

## ACADEMIC COUNCIL REPORT

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### ACTION REQUESTED:

Recommendation   
Decision   
Discussion/Direction   
Information

**DATE: 25 January 2022**

**FROM: Undergraduate Studies Committee**

**SUBJECT: New Program Proposal – Undergraduate Diploma in Public Policy**

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### COMMITTEE MANDATE:

In accordance with Section a) of the Undergraduate Studies Committee (USC) Terms of Reference, USC has the responsibility “to examine proposals for new undergraduate degree programs and major changes to existing programs and to recommend their approval, as appropriate, to the Academic Council”.

And,

In accordance with Article 1.4 of By-Law Number 2 of the University of Ontario Institute of Technology “Academic Council will make recommendations to the Board on matters including:  
a. the establishment or termination of degree programs”.

### MOTION FOR CONSIDERATION:

That pursuant to the recommendation of the Undergraduate Studies Committee, Academic Council hereby approves the Undergraduate Diploma in Public Policy and recommends the program for approval by Board.

### BACKGROUND/CONTEXT & RATIONALE:

The Diploma in Public Policy (DPP) is an undergraduate diploma offered by the Faculty of Social Science and Humanities, associated with the Political Science program. Designed for flexibility with two core foundational courses and a wide selection of elective courses that focus on contemporary issues, the program is open to students who are currently enrolled in or who have completed an undergraduate degree in any discipline. Students who have completed an Ontario College diploma with a minimum 80% average may be considered. The program will provide foundational understanding of public policy for the service, corporate, government, non-governmental and/or educational sectors. The program consists of 24 credit hours and may be taken on a part-time or full-time basis. Taken full-time, the program can be completed in two semesters.

An undergraduate Diploma in Public Policy (DPP) will provide students who have a background in a variety of disciplines with the opportunity to expand their understanding of how policy decisions are made and how policies are developed and implemented. By offering the DPP both concurrently with another degree program and consecutively after completing an undergraduate degree or college diploma, we will expand the opportunities for students from Ontario Tech and other universities or colleges to take the program on a timetable that suits their own needs. Students who are enrolled in or who have completed an undergraduate degree in Political Science will be required to follow a modified program map in order to avoid duplication of courses and course material. The DPP addresses an identified need for courses on public policy issues and policy development to be available to students outside of the Political Science program. This proposed program fits with the newly created Vision, Mission and Values statements by allowing students who are studying or who have graduated from disciplines including Engineering, Health Science, Information Technology, Science, and the like, to learn about and understand how public policy is developed and implemented.

### **RESOURCES REQUIRED:**

There are no resource implications as the courses are already either required in the Political Science and the Legal Studies programs, or are in regular rotation. Additionally, this will be a niche program for high-achieving students that will likely attract relatively few students each year. As a result, we anticipate that the program can be successfully offered using existing resources. All five members of the Political Science program are involved in providing this program. In addition, all members of the Legal Studies program will also support the program. Sessional instructors will only be used when permanent faculty members are on leave or otherwise unable to cover required courses. We anticipate that initial course enrolments will be small enough that there will be minimal impact on the size of course sections and additional course sections will not be needed.

### **CONSULTATION AND APPROVAL:**

USC for Recommendation: November 2021

Faculty Council: October 2021

USC Review: September 2021

ARC Review: June 2021

As this is an undergraduate diploma, no external review is required

### **NEXT STEPS:**

- Pending the approval of Academic Council the proposal must then proceed through the following steps:
  - Approval by the Board of Governors
  - Ontario Ministry of Colleges and Universities (for funding purposes)
- The University must also request approval from the Ontario Universities Council on Quality Assurance in order to submit to the Ministry

### **SUPPORTING REFERENCE MATERIALS:**

- New Program Proposal with Appendices (Bookmarked PDF File)



# University of Ontario Institute of Technology New Undergraduate Program Proposal

## Undergraduate Diploma in Public Policy proposal

<b>Name of proposed program:</b>	Public Policy
<b>Degree Designation/Credential:</b>	Undergraduate Diploma
<b>Faculty (where the program will be housed):</b>	Faculty of Social Science and Humanities
<b>Collaborating Faculty (if applicable):</b>	
<b>Program Delivery Location:</b>	Downtown Oshawa campus/online
<b>Collaborating Institution(s) (if applicable):</b>	
<b>Proposed Program Start Date:</b>	September 2022
<b>Proposal Contact:</b>	Alyson E. King
<b>Prepared Date:</b>	April 2021

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# 1 Introduction

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## a) Program Abstract

*Please provide a brief overview of the proposed program, in 1000 characters or less, including:*

- *A clear statement of the purpose of the program*
- *Any program components, such as specializations, pathways, or other offerings in addition to the major*
- *Any distinctive elements, including alternative modes of delivery (including online)*

The Diploma in Public Policy (DPP) is an undergraduate diploma offered by the Faculty of Social Science and Humanities (associated with the Political Science program). Designed for flexibility with two core foundational courses and a wide selection of elective courses that focus on contemporary issues, the program is open to students who are currently enrolled in or who have completed an undergraduate degree in any discipline. Students who have completed an Ontario College diploma with a minimum 80% average may be considered. The program will provide foundational understanding of public policy for the service, corporate, government, non-governmental and/or educational sectors. The program consists of 24 credit hours and may be taken on a part-time or full-time basis. Taken full-time, the program can be completed in two semesters.

## b) Background and Rationale

- *Identify what is being proposed and provide an academic rationale for the proposed program*
- *Explain the appropriateness of the program name and degree nomenclature; list any program specializations, pathways, etc.*
- *If applicable, describe the mode of delivery and how it will support students in achieving the learning objectives of the program*
- *Describe the ways in which the program fits into the broader array of program offerings*

• An undergraduate Diploma in Public Policy (DPP) will provide students who have a background in a variety of disciplines with the opportunity to expand their understanding of how policy decisions are made and how policies are developed and implemented. The diploma will be available to Ontario Tech University students who are currently enrolled in an undergraduate degree in any discipline. For example, the Faculty of Engineering and Applied Science has requested an opportunity for their students to undertake studies in Public Policy in order to enhance their students' understanding of the policy implications of technical engineering decisions and to provide additional job opportunities. The proposed program can enhance the education of engineering students to (a) understand the meaning of public policy in a democratic society, and (b) better apply technology in an ethically and socially beneficial and just manner as practicing professionals. Similarly, students in Health Sciences may benefit from delving into the nuances of policy development, especially

in regards to public health. The undergraduate diploma in Public Policy will also be available to students who have completed an undergraduate degree in any discipline at other universities.

- By offering the DPP both concurrently with another degree program and consecutively after completing an undergraduate degree or college diploma, we will expand the opportunities for students from Ontario Tech and other universities or colleges to take the program on a timetable that suits their own needs. If taken concurrently with an undergraduate degree program, it will add an additional one or two semesters to their time at Ontario Tech. If taken consecutively after receiving an undergraduate degree, it can be undertaken on either a part-time or full-time basis. Taken full-time, the program can be completed in two semesters.
- Students who are enrolled in or who have completed an undergraduate degree in Political Science will be required to follow a modified program map in order to avoid duplication of courses and course material. The modified program map will include undergraduate courses in Legal Studies and require higher level research or applied studies in public policy, such as an Honours Thesis, Directed Research or Independent Study, or a policy-related Practicum placement with a community partner.
- The name and nomenclature is appropriate because it is an undergraduate program that does not require the same number of courses as a degree program, while still expecting students to have the capacity for university-level studies.
- The mode of delivery will be the same as for the existing Political Science BA program. Courses have normally been offered primarily as face-to-face, but with the evolving nature of university course offerings, some courses may be offered as hybrid or fully online. The program as a whole is not intended to be offered fully online. A fully online program would require additional resources to hire instructors to teach online courses.
- The DPP builds on the existing Political Science BA program, which contains a blend of political science and policy-oriented courses. It addresses an identified need for courses on public policy issues and policy development to be available to students outside of the Political Science program. The program map for the Diploma in Public Policy differs from the Minor in Political Science in its focus on policy-oriented courses and opportunity to include courses in Legal Studies.

**c) Mission, Vision, Strategic Plan, and Strategic Mandate Agreement**

- *Describe how the program contributes to the University's Mission and Vision*
- *Explain how the program aligns with the goals and priorities outlined in the Faculty's(ies') and University's [Strategic Plans](#)*

- *Identify how the program fits within one or more areas of strength or growth in Ontario Tech University's [Strategic Mandate Agreement](#)*

This proposed program fits with the newly created Vision, Mission and Values statements by allowing students who are studying or who have graduated from disciplines including Engineering, Health Science, Information Technology, Science, and the like, to learn about and understand how public policy is developed and implemented.

*“Vision: Embracing technology with a conscience to advance knowledge and promote sustainability.”*

*“Mission: We equip future leaders to solve complex problems.”* In particular, the DPP program will assist with the mission of *“Learning re-imagined: Co-creating knowledge by adapting to the ever-changing educational landscape through the provision of flexible and dynamic learning and research opportunities.”*

*“Values: Ontario Tech is a place where every person belongs and is free to grow their skillsets and mindsets.”* In particular, the DPP program meets the value goal of: *“Intellectual resilience: Pursuing excellence in all that we do by respecting different points of view and engaging constructively when exploring ideas and advancing knowledge.”*

The proposed DPP will provide the opportunity for students from any discipline to develop their knowledge about public policy and learn to apply that knowledge to their major field of interest. It builds Ontario Tech’s offerings of lifelong learning opportunities because it will be available to both current Ontario Tech students and graduates from other universities. In doing so, it also will allow for cross-fertilization of ideas from students who have studied in a variety of programs and institutions. The proposed DPP allows for an interdisciplinary approach to understanding public policy by integrating courses in Political Science and Legal Studies with the courses in policy development and issues. Furthermore, being open to students from any discipline means that new ideas will naturally be brought into the discussions about policy issues and will introduce new students to Ontario Tech University.

