

**Diversities of Women: Gender, Race, Class & (Dis)Ability
FEM 2107B**

**Professor C. Sethna
September-December 2015**

IT IS YOUR RESPONSIBILITY TO READ THIS SYLLABUS THOROUGHLY. ENROLLMENT IN THIS COURSE MEANS THAT EVERY STUDENT WILL ABIDE BY THE SYLLABUS AND BY ANY ADDITIONAL INSTRUCTIONS DELIVERED BY THE PROFESSOR IN CLASS OR ON LINE.

Class Schedule: Wednesdays 11:30-13:00/Mondays 13:00-14:30

Classroom: LEES #A131

Teaching Assistant(s):

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Office Hours:

Office: Faculty of Social Sciences (FSS)

120 University Ave.

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On virtual campus: Yes

Course description: Feminist intersectional approaches to examine how gender, race, class and (dis)ability shape social and political institutions and women's lived experiences. This course will be taught from feminist, postmodernist, anti-racist and postcolonialist perspectives. It will be based on lectures, films, in-class activities, individual work and guest lecturers.

Objectives: To identify, understand and analyze intersectional approaches to gender, race, class and (dis)ability and the structural underpinnings of racism. This course also seeks to encourage critical thinking about diversity in women in regard to race, ethnicity, racism, racialization and the concept of "whiteness."

Nota Bene: The sensitive content of many readings, lectures, guest lectures and audiovisual material can provoke strong feelings of sadness, confusion, resentment, anger and guilt in all of us. Such responses can be part of the learning process. However, they are to be expressed respectfully and analyzed intellectually inside and outside the classroom in order to achieve a rigorous engagement with the course content. Please speak to the professor and/or teaching assistants for further guidance.

Required Text: Course Reader

Available at: Rytec (Envirocopies)

404 Dalhousie St. (at Besserer St.)

Tel: 613-241-2679

The course reader is also available on reserve at Morisset Library

Evaluation:

Format	Weight	Date
Exam (in class)	30 %	October 14
Exam (in class)	30 %	November 23
Final exam	40 %	TBA

Please bring your STUDENT IDENTIFICATION to exams. No books, notes, laptops or electronic devices are permitted unless otherwise agreed upon. Students will handwrite answers on exam sheets and booklets provided.

Exam (30%x2): Involves all material covered to date, including readings, lectures and guest lectures. The exams will take place in class. It will include definitions, fill-in-the-blanks, matching columns, short answers, essays, true and false and/or multiple-choice questions.

Final Exam (40%): The exam will take place during the official final exam period for all UofO courses. **It will cover ALL material from the beginning to the end of the course, including readings, lectures and guest lectures.** More details will be available once the final exam date is set.

Grading System (Approved by the Senate on January 11, 2010):

90%	100%	A+
85%	89%	A
80%	84%	A-
75%	79%	B+
70%	74%	B
65%	69%	C+
60%	64%	C
55%	59%	D+
50%	54%	D
40%	49%	E
0%	39%	F
Absent		ABS
Failure/ Incomplete		EIN

Schedule:

Date	Topic	Required Readings
September 9	Introduction	---Audre Geraldine Lorde
September 14/16	Women, Feminism, and Difference	---Harsha Walia ---Mary Nash
September 21/23	Gender and Empire	-Robert Miles & Malcolm Brown - Linda Carty -Jamaica Kincaid
September 28/30	Privilege, Power and Whiteness	---Peggy MacIntosh ---Richard Dyer ---bell hooks ---Jennifer Finney Boylan
October 5/7	Canada as a White Settler Society	---Victoria Freeman ---Janice Acoose ---Robina Thomas ---Idlenomoore
October 12	THANKSGIVING	NO CLASSES
October 14	MIDTERM	IN CLASS
October 19/21	Immigrants, Migrants, and Citizens	---Joyce Brown ---Charmaine Crawford ---Lilian Magalhaes, Christine Carrasco and Denise Gastaldo ---Megan Devlin
October 26/28	READING WEEK	NO CLASSES
November 2/4	Eugenics, Race, and Reproduction	-Mariana Valverde ---Robert Proctor ---Kathryn Joyce --- SOGC Joint Policy Statement
November 9/11	Health Disparities	---Carrie Bourassa, Kim McKay-McNabb and Mary Hampton ---Leah Lakshmi Piepzna-Samarasinha ---Tonda MacCharles
November 16/18	Hating/Loving	---Katarina Deliovsky ---Jesse Daniels ---Eternity Martis
November 23	MIDTERM	IN CLASS
November 25/30	Hybridity and Ethnicity	---Amita Handa ---Minelle Mahtani and April Moreno

