "Global care chains and emotional surplus value".

Assignments:

- **Partial draft (500-750 words) (4%) due**
- **Peer review exercise (1%), in-class:** Students exchange partial drafts and provide structured written feedback using a provided rubric.
- **Reflection #6 due**

Week 9 (2 Mar.) – Midterm examination (in-class)

- *Assignments:*
 - **Midterm examination**
 - No readings this week

No reflection this week

Week 9 (9 Mar.) – Media, gender, and social construction

- *Readings:*
 - Mulvey, Laura. 1975. “Visual pleasure and narrative cinema”.
 - Ahmed, Sara. 2004. *The cultural politics of emotion* (excerpt)
 - Roberts, Dorothy. *Killing the Black body*, chs. 1 & 5 (excerpts)
 - Pascoe, C.J. *Dude, you’re a fag*, ch. 2 (excerpt).

Assignments:

- **Workshop Day participation (1%), in-class:** Instructor-led session on argument development, revision strategies, and analytical writing techniques.
- **Reflection #7 due**
- Optional film review assignment prompt distributed.

Workshop Day: Essay clinic and guided revision session (1%)

N.b.: Week 9 includes four readings to provide comprehensive grounding in representation, institutions, and state power before the film analysis and essay completion.

Week 10 (16 Mar.) – Media, gender, and social construction: Applied analysis

Film (screened in class): *Lingua franca* (2019, Isabel Sandoval)

No readings assigned this week. The film analysis builds directly on Week 9’s theoretical frameworks (Mulvey, Ahmed, Roberts, Pascoe).

This week is dedicated to an in-class screening of *Lingua Franca* followed by instructor-led analysis and discussion. Students apply the visuality and representational tools introduced in Week 9 (Mulvey) to examine gender, race, migration, and embodiment on screen. No additional readings are assigned.

Assignments:

- **Reflection #8 (final reflection) due:** This week’s reflection should analyze *Lingua Franca* using course concepts (no additional readings required)
- **N.b.:** Students preparing the bonus film analysis assignment may **not** use *Lingua Franca* as one of their film options.

Week 11 (23 Mar.) – Social movements, abolitionist feminism, and gendered change

- *Readings:*
 - Davis et al., *Abolition. Feminism. Now.*, Ch. 1 (excerpt)
 - Piepzna-Samarasinha, Leah Lakshmi, Ch. 8 (excerpt)

Assignments:

- **Analytical Essay due**
- Optional film analysis assignment due

N.b.: This week includes both your analytical essay and optional film assignment. Plan ahead to manage both deadlines, and reach out if you need support balancing these components.

Week 12 (30 Mar.) – Synthesis and exam preparation

- Final exam overview and Q&A

Final exam period – Take-home exam (48-hour window)

- Two analytical responses (up to 1,000 words each)
- Questions may involve close reading, theoretical synthesis, or applied analysis
- Exam will be released during the official exam period

Course materials

All readings for the course will be provided as *PDFs on the course site or through Western Libraries' online resources*. No textbook purchase is required. Students should ensure they have reliable access to the course website and Western's electronic library system.

The course draws on a wide range of materials, including scholarly articles, book chapters, and excerpts from key feminist, intersectional, queer, trans, and decolonial theorists. Weekly readings are selected for conceptual depth rather than volume to support steady, focused engagement with the material.

Some weeks involve material that addresses gendered, racialized, or colonial violence. Students may step out briefly if they need a moment, and they may rejoin when ready. Doing so has no impact on participation.

Important course policies

Classroom environment and respectful dialogue

This course addresses topics (gender, race, sexuality, colonialism, disability, and embodiment) that can be personally and politically charged. Our classroom must remain a space grounded in *respect, curiosity, and thoughtful engagement*.

Students are expected to:

- Engage critically with ideas while treating peers with respect.
- Listen actively and avoid interrupting.
- Challenge arguments, not individuals.
- Use language that acknowledges diverse identities and experiences.
- Help create a classroom climate where a range of perspectives, especially from marginalized or historically excluded groups, can be heard.
- Approach disagreement as a chance to deepen understanding rather than as a source of conflict.

Harmful, dismissive, or discriminatory comments, including racism, sexism, homophobia, transphobia, ableism, or any form of harassment, will not be tolerated and may be addressed under relevant university policies.

My role as instructor is to ensure that discussions remains rigorous, evidence-based, and respectful; to intervene when comments violate community expectations; and to support multiple ways of participating in class.

Email etiquette and response times

You are welcome to email me with questions that cannot be addressed during class or office hours. To help ensure clear and efficient communication, please:

- Use your Western email account.
- Include the course number (SOC 3341) in the subject line.
- Keep messages concise and focused.
- Check the syllabus first; many questions are answered there.
- Bring substantive or complex questions (e.g., about theory or assignments) to office hours, where they can be discussed more effectively than over email.

Response time:

I aim to respond to emails within **24 hours on weekdays**. Messages sent on weekends or holidays will be answered on the next business day. Please send time-sensitive questions (such as those about deadlines) with plenty of notice.