In terms of Ontario Tech University’s *Strategic Mandate Agreement*, the DPP program will add to students’ skillsets to be better able to understand and work within governmental policy regimes. All industries operate within the context of government policies and regulation. Understanding the fundamental role of public policy opens new opportunities for career growth.

#### **d) Student Demand**

- *Provide evidence of student demand, including number of prospective student inquiries; applications and registrations for similar programs; results from surveys/focus groups of existing students, graduates, or professionals in the field*

- *Include information about domestic vs. international student interest*

- The Faculty of Engineering and Applied Science (FEAS) at Ontario Tech has requested the opportunity for their students to take policy courses, noting that engineering systems and related technologies created by engineers significantly impact society, both positively and negatively. Furthermore, engineers must work within the framework defined by society in terms of policies and laws. Traditional engineering firms have required engineers to be equipped only with the basic science and engineering backgrounds, which are required to perform engineering tasks during the early part of one's career. The majority of knowledge and skills related to public policy and law are gained through experience. Today, the evolving engineering market requires innovative engineering curriculum to cover more than basic engineering science and design. The proposed program can be integrated with engineering education such that students become aware of social implications while gaining knowledge in public policy and law.
- Interest has also been expressed by the Faculty of Health Science for a similar opportunity for their students.

#### ***Enrolment Information***

- *Provide information regarding enrolment projections and complete Table 1*

The intended applicant pool draws primarily from current Ontario Tech students and recent graduates from any discipline who are seeking to enhance their undergraduate degree with an additional qualification. A secondary pool draws from recent graduates from any university's undergraduate program. There is a demand for higher education programs that can cater to local needs for professional development in the service, corporate, government, non-governmental and educational sectors in Oshawa and the Durham Region.

Every year, we expect to have 5 new students starting the program. Students who have completed an undergraduate degree and enrol in the Diploma consecutively to their degree, may choose to complete the DPP in one year. Students concurrently enrolled in an Ontario Tech undergraduate degree program may take only one or two courses per year, completing the program in four to five years. Because students can complete the program at their own pace, enrolment each semester will vary. At program maturity, we would anticipate a maximum of 20 students. As we expect that this program will primarily attract high-achieving students, we expect attrition rates to be minimal.

#### **e) Societal Need**



- Evidence of the need for graduates of the program and in which fields (within academic, public, and/or private sectors)
- Please indicate up to three occupations in which graduates from this proposed program may be employed using the [Ontario Job Futures](#) website
- For professional programs, a description of the program's congruence with current regulatory requirements
- Mention if any employers in the area support the need for this program and include a letter of support as an additional appendix.

From Ontario Job Futures:

1. **Natural and applied science policy researchers, consultants and program officers** (NOC 4161): Natural and applied science policy researchers, consultants and program officers conduct research, prepare reports, provide consultation and advice and administer programs in a variety of areas related to the natural and applied sciences. They are employed by federal, provincial and municipal governments, computer and office furniture manufacturers, educational institutions, research organizations, consulting firms, environmental and conservation organizations, or they may be self-employed.
2. **Health policy researchers, consultants and program officers** (NOC 4165): Health policy researchers, consultants and program officers conduct research, produce reports and administer health care policies and programs. They are employed by government departments and agencies, consulting establishments, universities, research institutes, hospitals, community agencies, educational institutions, professional associations, non-governmental organizations and international organizations.
3. **Social policy researchers, consultants and program officers** (NOC 4164): Social policy researchers, consultants and program officers conduct research, develop policy and implement or administer programs in areas such as consumer affairs, employment, home economics, immigration, law enforcement, corrections, human rights, housing, labour, family services, foreign aid and international development. They are employed by government departments and agencies, industry, hospitals, educational institutions, consulting establishments, professional associations, research institutes, non-government organizations and international organizations or they may be self-employed.

**f) Duplication**

- Describe how the program is distinct from other programs at Ontario Tech. Is it reasonable to anticipate this program might affect enrolment in other related programs? If so, how might this be addressed?

- Identify similar or complementary programs offered elsewhere in Ontario in Table 2. Provide additional comment on the justification for this duplication.

The only other non-degree undergraduate programs in public policy are certificates.

**Table 2: List of Similar Programs in Ontario**

Institution Name	Credential Level and Program Name
Ryerson University	Level 1 <b>Certificate:</b> Public Administration & Governance; Level 2 Advanced Certificate: Public Administration & Governance; Public Administration and Governance (Part-Time Only).
<b>Link to Program Web Page:</b> <a href="https://www.ryerson.ca/politics/programs/undergraduate/pag/certificate/">https://www.ryerson.ca/politics/programs/undergraduate/pag/certificate/</a>	
<b>Brief Program Description:</b> <p>a) Level 1 Certificate: Public Administration &amp; Governance. This entry-level Certificate (Level I of the BA program in Public Administration and Governance) is designed for working public sector employees, students aspiring to careers in the public service, and those interested in gaining knowledge about public administration and public policy in Canada.</p> <p>b) Level 2 Advanced Certificate: Public Administration &amp; Governance. Builds on the Level I Certificate to broaden and deepen knowledge about public administration and public policy in Canada. The courses making up this Level/Advanced Certificate are all available through the G. Raymond Chang School of Continuing Education (see calendar description here), however, to graduate with the Advanced Certificate in Public Administration and Governance, students must apply - at any point prior to convocation - through the Office of Undergraduate Admissions for admission to the Public Administration and Governance program. Upon completing this Level/Advanced Certificate, students may continue their studies to earn a degree in Public Administration and Governance.</p> <p>c) Public Administration and Governance (Part-Time Only). Undergraduate degree – students can start with completing the certificates and then decide to do the degree.</p>	
<b>What differentiates the new program from this existing program:</b> Ryerson’s certificate program is primarily a continuing education program that does not require prior university studies. Ontario Tech’s DPP is designed for students who are currently enrolled in or who have completed an undergraduate degree in any discipline.	
Institution Name	Credential Level and Program Name
University of Guelph	Certificate in Public Policy and Administration
<b>Link to Program Web Page:</b> <a href="https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c11/c11-certdip-pubpolicy.shtml">https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c11/c11-certdip-pubpolicy.shtml</a>	

**Brief Program Description:**

Certificate in Public Policy and Administration, 5 courses: “designed to provide a solid base in key concepts and foundations of Canadian government, policy and administration by bringing together a number of Canadian political science and public policy courses. This certificate will be of interest to you if you are an undergraduate student or are currently working or seeking employment in the public sector or quasi-public sector. Online.”

**What differentiates the new program from this existing program:**

The DPP is a diploma (rather than a certificate) that requires 8 courses (24 credit hours) and allows for additional depth in studying public policy.

**Institution Name**

York University

**Credential Level and Program Name**

Undergraduate Certificate, Public Policy Analysis

**Link to Program Web Page:** <https://futurestudents.yorku.ca/program/certificates/public-policy-analysis>

**Brief Program Description:**

To provide students with skills linking theory to practice; develop an understanding of financing of public policy programs and their implementation; and examine the impact of social and economic policies. Students have the flexibility to choose from courses from various areas of public policy according to their interests. The Professional Certificate in Public Policy Analysis will appeal to students who are interested in a career in government or the not-for-profit sector. The certificate program provides an alternative to a full degree or minor program in the area of Public Policy Analysis.

Open to the following applicants: 1. current York students who are not in the Public Administration degree program, or 2. new applicants to York who hold a university degree in a discipline other than public administration.

**What differentiates the new program from this existing program:**

The York program is certificate program rather than a diploma. The types of courses offered are different.

**Institution Name**

Athabasca University

**Credential Level and Program Name**

online University Certificate, Public Administration

**Link to Program Web Page:****Brief Program Description:**

“The University Certificate in Public Administration is designed for students who want to learn about administration at the municipal, provincial, and federal levels of government, as well as non profit and quasi governmental organizations. Students will take courses in such areas as communications, public finance, budgeting, economics, public policy, legal studies, human resources management, industrial relations, and indigenous studies. Students may find this certificate useful to enter or re-enter the job market, to change careers, or for promotion in the public sector and/or non profit sector, or to provide a foundation for further studies.

“One year of full-time study, or work at your own pace and take as long as you need. There is no time limit for completion. With additional study, or credit for work experience, credit earned in

this certificate program may be transferred into the Bachelor of Professional Arts in Governance, Law and Management program.”

**What differentiates the new program from this existing program:**

The Athabasca course requires 30 credits, while the DPP requires 24 credits and allows for quicker completion times. The courses in the DPP are more policy-oriented.

## 2 Program Requirements

### a) Admission Requirements

- *Outline the formal admission requirements; explain how these are appropriate for the program learning outcomes: How will they help to ensure students are successful? How do they align with the learning outcomes of the program?*
- *Explain any additional requirements for admission to the program such as special language, portfolio, etc. (and how the program recognizes prior work or learning experience, if applicable)*
- *If this is not a direct-entry program, please explain*

Admission is competitive. The specific average or standing required for admission varies from year to year. Students are selected by taking into consideration a wide range of criteria including school marks, distribution of subjects taken, and performance in subjects relevant to the academic program. Possession of the minimum requirements does not guarantee acceptance. Preference will be given to applicants with the best qualifications.