		---Gloria Anzaldua ---Jelani Cobb
December 2/7	Terror in Technicolour	---Edward W. Said ---Sharmeen Khan and Natalie Kouri Towe ---Chauncey Devega ---Juan Cole
December 9	Wrap Up and Exam Preparation	Questions and Discussion

September 9

Introduction

Youtube: Chimamanda Adichie: The danger of a single story

http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html

---Audre Geraldine Lorde, "The Master's Tools Will Never Dismantle the Master's House," in Audre Geraldine Lorde, *Sister Outsider: Essays and Speeches* (Trumansburg, NY: Crossing Press, 1984), pp. 110-113.

http://collectiveliberation.org/wp-content/uploads/2013/01/Lorde_The_Masters_Tools.pdf

September 14/16

Women, Feminism and Difference

Film: Status Quo: The Unfinished Business of Feminism

http://www.nfb.ca/film/status_quo_the_unfinished_business_of_feminism

---Harsha Walia, "Reimagining Feminism on International Women's Day," March 4, 2015, rabble.ca (**ONLINE**)

<http://rabble.ca/columnists/2015/03/reimagining-feminism-on-international-womens-day>

---Mary Nash, "Challenging subordination: the women's movements," *CONTRIBUTIONS to SCIENCE* 4, 1 (2008): 75-83.

September 21/23

Gender and Empire

Film: Babakiueria

---Robert Miles and Malcolm Brown, "Representations of the Other," Chapter 1 in Sean P. Hier and B. Singh Bolaria (eds.), *Identity and Belonging: Rethinking Race and Ethnicity in Canadian Society* (Toronto: Canadian Scholars Press, 2006), pp. 19-30.

---Linda Carty, "The Discourse of Empire and the Social Construction of Gender," in Enakshi Dua and Angela Robertson (eds.), *Scratching the Surface: Canadian Anti-Racist Feminist Thought* (Toronto: The Women's Press, 1999), pp. 35-47.

---Jamaica Kincaid, "A Small Place," in Bill Ashcroft, Gareth Griffiths and Helen Tiffin (eds.), *The Post-Colonial Studies Reader* (London and New York: Routledge, 1995), pp. 92-94.

September 28/30

Privilege, Power and Whiteness

Film: The Eye of the Storm

Youtube: Christian Lander: "Stuff white people like"

<http://www.youtube.com/watch?v=CEnwYMDj64Q&feature=channel>

Youtube: John Stewart-Caitlyn Jenner

<https://www.youtube.com/watch?v=8kgQADIHVSA>

---Peggy McIntosh, "White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences through Work in Women's Studies," in Richard Delgado and Jean Stefancic, (eds.), *Critical White Studies: Looking Behind the Mirror* (Philadelphia: Temple U. Press, 1997), pp. 291-299.

---Richard Dyer, "Coloured White, Not Coloured," in *White* (London and New York: Routledge, 1997), pp. 41-63.

---bell hooks, "Overcoming White Supremacy: A Comment," in *Killing Rage: Ending Racism* (New York: Henry Holt and Company, 1995), pp. 184-195.

---Jennifer Finney Boylan, "Trans Deaths, White Privilege," *New York Times*, August 21, 2015.

<http://www.nytimes.com/2015/08/22/opinion/trans-deaths-white-privilege.html?&moduleDetail=section-news-5&action=click&contentCollection=Opinion®ion=Footer&module=MoreInSection&version=WhatsNext&contentID=WhatsNext&pgtype=article>

October 5/7

Canada as a White Settler Society

Film: Finding Dawn

Youtube: I Am Canadian

<http://www.youtube.com/watch?v=BRI-A3vakVg>

Native Women's Association of Canada

<http://www.nwac.ca/home>

Blog: Urban Native Girl

<http://www.lisacharleyboy.com/blog/>

Youtube: Buffy Sainte Marie

<https://www.youtube.com/watch?v=rpRp4WTg9J8>

Spencer Lindsay and Sarah Ling, "Knowing the Land Beneath Our Feet: UBC's Indigenous Histories and Presence," *The Talon: UBC's Alternative Student Press*

<http://thetalon.ca/knowning-the-land-beneath-our-feet-ubcs-indigenous-histories-and-presence/>

in Canada: A Scope Literature Review on Health, Access to Services, and Working Conditions,”

Journal of Immigrant Minority Health 12 (2010):132–151.