Office hours

Office hours are available by appointment. To book an appointment, email me with 2-3 available time slots, and I will confirm a meeting within 24 hours.

I encourage you to meet with me to discuss:

- Course concepts or readings

- Approaches to weekly reflections
- Ideas for the analytical essay
- Preparation for the midterm or final exam
- Questions about sociological theory, research, or academic skills

Appointments ensure you have dedicated time and space for focused conversation. Please reach out to book a meeting whenever you would find it helpful.

Absences and late work

All absences from exams or requests for extensions must follow Western's *Policy on Academic Consideration – Undergraduate Students in First Entry Programs*. If you need academic consideration, please submit the appropriate documentation through the official process.

Late essays will be deducted 5% *per day* unless an approved extension or accommodation is in place. Late work (reflections, essay components, final essay) is deducted 5% per day, up to 48 hours for scaffolded components and 7 days for the final essay. Work more than 48 hours/7 days late requires academic consideration.

Absences for Peer Review and Workshop Day (1% each)

These activities are part of the assessment structure, but the attendance policy applies to them **in the same way it applies to any other class session**:

- If you use one of your **two discretionary absences**, you will not be penalized.
- You will complete a short **alternative assignment** to make up the participation components so that your grade is not affected.
- If you have **academic consideration** or formal accommodation, the same alternative assignment applies.
- **Only** if you exceed your two discretionary absences *and* do not have academic consideration will the grade be reduced.

Alternative assignment (for discretionary or excused absences)

Students who miss the peer review or workshop day (for *any* approved reason, including discretionary absences) will:

- Complete the same short revision or feedback task assigned to the rest of the class, *or*
- Provide written peer feedback asynchronously (if the missed day was peer-review).

This ensures that:

- You are not penalized for using your two flexible absences, and
- The assignment remains pedagogically meaningful.

Use of electronic devices

All electronic devices must be turned off and put away during in-person exams.

Unauthorized use of a device during an exam will be reported under the academic integrity policy.

Statement on the use of AI tools

Generative AI tools (e.g., ChatGPT, Claude, Gemini) may be used *only with full disclosure*. If you use AI at any stage of an assignment (such as for brainstorming, outlining, or clarifying instructions) you must include a short note at the end of your submission explaining how it was used.

AI tools cannot replace your own analytical work, close reading, or interpretation. All arguments, claims, and written prose must be your own.

Failure to disclose the use of AI may be treated as a scholastic offense under university policy. “Best practice” means that you might use AI to generate a preliminary outline, identify gaps in your argument, or clarify assignment instructions, **but you must disclose this and all analytical claims and prose must be your own.**

Accessibility and accommodations

I am committed to ensuring that all students have equitable opportunities to succeed in this course. If you require accommodation due to disability, chronic illness, mental health, or ongoing conditions should contact **Accessible Education (AE)** as early as possible in the term: https://academicsupport.uwo.ca/accessible_education/index.html

Once AE approves your accommodations, please email me so we can discuss how they will be implemented in this course. I am happy to work with you to ensure the learning environment supports your needs.

Acute or short-term circumstances

Short-term issues such as illness, bereavement, or unexpected emergencies must be handled through Western’s *Policy on Academic Consideration – Undergraduate Students in First Entry Programs*. Once Academic Consideration is granted, I will work with you to determine appropriate extensions or alternative arrangements.

Participation, attendance, and accessibility

Students who experience communication, disability-related, or anxiety-related barriers are fully supported in using *alternative participation modes*, such as written responses, short follow-up posts, or discussion during office hours. Participation focuses on intellectual engagement with course material, not on any particular mode of speaking or performing in class.

Course materials and accessibility

All readings will be provided in accessible PDF formats whenever possible. If you encounter difficulty accessing a file, using screen readers, or navigating library links, please let me know right away. I will try work to provide alternative formats or additional support to ensure full access to the course materials.

Academic integrity

Students are expected to follow Western's policies on scholastic offences. All work submitted must be your own, and sources must be cited accurately. Assignments may be checked using plagiarism-detection software. If you are unsure whether something constitutes a violation, please ask in advance; clarification is always encouraged.

Western support services

A full list of academic, wellness, crisis, and student supports is available through Western's Student Experience and Health & Wellness sites.

<https://www.uwo.ca/health>

Academic Offences: Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major scholastic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<https://www.turnitin.com/>).

Students are expected to retain all research notes, rough drafts, essay outlines, and other materials used in preparing assignments. In the unlikely event of concerns being raised about the authenticity of any assignment, your instructor may ask you to produce these materials; an inability to do so may weigh heavily against you.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Copyright: Students may not record or distribute any class activity, including conversations during office hours, without written permission from the instructor, except as necessary as part of approved accommodations for students with disabilities. Any approved recordings may only be used for the student's own private use.