1. Current enrolment in an undergraduate degree program at Ontario Tech University, or a bachelor's degree (conferred) in any discipline.
2. Minimum grade point average of 3.0 (B, 73-76%) in the final two years of study or overall.
3. Statement of interest (max. 250 words) stating reason(s) for undertaking the program and career objectives.
4. English facility requirements, where applicable (see <https://admissions.ontariotechu.ca/english-language-proficiency/index.php>)
5. Students currently enrolled in the Political Science BA program at Ontario Tech must meet with the Program Director (or delegate) for permission and guidance prior to enrolling in the DPP.
6. Once admitted, all students must meet with the Program Director (or delegate) for guidance in planning their course map.

The statement of interest is intended to assist the Program Director (or delegate) in ensuring that the applicant is both an appropriate fit for the program and will not be disappointed by the program design and offerings. Meeting with the Program Director (or delegate) prior to beginning their studies will ensure that the courses selected will meet students' objectives in enrolling in the program and can be successful.

This is an undergraduate diploma program that is intended to supplement studies in students' major program of study by being undertaken concurrently or consecutively with an undergraduate degree program. Students who have completed an Ontario College diploma with a minimum 80% average may be considered.

**b) Program Learning Outcomes and Assessment of Student Knowledge**

- *In Table 3 below, please describe what the student will know or be able to do (knowledge, methodologies, and skills) by the end of the program and indicate how that knowledge or skill will be demonstrated*
- *An example has been provided in purple in the first row and can be removed.*
- **Connect with the Academic Planning Officer in CIQE ([ciqe@ontariotechu.ca](mailto:ciqe@ontariotechu.ca)) early in the program development to review learning outcomes.**

*Degree Level Expectations are set by the Quality Council of Ontario and should not be modified. For the list of and more information on these expectations, including a detailed description, visit their [website](#).*

**Table 3: Program Learning Outcomes**

Program Learning Outcomes By the end of the program, students graduating will be able to... (normally 6-8 outcomes per program with 12 being the maximum)	Degree Level Expectations (list all that apply; you must align with each expectation at least once)	Relevant courses (provide course code and course title)	Assessment of Learning Outcomes (e.g. test, rubric, self-assessment, etc.)
<ul style="list-style-type: none"> <li>• Develop and apply specific skills required in the field of policy development, including advocacy, proposal writing, policy analysis, and conflict management.</li> <li>• Demonstrate awareness and understanding of relevant research methodologies, an ability to conduct and interpret research related to policy decisions and development.</li> </ul>	<p>Depth and Breadth of Knowledge</p> <p>Knowledge of methodologies</p>	<p>CORE COURSES: <i>POSC 1200U</i> Introduction to Democracy in Theory &amp; Practice <i>POSC 2200U</i> Fundamentals of Policy Theory</p> <p>ELECTIVE COURSES: <i>LGLS 1000U</i> Foundations of Legal Studies <i>POSC 2502U</i> Community Development Policy <i>SSCI 2900U</i> Research Methods</p>	<ul style="list-style-type: none"> <li>• Test(s), written assignments, take-home or in-class exam</li> <li>• Presentations, research essay on assigned topics, literature reviews</li> </ul>

		<i>POSC 3000U</i> Policy, Democracy and Governance	
<ul style="list-style-type: none"> <li>Apply knowledge of the philosophical, societal and historical issues which impact policy development &amp; implementation.</li> <li>Communicate effectively using oral, written and nonverbal skills necessary for professionals</li> </ul>	<p>Application of knowledge</p> <p>Communication skills</p>	<p>CORE COURSES:</p> <p><i>POSC 1200U</i> Introduction to Democracy in Theory &amp; Practice</p> <p><i>POSC 2200U</i> Fundamentals of Policy Theory</p> <p>ELECTIVE COURSES:</p> <p><i>POSC 2502U</i> Community Development Policy</p> <p><i>POSC 3303U</i> Policies for Sustainability</p> <p><i>POSC 3501U</i> Poverty and Public Policy</p> <p><i>POSC 3600U</i> Politics of Education in Canada</p> <p><i>POSC 3601U</i> Politics of Health</p> <p><i>POSC 3603U</i> Politics of Housing</p> <p><i>POSC 3800U</i> Principles of Economics and Political Economy</p>	<ul style="list-style-type: none"> <li>Data analysis</li> <li>Case studies</li> <li>Policy analyses</li> </ul>
<ul style="list-style-type: none"> <li>Demonstrate awareness of multiple disciplines that inform approaches to public policy &amp; policy development.</li> </ul>	<p>Awareness of limits of knowledge</p>	<p>CORE COURSES:</p> <p><i>POSC 1200U</i> Introduction to Democracy in Theory &amp; Practice</p> <p><i>POSC 2200U</i> Fundamentals of Policy Theory</p> <p>ELECTIVE COURSES:</p> <p><i>POSC 3000U</i> Policy, Democracy and Governance</p> <p><i>POSC 4010U</i> Policy Development</p>	<ul style="list-style-type: none"> <li>Literature reviews</li> <li>Take Home exams</li> <li>Annotated bibliographies</li> </ul>

		LGLS 4070U Public Governance through Law	
<ul style="list-style-type: none"> <li>Engage in independent activity, including creation of policy and/or programs.</li> </ul>	Autonomy and professional capacity	<p>CORE COURSES:  <i>POSC 1200U</i>  Introduction to Democracy in Theory &amp; Practice  <i>POSC 2200U</i>  Fundamentals of Policy Theory</p> <p>ELECTIVE COURSES:  <i>POSC 3000U</i> Policy, Democracy and Governance  <i>POSC 2502U</i> Community Development Policy</p>	<ul style="list-style-type: none"> <li>Student journal or blog work</li> <li>Online presentations</li> <li>Wiki</li> <li>Poster presentations</li> <li>City Idea Lab idea showcase</li> </ul>

- *Selecting a few examples from above, explain in detail how the program design and requirements support the attainment of the Program Learning Outcomes*
- *With assistance from the Academic Planning Officer in CIQE ([cique@ontariotechu.ca](mailto:cique@ontariotechu.ca)), please provide further details on the Assessment of the Program Learning Outcomes, as outlined in the Quality Council’s Quality Assurance Framework Section 2.1.6 - Assessment of Teaching and Learning:*
  - *Appropriateness of the proposed methods for the assessment of student achievement of the intended program learning outcomes and Degree Level Expectations (How will students demonstrate they have learned and can do what we expect them to by the end of the program?).*
  - *Completeness of plans for documenting and demonstrating the level of performance of students, consistent with the Degree Level Expectations (How will the effectiveness of the program be assessed?)*

Although the elective courses provide students with a broad range of choices, they all meet the Degree and Program Learning Outcomes because they are part of well-established degree programs. Assessment of student learning will occur using a variety of methods in both the core and elective courses. For example, students will “Apply knowledge of the philosophical, societal and historical issues which impact policy development & implementation” by conducting research and writing a traditional research essay about democratic ideas and their impact on social norms and their related policies in the core course, POSC 1200. In the other core course, POSC 2200U, students will conduct policy analyses and engage in oral presentations about policy development and implementation.

The range of elective courses will provide students the opportunity to enrol in foundational and upper year courses in Political Science and Legal Studies. All of the listed courses are core to the existing Political Science and/or Legal Studies programs, and include policy-related content. Students will have the opportunity to choose City Idea Lab courses (such as POSC 2502U) that engage students in working with City of Oshawa staff in working to find solutions for current challenges in Oshawa. The City may implement feasible projects, which will allow students to see their work in action. Other courses use Wikis, blogs, infographics, video presentations and posters to teach students how to communicate their research in accessible language and formats. Ontario Tech's new Learning Management System (LMS) is Canvas. Canvas is a platform that provides robust ways to communicate and engage with students, while also tracking their progress in accomplishing learning outcomes.

The program is composed of a subset of existing Political Science and Legal Studies courses. The program map will be regularly reviewed by both programs to ensure that the course options continue to be relevant and to address any gaps that become apparent. Admissions to the program will be handled by the Political Science program committee, with consultations with the Legal Studies program committee on an as-needed basis. Effectiveness of the program will be assessed via course evaluations and scheduled program reviews as required by the Faculty.

**c) Program Structure and Content**

- *Describe the requirements and structure of the program. Is it full-time/part-time? Is this an online or partially online program? What are the unique curriculum or program innovations or creative components in this program?*
- *Address how the programs structure will help students to meet the program learning outcomes and Degree Level Expectations*

The Diploma in Public Policy (DPP) is an undergraduate diploma offered by the Faculty of Social Science and Humanities (Political Science program). The program consists of 24 credit hours. This program may be taken on a part-time or full-time basis. Taken full-time, the program can be completed in two semesters. The program is open to students who are currently enrolled in or who have completed an undergraduate degree in any discipline. Although the program is not designed as an online program, some courses may be offered online as determined by program and instructor needs.

Students who are enrolled in or who have completed an undergraduate degree in Political Science (especially at Ontario Tech University) will be required to follow a modified program map in order to avoid duplication of courses and course material. The modified program map will include undergraduate courses in Legal Studies and require higher-level research or applied studies in public policy, such as an Honours Thesis,



Directed Research or Independent Study, or a policy-related Practicum placement with a community partner.

The program is innovative in that it allows for students currently enrolled in any Ontario Tech undergraduate program to concurrently take the DPP and it allows graduates of undergraduate programs from other universities to consecutively enroll in the program. Flexibility is built into the program by allowing students to enroll on either a part-time or full-time basis. In turn, this flexibility may allow those already in the workforce to undertake the DPP.