---Megan Devlin, “New reports slam Canada’s immigration detention system,” July 13, 2015, rabble.ca (ONLINE)

<http://rabble.ca/news/2015/07/new-reports-slam-canadas-immigration-detention-system>

---Peter Edwards, “‘I don’t blame the Canadian government, I blame the whole world,’ says aunt of drowned Syrian boys,” Toronto Star, 3 September 2015

<http://www.thestar.com/news/canada/2015/09/03/father-of-aylan-kurdi-describes-how-his-family-drowned.html> ONLINE

Students are also invited to read online these snapshots of individuals caught up in the current refugee crisis in Europe:

<http://www.nytimes.com/interactive/projects/cp/reporters-notebook/migrants?hp&action=click&pgtype=Homepage&module=first-column-region®ion=top-news&WT.nav=top-news>

October 26/28

READING WEEK

November 2/4

Eugenics, Race and Reproduction

Film: The Sterilization of Lelani Muir

---Robert Proctor, "The Control of Women," in *Racial Hygiene: Medicine Under the Nazis* (Cambridge, Massachusetts: Harvard University Press, 1988), pp. 118-130.

---Kathryn Joyce, “Missing: The ‘Right’ Babies,” The Nation

<http://www.thenation.com/article/missing-right-babies/>

---SOGC Joint Policy Statement, “Sexual and Reproductive Health, Rights, and Realities and Access to Services for First Nations, Inuit, and Métis in Canada,” *JOGC* (June 2011): 633-637.

November 9/11

Health Disparities

Film: Unnatural causes: Is inequality making us sick?

Youtube: Audrey Nethery

http://www.upworthy.com/watch-this-6-year-old-dominate-zumba-and-promote-a-good-cause-while-shes-at-it?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed%3A+upworthy+%28Upworthy%29

---Carrie Bourassa, Kim McKay-McNabb and Mary Hampton, “Racism, Sexism and Colonialism: The Impact on the Health of Aboriginal Women in Canada,” *Canadian Woman Studies/les cahiers de la femme* 241, 1 (Fall 2004): 23-29.

--- Leah Lakshmi Piepzna-Samarasinha, "another fibromyalgic queer coloredgirl morning," December 15, 2010 (**ONLINE**)
<http://www.brownstargirl.org/blog/-so-much-time-spent-in-bed-gloria-anzaldua-chronic-illness-coatlicue-and-disability>

---Tonda MacCharles, "Mental health problems treated as security issue in federal prisons, report says," *Toronto Star*, October 23, 2012
http://www.thestar.com/news/canada/2012/10/23/mental_health_problems_treated_as_security_issue_in_federal_prisons_report_says.html

---Paula C. Pinto, "Women, Disability, and the Right to Health," chapter 46 in Margaret Hobbs and Carla Rice (eds.), *Gender and Women's Studies in Canada* (Toronto: Women's Press, 2013), pp. 444-455.

November 16/18 **Hating/Loving**

Youtube: KKK Inside Americans' Terror

<http://www.youtube.com/watch?v=D16Xu2gYYdg&feature=related>

Youtube: John Safran Meets the KKK

<http://www.youtube.com/watch?v=QcJkhsBljK8>

Youtube: Amy Schumer-Generations

<https://www.youtube.com/watch?v=Of0ECLMHgjA>

Youtube-Tyra Banks and Margaret Cho

<https://www.youtube.com/watch?v=W6CjYy9EgHg>

---Katerina Deliovsky, "Transgressive Whiteness: The Social Construction of White Women Involved in Interracial Relationships with Black Men," in Njoki Nathani Wane, Katerina Deliovsky and Erica Lawson (eds.), *Back to the Drawing Board: African Canadian Feminisms* (Toronto: Sumach Press, 2002), pp. 234-261.

---Jessie Daniels, 'ZOG,' Bankers, and 'Bull Dyke' Feminist: Jewish Men and Jewish Women," in *White Lies: Race, Class, Gender, and Sexuality in White Supremacist Discourse* (New York and London: Routledge, 1997), pp. 107-132.