Absence from Course Commitments: Students must familiarize themselves with the [Policy on Academic Consideration](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf) – Undergraduate Students in First Entry Programs
https://www.uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

Students missing course work for medical, compassionate or extenuating circumstances can request academic consideration by completing a request using the Student Absence Portal (SAP) https://registrar.uwo.ca/academics/academic_considerations/index.html. Students are permitted one academic consideration request per course per term without supporting documentation. Note that supporting documentation is *always* required for academic consideration requests for examinations scheduled by the office of the registrar (e.g. December and April exams) and for practical laboratory and performance tests typically scheduled during the last week of the term. Students should also note that the instructor may designate one assessment per course per term that requires supporting documentation. This designated assessment is described in the course outline. Supporting documentation for academic considerations for absences due to illness must include the completed Western Student Medical Certificate (SMC) <https://registrar.uwo.ca/academics/pdfs/student-medical-certificate.pdf> or, where that is not possible, equivalent documentation by a health care practitioner. Students must request academic consideration as soon as possible and no later than 48 hours after the missed assessment.

Once the request and supporting documentation have been received and reviewed, appropriate academic consideration, if granted, shall be determined by the instructor in consultation with the academic advisor, in a manner consistent with the course outline. Students with an approved absence from an in-class test or exam will be required to write a makeup exam, unless otherwise specified in the course outline. The course instructor or teaching assistant(s) may not be available to respond to questions during the makeup test/exam. Students should be aware that the make-up test/exam will not necessarily be in the same format, be of the same duration, or cover the same material as the original test/exam.

Note: missed work can *only* be excused through one of the mechanisms above. Being asked not to attend an in-person course requirement due to potential COVID-19 symptoms is **not** sufficient on its own. Students should check the Western website to see what directives for Covid are to be followed. Western has been and will continue to follow directives established by the Middlesex-London Health Unit. That directive will state whether students should or should not come to campus/class and any other requirements (e.g., masks are mandatory). Please check on your own and do not email the instructor, the Department Undergraduate Advisor/Coordinator or the Faculty Academic Counselling Office.

Students who fail to write a make-up test or special examination will receive a grade of zero on that assessment. No other make-up opportunities will be provided unless further academic consideration is granted by the student's Home Faculty Academic Counselling office.

Religious Accommodation: Students should review the policy for Accommodation for Religious Holidays https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_religious.pdf. Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but not later than two weeks prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm.

Contingency plan for an in-person class pivoting to 100% online learning: In the event of a COVID-19 resurgence or University approved emergency during the course that necessitates the course delivery moving away from face-to-face interaction, affected course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL Brightspace for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor.

Code of Student Conduct: It is the responsibility of every student to read the Code and familiarize him or herself with its contents. The Code is available at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/code_of_conduct.pdf. Sanctions for non-compliance range from a warning or reprimand to expulsion from the University.

Student Responsibility: Students in a degree program must select courses in accordance with the published requirements. Students are responsible for ensuring that their selection of courses is appropriate and accurately recorded, that all course prerequisites have been successfully completed, and

that they are aware of any antirequisite course(s) they may have taken. Students must familiarize themselves with the Student Responsibility for Course Selection policy

https://www.uwo.ca/univsec/pdf/academic_policies/general/academic_counselling.pdf and the Registration and Progression policy
https://uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/registration_progression.pdf. Students are responsible for the successful completion of the Graduation Requirements for their degree program
https://uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/graduation.pdf.

Support Services:

Office of the Registrar Services <http://www.registrar.uwo.ca>

[Faculty Academic Advising](#) - Please visit your Home Faculty Academic advising webpage for information regarding adding/dropping courses, important dates, academic considerations for absences, appeals, exam conflicts, and many other academic related matters
https://registrar.uwo.ca/faculty_academic_counselling.html.

[USC services](#) offers information about student the health/dental plan, Bus Pass, food support services, Peer support Centre etc <http://westernusc.ca/services/> .

[Mental health](#) – Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

[Health & Wellness Services](#) – Registered part-time and full-time students can book a physical health appointment at <https://www.uwo.ca/health/shs/index.html>. Additional on-campus services are also available <https://www.uwo.ca/health/shs/services/index.html>.

[Accessible Education](#) provides supports and services to students with disabilities at Western, in all programs and faculties. Students with disabilities or accessibility challenges should work with Accessible Education (formerly SSD) http://academicsupport.uwo.ca/accessible_education/index.html, which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing.

[Gender-Based and Sexual Violence](#) – Western is committed to reducing incidents of gender-based and sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experience GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website: http://uwo.ca/health/student_support/survivor_support/get-help.html

[Western Libraries](#) – Visit the many library locations on campus. Western Libraries provide access to material in physical and digital formats <https://www.lib.uwo.ca/catalogue/index.html>. Research support is available <https://www.lib.uwo.ca/research/index.html>.

[Writing support](#) – Online writing resources, writing support and writing modules are available <https://writing.uwo.ca/undergrads/>

Bookstore: Search for Textbook availability and cost <https://bookstore.uwo.ca/textbook-search>