- *Describe the ways in which the curriculum addresses the current state of the discipline*

The curriculum introduces students to a range of issues exploring how policy is created, designed, and implemented in Canada. Students take two required courses that introduce them to democratic theories and theories about policy design and implementation. Students then build on and tailor their knowledge by choosing from two groups of courses: Group A on broad issues (e.g., Canadian politics, global politics, and sustainable communities) and Group B on thematic issues (e.g., inequality and development, rural or urban communities, technology, health, housing, and education). This format will allow students to choose courses that enhance their existing disciplinary knowledge with an understanding of policy development and implementation. Currently, there are few existing programs in Canada that allow students in other disciplines to undertake studies in public policy without enrolling in a graduate program. Offering an undergraduate diploma program reduces financial and time commitments while affording students an opportunity to build their skills. Doing so may also help students to determine if they wish to pursue further studies in public policy.

- *Is there an experiential learning component (e.g. workplace learning, co-op, internship, field placements, service learning, mandatory professional practice) to the program? If yes, please describe this component in 2500 words or less. Include confirmed partners, duration of the experiential learning component(s), and projected number of placements (where applicable)*

High achieving final year students from programs outside FSSH and Ontario Tech will have the opportunity to participate in the existing FSSH experiential learning program with a minimum GPA and permission of the instructor. Topics must be on a policy-related issue.

Students currently enrolled in the FSSH Political Science program will follow a modified program map. These students will be required to explore a policy-related topic in their Experiential Learning course(s) for it to count towards the DPP.

Details about the FSSH Experiential Learning program:

<https://socialscienceandhumanities.ontariotechu.ca/experiential-learning/index.php>

- *Describe how the potential need to provide accessibility accommodations has been considered in the development of this program*

The program will follow established Ontario Tech University protocols for accessibility:

<https://studentlife.ontariotechu.ca/services/accessibility/index.php>

#### **d) Calendar Copy with Program Map(s)**

- *Provide, as Appendix A, a clear and full calendar copy. Please use the template provided in Appendix A to create the Calendar Copy for the new program. This template ensures consistency across all programs in the Academic Calendar*
  - *Note that pathway (Bridge/Advanced Entry) programs will require a separate, usually shorter, section in the Calendar; please be sure to include one entry for each program type. [Pathway Calendar example](#)*
  - *New Minors, Co-op programs, or other alternatives have additional Calendar entries. Should you be including these items, please contact [CIQE](#) for more information and templates*
  - *If the program is to be accredited, include with this Appendix the accreditation tables, if available*
- *Provide, as Appendix B, a full list of the all courses included in the program including course numbers, titles, and descriptions. Please indicate clearly whether they are new/existing. Include full course proposals for new courses, and the most recent course syllabi for existing courses. If you are making changes to existing courses, include instead a course change form.*

Please see Appendix A for proposed calendar copy.

Please see Appendix B for a full list of the course numbers and titles with course syllabi.  
**No new courses are required.**

### **3 Consultation**

- *Describe the expected impact of the new program on the nature and quality of other programs delivered by the home and collaborating Faculty(ies) and any expected impact on programs offered by other Faculties*
- *Outline the process of consultation with the Deans of Faculties that will be implicated or affected by the creation of the proposed program*
- *Provide letters of support for the program from Deans at Ontario Tech and/or from other institutions/partners*

Early consultations were held with the Faculty of Engineering and Applied Science regarding allowing Engineering students to take courses in public policy. The early plans focussed on an Engineering and Public Policy (EPP) specialization. Subsequent discussions with CIQE led to the proposed Diploma in Public Policy (DPP) because it allows students in any Faculty to take the program without creating separate specializations for each Faculty. The decision to create an undergraduate diploma program also allowed FSSH to contribute to the university's goal of improving Lifelong Learning opportunities.

Does this Program/Change contain any Indigenous content?  Yes  No  Unsure  
*For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the [Protocol for Consultation with the Indigenous Education Advisory Circle](#).*

Has the IEAC been contacted  Yes  No

If yes, when?

What was the advice you received from the IEAC, and how has it been included in your proposal?

Did the IEAC ask you to return the proposal to them for review?  Yes  No

If yes, have they completed their review?  Yes  No  N/A

## 4 Resource Requirements

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### a) General Resource Considerations

- *Note here if this new program may impact significant enrolment agreements with the Faculty/Provost's office.*
- *Indicate if the new program will affect any existing agreements with other institutions, or will require the creation of a new agreement. Please consult with CIQE ([ciqe@uoit.ca](mailto:ciqe@uoit.ca)) regarding any implications to existing or new agreements.*

There are no resource implications as the courses are already either required in the Political Science and the Legal Studies programs, or are in regular rotation.

**b) Faculty Members - Current and New Faculty Requirements**

- *Brief statement to provide evidence of the participation of a sufficient number and quality of faculty who will actively participate in the delivery of the program*
- *The role of any sessional faculty*
- *The provision of supervision of experiential learning opportunities*
- *The plan to provide additional faculty resources to support the program, if needed*
- *Complete Appendix C, detailing the list of faculty committed to the program (template in Appendix) and provide any additional details, if necessary*
- 

All five members of the Political Science program are involved in providing this program: Dr. Scott Aquanno, Dr. Ruth Felder, Dr. Shanti Fernando, Dr. Alyson E. King, and Dr. Tim MacNeill. In addition, all members of the Legal Studies program will also support the program: Dr. Rachel Ariss, Dr. Jen Rinaldi, Dr. Thomas McMorrow, Dr. Andrea Slane, Dr. Sasha Baglay and Dr. Natalie Oman. Sessional instructors will only be used when permanent faculty members are on leave or otherwise unable to cover required courses. All courses in the program are already existing courses included in the Political Science and Legal Studies programs.

We anticipate that initial course enrolments will be small enough that there will be minimal impact on the size of course sections and additional course sections will not be needed.

See Appendix C for the complete details of supporting faculty members.

**c) Additional academic and non-academic human resources**

- *Give details regarding the nature and level of Sessional Instructor and TA support required by the program, the level of administrative and academic advising support, etc.*
- *Please describe the plan to provide additional resources to support the program, if needed*

No additional resources will be needed.

**d) Existing student supports**

All undergraduate students have access to an extensive support system that ensures a quality student experience. In addition to the outlined services below, students may also take advantage of the Campus Childcare Centre, Campus Bookstores, Housing and Living Resources, as well as the Student Union. Further information can be found at:

<http://studentlife.uoit.ca/>

## **Faculty-Specific Support**

### ***Academic Advising***

The mission of the Academic Advising unit in the Faculty of Social Science and Humanities is to provide a high level of accessible support to students, on an ongoing basis, as they navigate the academic environment. Through meaningful multimodal communication, advisors foster the learning and development of the whole student, empowering responsible and informed decision-making towards the achievement of their individual goals. Academic Advisors maintain an environment of integrity, inclusion, and respect where all students feel supported based upon their individual set of needs. Academic Advisors are available by appointment.

## **Student Life**

### ***Student Learning Centre***

The Student Learning Centre fosters a high level of academic excellence in the UOIT community by working with all UOIT students, undergraduate and graduate, to achieve educational success. Foundational knowledge and prerequisite skills are essential to all university level courses, and competency with these skills is vital for strong academic performance. The subject specialists offer support services in mathematics, writing, study skills, ESL and physics. With the additional support of peer tutors and workshops, the Centre can further accommodate the needs of a specific course or program. <http://studentlife.uoit.ca/student-learning/>

### ***Student Accessibility Services***

The staff work as a collaborative team to ensure students with disabilities have equal opportunities for academic success. The SAS operates under the Ontario Human Rights Code (OHRC) and the Accessibility for Ontarians with Disabilities Act (AODA). Services are provided for students with documented disabilities. Accommodation supports include but are not limited to:

- Adaptive technology training;
- Alternative format course material;
- Learning skills support;
- Testing support; and
- Transition support for incoming students

### ***Careers and Internships***

The Career Centre offers comprehensive career service assistance and a variety of valuable resources to help students along their career paths:

- Assistance with creating effective job-search documents;
- Career counselling;
- Interview preparation;
- Job market information; and
- Job search strategies

A variety of events hosted on campus during the academic year including employer information and networking sessions, job fairs, and interviews conducted by leading employers.

### ***Student Engagement and Equity***

The Student Engagement and Equity supports students' successful transition into the university and provides opportunities for them develop your leadership and professional skills throughout their university career. Services provided through Student Engagement and Equity include:

- Orientation and events through first year;
- Specialized programming for first generation, graduate, indigenous, international, mature, online, transfer, and diploma-to-degree pathway students;
- Peer mentoring to help students through first year;
- Equity and inclusivity programming;
- Opportunities to grow and develop leadership skills through the Ambassador program; and
- Assistance and advice for living off campus

### ***Student Mental Health Services***

Student Mental Health Services helps students learn how to better manage the pressures of student life. Students can:

- Attend a drop-in session;
- Participate in events and activities that promote positive health and well-being;
- Work with a mental health professional to address concerns;
- Contact the Student Lifeline for immediate help and assistance;
- Access tools and resources online to learn about mental health and how to maintain good health and wellness; and
- Get answers to frequently asked questions about mental health

Student Mental Health Services offers short-term counselling and therapy services to students. Students in distress will also be provided support and counselling as needed. There is no cost and services are confidential. For students who need long-term counselling support or specialized mental health services, UOIT will provide referrals to assist the student in accessing resources in the local community or in the student's home community.