---Eternity Martis, "London was a Racist Asshole to Me," *Vice*, May 7, 2015 (**ONLINE**)
http://www.vice.com/en_ca/read/london-ontario-was-a-racist-asshole-to-me-152

November 23

MIDTERM

November 25/30 **Hybridity and Ethnicity**

Youtube: Multiracial Identity

<http://www.youtube.com/watch?v=CmmWU-V4vo>

Youtube: Russell Peters, Whole World's Mixing

http://www.youtube.com/watch?v=KR3wGIRcUKo&feature=Playlist&p=0A2BC706BAFE31F3&playnext=1&playnext_from=PL&index=2

http://www.trentarthur.ca/index.php?option=com_content&view=article&id=1806:think-before-you-act-an-interview-with-sherene-razack&catid=17&Itemid=47

---Chauncey Devega, "Dear White America: Your Toxic Masculinity is Killing You," Salon.com, August 4, 2015 (ONLINE)

<http://www.alternet.org/news-amp-politics/dear-white-america-your-toxic-masculinity-killing-you?sc=fb>

---Juan Cole, "Top Ten Differences Between White Terrorists and Others," Gawker <http://www.juancole.com/2012/08/top-ten-differences-between-white-terrorists-and-others.html>

December 9

WRAP UP AND EXAM PREPARATION

*****COURSE ESSENTIALS*****

It is critical that you read this section before deciding to take this course.

Classroom etiquette: The classroom is a professional workspace that operates according to high standards. Every one in the classroom is expected to behave in a manner suitable to a working environment. The classroom is *also* a community of learners. **Students must use classroom time to pay attention to the lectures, discussions and films and to take notes.** Relate the required readings to the class lectures and films. Be respectful toward other students, the professor, guest lecturers and the teaching assistants. Listen carefully. Ask questions, respond to questions respectfully and engage in debate in good faith **especially** when there are disagreements and challenges. Talking out of turn, texting, behaving disruptively, distracting the professor, guest lecturers, teaching assistants and/or other students while the class is in progress will **NOT** create a positive learning environment. Students who behave in such a manner will have to deal with the professor and/or with higher administrators as required.

Laptops and other electronic devices: For reasons that have to do with best pedagogical practices, as well as the need to create a professional workspace and a classroom community, laptops and other electronic devices are **not** to be used in this classroom because these devices can be distracting, therefore inhibiting the learning process. Exceptions are made upon the discretion of the professor. Please visit the professor for a discussion. Students who will not abide by this instruction in the classroom will be warned three times. At the third warning, students have a choice of the following: stand up and sing a Justin Bieber song from beginning to end **OR** hand over their device to the professor for the duration of the class. Repeat offenders will be brought to the attention of the Director of the Institute. For further information on note taking, studying, memory, willpower and inattention, see:

<http://chronicle.com/blogs/wiredcampus/students-stop-surfing-after-being-shown-how-in-class-laptop-use-lowers-test-scores/4576>

<http://www.nytimes.com/2010/08/25/technology/25brain.html?pagewanted=1&ref=home&page&src=me>

<http://www.publicaffairs.ubc.ca/2010/08/05/train-your-brain/>

Note taking: Students will take notes by hand. Note taking is a skill each student needs to develop. It involves the ability to listen, concentrate, synthesize information and take down the key points made in the lecture. Note taking is **not** about writing down every sentence in a lecture. Students may raise their hands to ask the professor to repeat a point or to clarify a comment during the lecture.

This is what note taking regarding the above paragraph could look like:

- take notes by hand
- note taking skills=listen/concentrate/synthesize
- write down key info
- ask prof. to repeat if unclear.

Attendance: Class attendance is necessary for you to succeed in this course. Students are expected to come to **each** class well-prepared. Preparation means doing the required readings **BEFORE** each class, taking notes in class, engaging in thoughtful dialogue and attending each class from beginning to end. If you enter the classroom or leave it during a lecture, please do so as quietly as possible.

Required readings: It is best to do the readings **BEFORE** every class. Read with the help of a dictionary. Use a pen/pencil/highlighter to underline important passages, quotations and terms. Take notes on each reading. Do not expect to understand everything the first time you read it. Reread. If you need help with the material covered in the course, or are concerned about any other aspect of this course please make an appointment to see the professor or the teaching assistants. **THE EARLIER YOU SEEK ASSISTANCE THE BETTER.**

Communicating with the professor: It is customary to address the professor as “Professor _(last name)_ **OR** Dr. ___(last name)___ inside and outside class unless the professor has given you permission to do otherwise. Emails to the professor should be respectful, contain accurate information, be written in a grammatically correct fashion and give full details about the author’s name, student number, course code, etc. Emails with text such as “Hey whens the exam LOL” are **NOT** acceptable.