### ***Athletics and Recreation Facilities***

UOIT offers a number of recreation facilities and fitness opportunities to meet all lifestyles and needs. On-campus facilities include the state-of-the-art FLEX Fitness Centre which overlooks Oshawa Creek, five gymnasiums, a 200-metre indoor track, two aerobic/dance studios, the

Campus Ice Centre, Campus Fieldhouse, a soccer pitch, a fastball diamond, squash courts and an indoor golf-training centre.

### ***Campus Health Centre***

The Campus Health Centre provides assistance in numerous confidential health-care options including:

- A medical clinic with daily access to physician and nursing staff;
- Complementary Health Services featuring acupuncture, chiropractic, custom orthotics, massage therapy, nutritional counselling, and physical therapy;
- Treatment of disease, illness, and injury;
- Allergy injections, immunizations, and influenza injections;
- An on-site laboratory (blood work, STI testing, throat swabs, etc.); and
- Gynaecological health-care and prescriptions

### ***Student Awards and Financial Aid***

Student Awards and Financial Aid (SAFA) is dedicated to helping students understand the variety of options available to finance their education. Budgeting and financial planning are essential to their success and Student Awards and Financial Aid is on hand to help create the right financial plan. Financial assistance can be in the form of bursaries, employment (both on-campus and off), parental resources, scholarships, student lines of credit and the Ontario Student Assistance Program (OSAP).

### **Information Technology Resources**

IT Services strives to provide quality services to students at UOIT. To support these objectives, the following components are included:

- Wireless network;
- Wired network;
- IT Service Desk;
- General workstations; and
- Printing services

### ***Wireless network***

Wireless internet connection is available in public areas and open-air locations around the UOIT campus where students congregate (North Oshawa and Downtown locations).

### ***Wired network***

To ensure the success of the technology-enriched learning environment, a comprehensive data network has been installed on campus. This includes a network drops in lecture halls and designated areas as well as network drops for each residence suite.

UOIT students benefit from networked classrooms and learning spaces. Each ergonomically-designed space has data network connection access and electrical connections to ensure battery regeneration. In addition, classrooms include electronic projection equipment and full multimedia support.

### ***IT Service Desk***

The IT Service Desk is equipped with certified technicians and experienced IT professionals offering technical support services on a drop-in, call-in or email basis.

### ***GUWs***

UOIT undergraduate students are able to use general workstations available at the library and have access to BYOD TELE model course-specific software.

### ***Printing services***

Printing services are available to students in the following areas: labs, classrooms, study common areas, the Learning Commons and the Library. All UOIT students receive print credits every year, more Printpacks can be purchased through the Campus Bookstore if students require additional printing services.

### **Teaching & Learning Centre**

The mission of the Teaching and Learning Centre (TLC) at Ontario Tech is to empower faculty to reach their potential as educators and to create a culture where effective teaching is valued. We champion the scholarship of teaching and implementation of pedagogy. We create valuable teaching and learning professional development experiences. We move UOIT towards being a leader in teaching excellence, ultimately leading to greater student success.

The TLC provides faculty with a range of tools and facilities to assist them in providing a rich learning experience for students. Experts at the TLC provide support in various areas including curriculum development, multimedia design, learning technology and in the overall improvement of teaching practice.

In addition, the TLC funds teaching-related projects from the Teaching Innovation Fund (TIF) for proposals by faculty members aimed at developing new methods in teaching and learning. The TLC facilitates teaching awards at the University and supports faculty in their application for external awards and funding opportunities that focus on teaching and learning.



**e) Physical resource requirements**

- Please attach a report, as Appendix E, from the Library regarding existing library holdings and support for student learning
- Address any space/infrastructure requirements including information technology, laboratory space, equipment, etc. If new space is required, please complete Table 4; otherwise, please remove this Table
- Ideally, please provide information on the change in the number of faculty, students, administrative staff, etc. as well as information on changes in equipment and activities (additional space; the renovation of existing space; or will the current space allocation accommodate the new program)
- The plan to provide additional resources to support the program, if needed

No additional resources will be needed.

**f) Resource Summary**

Provide a brief statement of the funding requirements and the rationale.

No additional resources are required because (a) all courses are pre-existing and are offered regularly; and, (b) this will be a niche program for high-achieving students that will likely attract relatively few students each year. As a result, we anticipate that the program can be successfully offered using existing resources.

**Human Resource Requirements**

Are additional faculty required to be able to offer this program?  Yes  No

If yes, what year will the faculty hire be required, and are there additional criteria associated with the hiring requirement (e.g. enrolment levels)?

Are additional staff required to be able to offer this program?  Yes  No

If yes, please outline what year the staff hire will be required and any additional criteria associated with the hiring requirement:

### **Space Requirements**

Are there additional space requirements specific to being able to successfully launch this program?  Yes  No

If yes, please provide additional details:

### **Technology Requirements**

Are there additional technology requirements specific to being able to successfully launch this program?  Yes  No

If yes, please provide additional details:

### **Additional Resource Requirements**

Are there additional resource requirements not specified above that are required to successfully launch this program? If so, please outline them below:

**None.**

***The resource requirements outlined above have been reviewed and approved by the Academic Resource Committee (ARC):*** 29 June 2021  
(date of review)

## **5 Quality and Other Indicators**

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- *Please describe the appropriateness of the collective faculty expertise to contribute substantively to the proposed program; what areas of faculty strength and expertise, innovation, and scholarly record will contribute to the quality of the program and student experience*

- *Please explain how the program structure and faculty research will ensure the intellectual quality of the student experience*

Collectively, the faculty members involved in the DPP program have active research programs and teaching interests that will facilitate the critical learning about issues in public policy that is needed by undergraduates as they prepare to enter the workforce. The members of the Political Science program have experience in interdisciplinary research and/or teaching in public policy, including racism, gender, immigration and refugee policy, labour, anti-poverty, education policy, science and technology, sustainability, international development, international political economy, financial and monetary policy, and mental health. Similarly, the members of the Legal Studies program have teaching and research foci related to ethics, Indigenous rights and treaties, health care (e.g., midwifery and reproductive technologies), feminist legal theory, institutional violence, intellectual property, cyber crime and risk, education law, end-of-life decisions, informed consent, and international law. The range of expertise ensures that students will have the opportunity to learn from scholars committed to teaching and research that is informed by social justice perspectives.

The program is structured to build knowledge from introductory information about how policy is designed (Fundamentals of Policy Theory) and the role of well-designed policy in an effective democracy (Introduction to Democracy in Theory & Practice). Subsequent courses progressively introduce specialized topics such as: Technology, Politics & Social Theory; the Politics of Housing; Urban Communities; Poverty and Public Policy; and, Health Policy.

The scholarly and teaching record of the faculty members involved in this program are well-situated to provide a rigorous and high quality learning experience for students looking to expand their knowledge about public policy.

## **APPENDICES**

*Please include at minimum the below. Additional Appendices may be added, as appropriate.*

- A. Calendar Copy with Program Maps (Accreditation tables if available)
- B. List of Program Courses, New Course Proposals, Required Course Changes, Course Syllabi for Existing Courses
- C. Detailed Listing of Faculty Committed to the Program
- D. Library Report

## **A. Calendar Copy with Program Maps (Accreditation tables if available)**

### Diploma in Public Policy

#### **General information**

The Diploma in Public Policy (DPP) is an undergraduate diploma offered by the Faculty of Social Science and Humanities (Political Science program). The program consists of 24 credit hours. This program may be taken on a part-time or full-time basis. Taken full-time, the program can be completed in two semesters. The program is open to students who are currently enrolled in or who have completed an undergraduate degree in any discipline.

#### **Admission requirements**

Admission is limited to students who are currently enrolled in an undergraduate program at Ontario Tech University or who have completed an undergraduate program in any discipline from an accredited university. Students who have completed an Ontario College diploma with a minimum 80% average may be considered. Admission is competitive. The specific average or standing required for admission varies from year to year. Students are selected by taking into consideration a wide range of criteria including school marks, distribution of subjects taken, and performance in subjects relevant to the academic program. Possession of the minimum requirements does not guarantee acceptance. Preference will be given to applicants with the best qualifications.

#### **Practicum**

With permission of the instructor and minimum GPA, a limited number of fourth-year students are granted an opportunity to participate in a learning experience with a community organization. The Practicum course consists of 100 hours of fieldwork, in-class seminars, a set of academic assignments and a major research paper and poster. As part of the pre-practicum process, students will be required to acquire a Vulnerable Sector check. For additional information, please refer to the course description for [SSCI 4098U](#).

### **Diploma Requirements**

The Diploma in Public Policy requires the completion of 24 credit hours, as outlined in the program map below. Each year prior to course registration, the order and timing of course offerings will be released by the university and communicated to students.

**\*NOTE: Not all elective courses are offered every year.**

#### Required

(24 Credit Hours – Courses to be taken in the order they are scheduled.)

POSC 1200U Introduction to Democracy in Theory & Practice

POSC 2200U Fundamentals of Policy Theory

Choose at least 2 courses (6 credit hours) of Group A

Choose at least 2 courses (6 credit hours) of Group B

The remaining 2 courses (6 credit hours) may be selected from either Group A or B

GROUP A (Choose at least 2)

GROUP B (Choose at least 2)

LGLS 1000U Foundations of Legal Studies  
**(NOTE: Choose this course if you plan to take other LGLS courses.)**

POSC 2502U Community Development Policy

POSC 2000U Canadian Politics

POSC 2100U Global Politics

LGLS 2120U International Law

LGLS 2420U Canadian Human Rights Law

SSCI 2900U Research Methods **(NOTE: Choose this course if you plan to do either POSC 4005U or POSC 4104U)**

POSC 3000U Policy, Democracy and Governance

POSC 3300U Building Sustainable Communities

POSC 3301U Eco-Justice

POSC 3302U Environment and Globalization

LGLS 3430U International Human Rights

LGLS 3520U Law and Technology

POSC 4010U Policy Development

POSC 3100U Political Economy of Global Development

POSC 3101U Inequality and Development

POSC 3201U Rural Communities

POSC 3203U Urban Development

POSC 3303U Policies for Sustainability

POSC 3501U Poverty and Public Policy

POSC 3600U Politics of Education in Canada

POSC 3601U Politics of Health

POSC 3603U Politics of Housing

POSC 3700U Technology, Politics and Social Theory

POSC 3751U Media, War & Conflict

POSC 3800U Principles of Economics and Political Economy

LGLS 3310U Indigenous Peoples, Law and the Canadian State

LGLS 3530U Intellectual Property

POSC 4000U International Politics & Policy

POSC 4005U Independent Study **(NOTE: minimum GPA and approval of instructor required. Topic must be on a policy-related issue.)**

POSC 4104U Political Science Directed Research **(NOTE: minimum GPA and approval of instructor required. Topic must be on a policy-related issue.)**

LGLS 4070U Public Governance through Law

LGLS 4040U Law and the Environment

SSCI 4098U Practicum **(NOTE: minimum GPA and approval of instructor required.)**

### **ALTERNATE PROGRAM MAP**

Students concurrently enrolled in the Honours BA in Political Science and who have taken the Political Science courses listed above as part of their degree program, must follow the alternative path listed below:

### **REQUIRED**

LGLS 1000U Foundations of Legal Studies

LGLS 2200U Legal Theory

3 other LGLS courses

### **Two of:**

LGLS 4070U Public Governance through Law OR

POSC 4005U Independent Study (**NOTE:** minimum GPA and approval of instructor required.  
Topic must be on a policy-related issue.) OR

POSC 4104U Political Science Directed Research (**NOTE:** minimum GPA and approval of  
instructor required. Topic must be on a policy-related issue.) OR

SSCI 4098U Practicum (**NOTE:** minimum GPA and approval of instructor required. Topic must be  
on a policy-related issue.) OR

SSCI 4101U – Honours Thesis I and SSCI 4102U – Honours Thesis II (**NOTE:** minimum GPA and  
approval of instructor required. Topic must be on a policy-related issue.)

Appendix B: Syllabi

All courses are existing (see list in Appendix A). No new courses are needed.



FACULTY OF SOCIAL SCIENCE AND HUMANITIES

## Foundations of Legal Studies

LGLS 1000U

### 1. Course Details & Important Dates

Location	CRN #	First Start	Last Class	Time	Final Exam Period
DTR100 <b>REGENT THEATRE</b>	74296-7	<b>Monday</b> September 9	Monday December 2	<b>11h10 am to 1pm</b>	December 6 to 15

See your schedule (end of this document) for the time and location of your tutorials on **Wednesday November 6<sup>th</sup>** and **Wednesday November 20<sup>th</sup>**.

During the other Wednesday tutorial timeslots, there will be no in-person meeting; instead, you are responsible for the film/program viewing assigned each week.

For other important dates go to: [www.uoit.ca](http://www.uoit.ca) >Current Students >Important Dates.

### 2. Instructor Contact Information

Instructor Name	Office	Phone	Email
Professor Thomas McMorrow	513 DTB	(905) 721-8668 Ext. 5877	<a href="mailto:Thomas.mcmorrow@uoit.ca">Thomas.mcmorrow@uoit.ca</a>
<b>Office Hours:</b> Monday 1pm to 2pm			

### 3. Course Description

The course provides students with knowledge of the basics of the Canadian legal system (structure of government, court system, and the principles, sources, and types of law) as well as critical perspectives on law and its role in society. We examine the creation and functioning of the law and its relationship with society through the lens of core themes such as: breaking the law, applying the law, making the law, resisting the law, defining the law and studying the law.

### 4. Learning Outcomes

Through successful completion in this course, you will be able to:



- describe the institutional structures and processes of the government and court system in Canada
- identify and explain a range of principles, sources, and types of law
- examine critical perspectives on law and its roles in society
- critically evaluate examples of judicial reasoning
- identify, explain and debate the rationales behind existing legislation, as well as law reform proposals
- distinguish examples of people making, interpreting, applying, resisting, breaking, defining, studying, and teaching the law, while discussing the wider context in which such activities take place

## 5. Course Design

- I give lectures, use online polls, and facilitate class discussions
- I use Power Point slides in my lectures but I employ them as a teaching aid; the slides do not contain all of the material you are expected to learn
- I expect you to attend every class punctually, and in full; to have completed the assigned readings/ viewings prior to class; and to be ready to ask questions and engage in discussion.

## 6. Required Texts/Readings

The required textbook is: **Sasha Baglay, *Introduction to the Canadian Legal System* (Toronto: Pearson, 2016)**. Additional **required readings** are identified below (*12. Outline of Topics, Required Reading and Viewing*). Optional, supplementary readings will be posted also on Blackboard. A *Learning Objectives and Reading Guide* document will be posted on Blackboard each week.

## 7. Evaluation Method

- **15% Test** 11:00 am September 30 2019

This quiz will take place in class. You will have thirty minutes to complete the test. You will require a pencil and may not use any notes. It is multiple choice and will be completed on scantron.

- **35% Mid-term Exam** 11:00 am October 21 2019

The mid-term exam will be held in our usual classroom (Regent Theatre). It is worth 35% of the course grade. It will consist of true-false/multiple choice/fill-in-the-blank/ short-answer questions, based on the material covered in the course to this point (Classes 1 to 5, inclusive).

- **5 % Tutorial # 1 Attendance/Assessment** Wednesday November 6th 2019

You must complete the assessment at the end of the tutorial, which you are only eligible to do if you have attended your tutorial in full at the scheduled time.

- **5% Tutorial # 2 Attendance/Assessment** Wednesday November 20<sup>th</sup> 2019

You must complete the assessment at the end of the tutorial, which you are only eligible to do if you have attended your tutorial in full at the scheduled time.

- **40% Final Exam** Date & location to be announced

Final examinations are held during the final examination period at the end of the semester (**December 6 to 15**) and may take place in a different room and on a different day from the regularly scheduled class. Check the published Examination Schedule for a complete list of days and times.

You are advised to obtain your Student ID Card well in advance of the examination period, as you will not be able to write your examinations without it. If you are unable to write a final examination when scheduled due to a religious obligations, you must make arrangements to write a deferred examination. You are required to submit a Request for Accommodation for Religious Obligations to Academic Advising as soon as possible and no later than three week prior to the first day of the final examination period. You may find further information on final examinations in Section 5.24 of the Academic Calendar.

*Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found in Section 5 of the UOIT Academic Calendar.*

## **8. Teaching Assistants**

If you are in section 1 of the course, your Teaching Assistant is Angelina (Mackenzie) Naccarato and Section 2, Allison O'Donnell. They will be assisting me with the course grading, as well as consulting with me on course design and development. You are welcome to arrange meetings with your TA, by email. For course content related questions, you are welcome to visit my office hours following class in room DTB 513.

## **9. Accessibility**

Students with disabilities may request to be considered for formal academic accommodation in accordance with the Ontario Human Rights Code. Students seeking accommodation must make their requests through the disability services department in a timely manner, and provide relevant and recent documentation to verify the effect of their disability and to allow the University to determine appropriate accommodations.

Accommodation decisions will be made in accordance with the Ontario Human Rights Code. Accommodations will be consistent with and supportive of the essential requirements of courses and programs, and provided in a way that respects the dignity of students with disabilities and encourages integration and equality of opportunity. Reasonable academic accommodation may require instructors to exercise creativity and flexibility in responding to the needs of students with disabilities while maintaining academic integrity.

## 10. Academic Integrity

Students and faculty at UOIT share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with UOIT's regulations on Academic Conduct (Section 5.15 of the Academic Calendar) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, and other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a written reprimand to permanent expulsion from the university. A lack of familiarity with UOIT's regulations on academic conduct does not constitute a defense against its application. Further information about academic misconduct can be found in the Academic Integrity link on your laptop.

## 11. Official Course Evaluations

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of UOIT's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. You are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News and signage around the campus.

## 12. Outline of Topics, Required Reading and Viewing

\*In lieu of the 1 hour in-person tutorial session (taking place Weeks 8 and 10), you are to watch the assigned viewing. The assigned viewing for Week 1 runs the longest (just under 90 minutes), while the assigned viewing for Week 11 is the shortest, running less than 3 minutes. Otherwise, less than an hour is the average run-time.

\*\* You must complete the required readings and watching the assigned viewing when indicated, in preparation for class.