Posting: Lecture notes are **NOT** posted online. If you have missed a class, you are responsible for getting the notes from the teaching assistant (or a classmate). The teaching assistant will keep a record of student requests for notes. No more than two requests per student will be honoured unless the student has documented proof of illness, accident or death in the family.

Grading: The professor (and the teaching assistant) will mark all assignments. Grading is based on an answer key set by the professor. Students are **NOT** graded on effort but on how closely they have met the standards established in the key. If you are putting a lot of

effort into this course and are getting low grades, it is your responsibility to make an appointment to see the professor or teaching assistant right away for assistance.

Returning graded assignments: The professor (or teaching assistant) will hand back graded assignments **IN CLASS** approximately two weeks after the due date. If you do not pick up your assignment in class, you will have to see the professor (or the teaching assistant) during their office hours. **IT IS THE STUDENT'S RESPONSIBILITY TO PICK UP ALL RETURNED ASSIGNMENTS.**

Feedback: Please note that it is **NOT** always possible for the professor or the teaching assistant to provide adequate feedback on assignments given the large numbers of students or respond in detail over email to students' questions. Students wishing for more feedback must make an appointment with the professor (or the teaching assistant).

Questioning a grade: Grades are not to be negotiated or bargained for. Grade inflation is **not** an acceptable practice. If a student wishes to question a grade (possible errors of addition may be an exception—see the teaching assistant as soon as possible), the student will set in motion the following procedure for a re-mark. **Make a case in writing within 10 business days after the grades are posted on the web.** If a student fails to meet this deadline, the student must provide official documentation indicating why. Clearly state in writing an **ACADEMIC RATIONALE** for a re-mark, highlighting where and how you believe you were marked inappropriately and providing solid academic proof (such as class notes, articles from the syllabus, etc.) to prove your case. This procedure includes errors of addition. **Hand in a stapled hard copy of ALL the relevant material addressed to the professor to the Social Sciences building, 11th floor, front desk.** If you disagree with the professor's decision after the material is re-marked, you may make an appeal, also in writing, to the higher administration. **Be aware that any re-marking means that your original grade can increase or decrease in value.**

Supplements: **NO** make-up tests, assignments or exams intended to boost artificially a student's grade are permitted. The professor and teaching assistant will **NOT** respond to students who make such requests. It is every student's responsibility to make an appointment with the professor or teaching assistant or on-campus resources for advice on how you can improve your grades as soon as possible. Bring your notes and assignments with you to your appointment. **Do not expect to improve your grade simply by hoping or expecting to do better next time. If you do get a good grade the first time, do not become complacent and assume you will do as well in the future.**

Exams: Exams are **not** returned to students. Students may ask to see their final exam during professor and teaching assistant office hours **AFTER** the marks are posted on the web. The professor will address questions regarding the final exam grade (including any errors of addition) **only** if the official re-marking policy is followed. **Each student has up to 10 business days from the date the final grade for the course becomes official to put this procedure into action.** The professor and the teaching assistants will **NOT** respond to student requests to see the final exam or discuss the final exam unless this procedure is first followed.

Academic fraud: Academic fraud is a **serious offence**. Academic fraud is an act committed by a student to distort the marking of assignments, tests, exams, and other forms of academic evaluation. Academic fraud is neither accepted nor tolerated by the University. Anyone found guilty of academic fraud is liable to severe academic sanctions.

If the professor suspects a case of academic fraud, the professor will decide whether or not to proceed with a formal case against a student or students.

Here are a few examples of academic fraud:

- engaging in any form of plagiarism or cheating;
- presenting falsified research data;
- handing in an assignment that was not authored, in whole or in part, by the student;
- submitting the same assignment in more than one course, without the written consent of the professors concerned.

In recent years, the development of the Internet has made it much easier to identify academic plagiarism. The tools available to your professors allow them to trace the exact origin of a text on the Web, using just a few words. In cases where students are unsure whether they are at fault, it is their responsibility to consult the University's Web site at the following address:

http://www.socialsciences.uottawa.ca/eng/writing_tools.asp "Tools for Writing Papers and Assignments." Persons who have committed or attempted to commit (or have been accomplices to) academic fraud will be penalized. Here are some examples of the academic sanctions, which can be imposed:

- a grade of "F" for the assignment or course in question;
- an additional program requirement of between 3 and 30 credits;
- suspension or expulsion from the Faculty.