<b>Week 1</b>	<b>Introduction: Systems, Sources and Concepts of Law</b>  *Baglay, "Chapter 1: What is Law?" & "Chapter 2: Systems and Sources of Law" [1-38]	<b>September 9</b>
*Required viewing	<i>Action: The October Crisis of 1970</i> (1973) NFB <a href="https://www.nfb.ca/film/action_the_october_crisis_of_1970/">https://www.nfb.ca/film/action_the_october_crisis_of_1970/</a>	

for next class		
<b>Week 2</b>	<b>Canada's Constitution and the Structure of Government</b> *Baglay, "Chapter 3: Structure of Canadian Government" [42-67] * <i>Report of the Royal Commission on Aboriginal Peoples: Looking Forward Looking Back, Vol 1</i> [36-40] *Eric Adams, "The Constitutionality of Prorogation" 18:1 (2009) Constitutional Forum Constitutionnel 17-20	<b>September 16</b>
*Required viewing for next class	<i>Dancing Around the Table</i> (1987) NFB <a href="https://www.nfb.ca/film/dancing_around_the_table_1/">https://www.nfb.ca/film/dancing_around_the_table_1/</a>	September 18
<b>Week 3</b>	<b>Interpreting the Canadian Constitution</b> * <i>Edwards v. A.G. of Canada (The Person's Case)</i> [1930] A.C. 124, 1929 UKPC 86 (extracts) *Baglay, "Chapter 6: The Constitution and the Charter of Rights and Freedoms" [121-151]	<b>September 23</b>
*Required viewing for next class	<i>Journey to Justice</i> (2000) NFB <a href="https://www.nfb.ca/film/journey_to_justice/">https://www.nfb.ca/film/journey_to_justice/</a>	
<b>Week 4</b>	<b>Courts, Administrative Agencies and the Rule of Law</b> * <i>Baker v Canada (Minister of Citizenship and Immigration)</i> , [1999] 2 SCR 817 (headnote) *Baglay, "Chapter 4: Canada's Courts" [72-96] *Baglay, "Administrative Law" [155-177]	<b>September 30</b> *Test
*Required viewing for next class	<i>The Secret Path</i> (2016) CBC <a href="https://www.youtube.com/watch?v=yGd764YU9yc">https://www.youtube.com/watch?v=yGd764YU9yc</a> 3:20-46:00	
<b>Week 5</b>	<b>Criminal law</b> *John Stuart Mill, <i>On Liberty</i> (Toronto: Penguins, 1974) [141-151] *Baglay, "Chapter 8: Criminal Law" [179-198]	<b>October 7</b>
*Required viewing for next class	<i>This Ruling Changes Everything: The Story of Carter v Canada</i> (2015) BCCLA <a href="https://www.youtube.com/watch?v=HBOtHDsncEU">https://www.youtube.com/watch?v=HBOtHDsncEU</a> <i>Catherine Frazee presentation to Members of Parliament</i> (2014) EPC <a href="https://www.youtube.com/watch?v=uwOUGoz9ghY">https://www.youtube.com/watch?v=uwOUGoz9ghY</a>	

Reading Week	<b>THANKSGIVING/ READING WEEK NO CLASS</b>	<b>October 14</b>
Week 6	<b>MID-TERM EXAM</b>	<b>October 21</b>
Week 7	<b>Torts, Liability and Seeking the Right Legal Recourse for Redressing Wrongs</b>  *Malette v. Shulman (Ont. C.A.) [1990] 72 O.R. (2d) 417 *Baglay “Chapter 10 Tort Law” [226-249]	<b>October 28</b>
*Required viewing for next class	*OxyContin – Time Bomb (2014) CBC <a href="https://www.youtube.com/watch?v=iNOHAJs9dBY">https://www.youtube.com/watch?v=iNOHAJs9dBY</a> *BC Sues Big Pharma for Opioid Crisis (2018) CBC <a href="https://www.youtube.com/watch?v=hk9iDhZzTdo">https://www.youtube.com/watch?v=hk9iDhZzTdo</a>	
Week 8	<b>Contracting Out of Human Rights Protections? The Intersection of Human Rights, Employment Law and Contracts</b>  *Baglay, “Chapter 12 Human Rights in Canada” [292-299] *Baglay, “Chapter 9 Contract Law” [203-208, 217-223] *Moira Welsh, “Sheltered Workshops a blessing for developmentally challenged or slave labour?” The Star (2 Nov 2015) *Ontario Human Rights Code RSO 1990, c. 19 *Garrie v. Janus Joan Inc. 2014 HRTO 272 [abridged]	<b>November 4</b>
	<b>Tutorial # 1 Sheltered Workshops</b>	<b>November 6</b>
Week 9	<b>Family Law &amp; Alternative Dispute Resolution: Finding the Forum to Fit the Fuss?</b>  *Baglay, “Chapter 11 Family Law” *Baglay, “Alternative Dispute Resolution” [extract available on Blackboard]	<b>November 11</b>
*Required viewing	Westray (2001) NFB <a href="https://www.nfb.ca/film/westray/">https://www.nfb.ca/film/westray/</a>	
Week 10	<b>Law’s Roles in Man-made Disasters?</b>  *Eric Tucker, “The Road from Westray: A Predictable Path to Disaster?” (1998) 28:1 Acadiensis: Journal of the History of the Atlantic Region 132 *Mr. K. Justice Peter Richard, <i>Westray Mine Public Inquiry: Summary</i> (1997) *Roderick A Macdonald, Sometimes It’s Better Just to Fix the Dock” in <i>Lessons of Everyday Law</i> [55-58]	<b>November 18</b>

	<b>Tutorial # 2 Westray Mine Disaster</b>	<b>November 20</b>
<b>Week 11</b>	<b>Law &amp; Economic Inequality</b> <i>*William Little et al, “Chapter 9: Social Stratification in Canada” in Introduction to Sociology - 1st Canadian Edition (2013) [267-283]</i> <i>*Morley Callaghan, A Cap for Steve (1952)</i> <i>*Louise Arbour, “Freedom From Want’ – From Charity to Entitlement” (Quebec City: LaFontaineBaldwin Lecture, 2005) [1-8]</i>	<b>November 25</b>
*Required viewing for next class	<i>Franz Kafka’s Before the Law (Orson Welles’ 1962 Adaptation)</i> <a href="https://www.youtube.com/watch?v=pqPeI7-eVgc">https://www.youtube.com/watch?v=pqPeI7-eVgc</a>	
<b>Week 12</b>	<b>Theoretical Perspectives Course in Review</b> <i>*Macdonald, “Can We Go to a Garage Sale This Weekend?” in Lessons of Everyday Law [125-129]</i> <i>*Baglay, “Chapter 5: Theoretical Perspectives”</i> <i>*Macdonald, “Law Day and Chocolate Bunnies” in Lessons of Everyday Law [19-22]</i>	<b>December 2</b>
<b>FINAL EXAM Time &amp; location to be confirmed</b>		

### 13. Tutorial Schedule

Your two tutorials take place in November. Attendance at your assigned tutorial is mandatory. Your tutorials count for 10% of your overall grade.

Subject	Course	Section Title	Sec	CRN	Max	Act	Sch	Day	BTime	ETime	Room
LGLS	1000U	Foundations of Legal Studies	001	44694	174	178	LEC	M	1110	1300	DTR100
LGLS	1000U	Foundations of Legal Studies	014	44695	174	177	LEC	M	1110	1300	DTR100
LGLS	1000U	Foundations of Legal Studies	002	44674	29	32	TUT	W	1710	1800	DTA216
LGLS	1000U	Foundations of Legal Studies	003	44675	29	31	TUT	W	1810	1900	DTA216
LGLS	1000U	Foundations of Legal Studies	004	44676	29	29	TUT	W	1910	2000	DTA216
LGLS	1000U	Foundations of Legal Studies	005	44677	29	30	TUT	W	1710	1800	DTA217
LGLS	1000U	Foundations of Legal Studies	006	44678	29	29	TUT	W	1810	1900	DTA217
LGLS	1000U	Foundations of Legal Studies	007	44679	29	30	TUT	W	1910	2000	DTA217
LGLS	1000U	Foundations of Legal Studies	008	44680	29	30	TUT	W	1710	1800	DTA214
LGLS	1000U	Foundations of Legal Studies	009	44681	29	30	TUT	W	1810	1900	DTA214
LGLS	1000U	Foundations of Legal Studies	010	44684	29	27	TUT	W	1910	2000	DTA214
LGLS	1000U	Foundations of Legal Studies	011	44685	29	30	TUT	W	1710	1800	DTA212
LGLS	1000U	Foundations of Legal Studies	012	44686	29	28	TUT	W	1810	1900	DTA212
LGLS	1000U	Foundations of Legal Studies	013	44687	29	29	TUT	W	1910	2000	DTA212





## Faculty of Social Science & Humanities

### LGLS 2120 “International Law”

#### Course outline for Winter 2018

#### **COURSE DETAILS & IMPORTANT DATES**

Location: DTA 218, 61 Charles  
Time: Mondays 11:10 am - 2:00 pm  
First class: January 7<sup>th</sup>, 2019  
Last class: April 1<sup>st</sup>, 2019

#### **INSTRUCTOR CONTACT INFORMATION**

Instructor: Irma Spahiu, PhD  
Office location: DTB 513 (55 Bond Street E., 5<sup>th</sup> Floor)  
Office hours: Mondays 10:00am – 11:00am (available by appointment)  
Email: [irma.spahiu@uoit.ca](mailto:irma.spahiu@uoit.ca) (I will respond to e-mails within 2 business days)

#### **I. COURSE DESCRIPTION**

International Law, unlike many conventional national laws which are confined in certain areas, has no defined area or governing body. Instead, it refers to the many and varied laws, rules and customs which govern, impact and deal with the legal interactions between different nations, their governments, businesses and organizations, to include their rights and responsibilities in these dealings.