Last session, most of the students found guilty of fraud were given an "F" for the course and had between three and twelve credits added to their program requirement. For more information, refer to:

http://www.uottawa.ca/academic/info/newsletter/fraud_e.html

Deadlines, absences and late submissions: Deadlines are a fact of life inside and outside the university. Students are required to develop time-management skills so that they meet all required deadlines in their courses. Absence from any exam, or any delay in submitting assignments must be justified with official medical or legal documentation; otherwise a penalty will be imposed. University regulations require all absences from exams and all late submissions due to illness to be supported by a medical certificate. In the event of an illness or related complications, only the counseling service and the campus clinic (located at 100 Marie-Curie) may issue valid certificates to justify a delay or absence. **The Faculty reserves the right to accept or reject the reason put forth if it is not medical. Reasons such as travel, employment, and misreading the examination schedule are not usually accepted.** Due dates for assignments and exams **CANNOT** be changed to suit students' work, study or academic schedule in other courses. **In this course, no assignment will be accepted after the due date unless you have received prior consent from the professor and/or you are able to provide official documentation regarding illness, accident, family emergency or death. Without this information you will receive ZERO for the particular assignment.** If the due dates conflict with a religious holiday, you are advised to see the professor **in advance** to arrange an alternative date and time. **DO NOT MAKE PLANS TO**

TRAVEL OR ATTEND EVENTS THAT CONFLICT WITH DUE DATES. THIS IS ESPECIALLY NECESSARY FOR THE FINAL EXAM PERIOD.

Special needs: Students with learning, psychiatric or physical disabilities that require special assistance are encouraged to visit the Student Academic Success Services (<http://www.sass.uottawa.ca/welcome.php>) on campus for assistance. SASS can help you formally request the professor to arrange alternatives regarding assignments and exams. Please take action at the **BEGINNING** of the term.

Announcements: Students who wish to make announcements about upcoming events, demonstrations and gatherings must clear the announcement with the professor first. Students are also welcome to bring in images, newspaper clippings, etc. to share with the class. These too must be cleared first with the professor.

Resources for students:

Mentoring Centre - <http://www.sciencessociales.uottawa.ca/mentor/fra/>

The goal of the Mentoring Centre is to help students with their academic and social well being during their time at the University of Ottawa. Regardless of where a student stands academically, or how far along they are in completing their degree, the mentoring centre is there to help students continue on their path to success.

A student may choose to visit the mentoring centre for very different reasons. Younger students may wish to talk to their older peers to gain insight into programs and services offered by the University, while older student may simply want to brush up on study and time management skills or learn about programs and services for students nearing the end of their degree.

In all, the Mentoring Centre offers a place for students to talk about concerns and problems that they might have in any facet of their lives. While students are able to voice their concerns and problems without fear of judgment, mentors can garner further insight in issues unique to students and find a more practical solution to better improve the services that the Faculty of Social Sciences offers, as well as the services offered by the University of Ottawa.

Academic Writing Help Centre - <http://www.sass.uottawa.ca/writing/>

At the AWHC you will learn how to identify, correct and ultimately avoid errors in your writing and become an autonomous writer. In working with our Writing Advisors, you will be able to acquire the abilities, strategies and writing tools that will enable you to:

- Master the written language of your choice
- Expand your critical thinking abilities
- Develop your argumentation skills
- Learn what the expectations are for academic writing

Career Services - <http://www.sass.uottawa.ca/careers/>

Career Services offers various services and a career development program to enable you to recognize and enhance the employability skills you need in today's world of work.

Counselling Service- <http://www.sass.uottawa.ca/personal/>

There are many reasons to take advantage of the Counselling Service. We offer:

- Personal counselling
- Career counselling
- Study skills counselling

Access Service - <http://www.sass.uottawa.ca/acces/>

The Access Service contributes to the creation of an inclusive environment by developing strategies and implementing measures that aim to reduce the barriers to learning for students who have learning disabilities, health, psychiatric or physical conditions.

Student Resources Centres - <http://www.communitylife.uottawa.ca/en/resources.php>

The Student Resources Centres aim to fulfill all sorts of students needs.