The immense body that makes up international law encompasses a piecemeal collection of international customs, agreements, treaties, accords, charters, protocols, tribunals and more. Without a unique governing, enforcing entity, international law is a largely voluntary endeavor, wherein the power of enforcement only exists when the parties consent to adhere to and abide by an agreement. Although there is no definitive governing body overseeing international law, the United Nations is the most widely recognized and influential international organization and the International Court of Justice (ICJ) is its judicial counterpart. Without a centralized global



government and a court system “the international laws” are more like guidelines. Indeed, countries are only bound by international laws when they agree to it. On one hand, a nation may join in a treaty under one regime, then withdraw from that same treaty a few years later when a new administration comes to power. Nations may join international organizations, like the United Nations, the European Union, or NATO, and agree to follow all of organizations’ rules, but when those rules become inconvenient simply ignore them. On the other hand, countries are sometimes held to account for rules arising under treaties or agreements to which they were not a party, particularly in matters relating to human rights, war crimes, and disputes over territory. Unfortunately, the ability to be bound or to bind other countries to international laws is often directly proportional to the nation's military strength. Modern history is rich with such examples.

This course introduces students to the foundations of international law, its sources, its rationale and challenges, to its effectiveness and implementation. Areas of international law that this course will be focused on include the conduct of war, trade, and diplomacy, as well as the protection of human rights and the environment. The course emphasizes the importance of international law and the role it plays in the ordering of international affairs.

## **II. COURSE MATERIALS**

Required text: Ademola Abass. 2014. *Complete International Law: Texts, Cases and Materials*. 2nd edition. Oxford University Press.

**Other assigned readings throughout the course will be posted on Blackboard.**

Recommended readings: See Section VI of the course outline or articles/other materials posted weekly on Blackboard.

## **III. COURSE METHODOLOGY AND LEARNING OBJECTIVES**

The Course will have an interactive approach and requires continuous engagement from students that does not stop at the end of the lecture. Students will be required to follow real-time developments in the world and be able to make a connection between the events and the content of the course. They will also be encouraged to explain those developments by applying the knowledge acquired in readings, lectures, and seminars. In addition, students will be required to truly engage with the readings and provide a one page reflection for their chosen weeks by critically analyzing the reading’s content, the relation with other readings and their application with the real time developments that they will be closely following. By the end of the course students should have a good understanding of what is International Law, what are its sources, its subjects and its principles. Students should be able to identify the institutions of international law, their mandate and powers, as well as their limitations. Moreover, students should have a clear idea of the applications of international law and its implications in building and maintaining international relations and arranging the world affairs.

#### IV. GRADING

**The final grade for this course will be divided into six components:**

- Attendance and participation	10%	ongoing (not counting week 1&12)
- Research paper proposal	10%	due on January 28
- Midterm	20%	1.5 hours (Feb 25 at 11:10am)
- Critical analysis	15%	ongoing (starting on week 4)
- Presentations	15%	ongoing (starting on week 4)
- Research paper	30 %	due on April 1 <sup>st</sup>

- **Attendance and participation**

You are expected to come to every class and contribute to class discussions. This counts for 10% of the final grade (1% for each class for attendance and participation [equal distribution 0.5+0.5]). Note that just attending the class will not give you full grade, but only half of it.

- **Critical analysis**

This assignment is a group work - you will work in groups of three students. Students should choose a story from the media (newspapers, YouTube, blogs, etc) that relates to one of the topics of the course (between weeks 4-11), and write a critical analysis (1000-1200 words). You will upload the link to the story on Blackboard a week in advance. You will have to deliver two assignments in relation to the story:

- 1- A written critical analysis (Only one student should submit, but all three names should be written in the cover)
- 2- A group presentation (15 minutes) in relation to the news story

The written critical analysis should include the following elements:

- A short summary of the story
- Why it is related to the topic of your choice
- An analysis of the issues you raise for supporting/criticizing the main argument(s) of the story based on the required and recommended readings for that topic.

**By week 2 (January 14) I need the names in each group and the chosen topic of your analysis). A full schedule will be finalized on week 3 (January 21). No changes will be made after this date. Presentations will start on Week 4 (January 28) and will continue until week 11 (March 25). I anticipate 2 presentations each week.**

Further instructions/rubrics will be provided to you on week 2.

- **Research Proposal and Paper**

The major writing assignment for this course is a 2500-word research paper.

A list of essay topics will be given to you (posted on Blackboard) on the second week of the class (January 14) together with a rubric for the proposal.

Before submitting the paper you will be required to submit a proposal between 500-800 words. In the proposal you should include:

- A title that describes your research
- An outline of the research containing
  - An introduction and description of the topic
  - An overview of the relevant literature consulted for this research
  - A tentative thesis statement and how you are going to argue about it
- A bibliography of at least 5 (five) academic sources you are going to use in addition to other non-academic sources.

The paper should critically analyze the issue and not merely describe it. It should be properly formatted and referenced, using the McGill Guide. More information on writing the paper will be given to you prior to the due date.

**ALL WRITTEN ASSIGNMENTS FOR THIS COURSE SHOULD BE SUBMITTED ON BLACKBOARD BY 8AM ON THEIR DUE DATE.**

V. **POLICIES AT UOIT**

- **Policy on absences**

Please notify me ahead if you have to miss a class and provide reasons for your absence. Keep in mind that your attendance and participation counts for 12% of your grade and, as such, any unjustified absence will influence your final grade. You will receive a zero for any class missed unless you have my approval and/or provide proof of medical or familial emergency (a doctor's note or death certificate).

- **Late penalties for assignments**

If you are unable to submit your assignments on time without proper justification you will be considered late and your assignments will be penalized 3% per day, including weekends. Please come and talk to me in advance if you are having problems with meeting the deadlines for assignments. No excuse will be considered if explanation is provided after the due date.

- **Academic Integrity**

Please keep in mind the importance of academic integrity and the seriousness of academic dishonesty, including plagiarism. The UOIT Code of Behavior on Academic Matters outlines the behaviors that constitute academic dishonesty and the processes for addressing academic offenses. See for more information:

[www.uoit.ca/EN/academicintegritystudent](http://www.uoit.ca/EN/academicintegritystudent)

- **Accessibility**

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. Students who require assistance because of a disability should inform me and contact Accessibility Services as early as possible.

- **Use of electronic devices**

Unauthorized use of video or audio recording in classroom is prohibited for reasons of privacy and protection of copyrights. Persons requiring accommodation due to disability are asked to confidentially notify the instructor in advance of class.

Use of cellphones is not allowed during class (with few minor exceptions for emergency situations).

- **Email policy**

Please use the UOIT email accounts for all course related correspondence and put the course code (LGLS 2120) in the subject line of your messages. Please do not submit course assignments via email (unless you have my permission to do so); all assignments should be submitted in class or Blackboard on their due date according to instructions. Announcements such as a class cancellation due to illness, or an unanticipated change in the readings schedule etc... will be posted on the Blackboard course website.

It is advised that you check the course website on Blackboard prior to each class and on a regular basis in order to receive any pertinent information in a timely manner.

**VI. OUTLINE OF COURSE TOPICS**

	Weeks	Topics
1	January 7	Course introduction, History and Foundations of International Law
2	January 14	Nature and Sources of International Law ➤ <b>NAMES OF THE STUDENTS IN EACH GROUP AND CHOSEN TOPIC/WEEK SHOULD BE HANDED TO ME</b> ➤ <b>ESSAY TOPICS WILL BE POSTED ON BLACKBOARD</b>
3	January 21	Subjects of the International Law - Individuals and states. ➤ <b>FULL SCHEDULE OF PRESENTATIONS/ANALYSIS WILL BE FINALIZED THIS WEEK</b>

4	January 28	International Organizations. The UN and EU. ➤ <b>RESEARCH PAPER PROPOSAL IS DUE BY 8AM</b> ➤ <b>FIRST WEEK OF PRESENTATIONS</b>
5	February 4	The use of force in international conflicts.
6	February 11	International responsibility. State responsibility and Responsibility to protect.
7	February 25	Resolving breaches of international obligations. Peaceful dispute settlement. International Court of Justice. ➤ <b>MIDTERM AT 11:10 AM – 12:25PM</b>
8	March 4	International Criminal Law and International Criminal Court
9	March 11	International Human Rights protection
10	March 18	International Economic Law (trade, finance)
11	March 25	International Environment Law ➤ <b>LAST WEEK OF PRESENTATIONS</b>
12	April 1	Revision. International Law in a nutshell. The Future of International Law ➤ <b>RESEARCH PAPER IS DUE BY 8AM</b>

### 1. January 7 – Course introduction, History and Foundations of International Law

**Required** – Abass, Chapter 1 (History and Meaning of International Law, pg 2-11)

Fitzmaurice, G., ‘The Foundations of the Authority of International Law and Problem of Enforcement’, (1956) 19 Modern Law Review 1.

**Recommended** – Malcolm D Evans, *International Law*, 4<sup>th</sup> ed., Oxford University Press, 2014 (Chapter 1: A short history of international law, Stephen C Neff, pg 3-29)

Malcolm D Evans, *International Law*, 4<sup>th</sup> ed., Oxford University Press, 2014 (Chapter 2: What is International Law for? Martii Koskenniemi, pg 29-53)

Rafael Domingo, *The New Global Law*, New York: Cambridge University Press, 2010 (Part I- From Ius Gentium to International Law, pg 3-50)

Buyers, M., ‘The Shifting foundations of International Law’ (2002) European Journal of International Law 13(1) 21-41.

### 2. January 14 – Nature and Sources of International Law

**Required** – Abass, Chapter 1 (pg 11-24) and Chapter 2.

**Recommended** – Martin Dixon, *Textbook on International Law*, 7<sup>th</sup> ed., Oxford: Oxford University Press, 2013 (Chapter 1 “The nature of International Law and the international system”, pg 1-24; Chapter 3: Law of Treaties, pg 56-87)

Chantel Delsol, *Unjust Justice: Against the Tyranny of International Law*, Wilmington: ISI Books, 2004 (Chapter 6: Law and Recognition: A Presupposed but Nonexistent Moral Consensus, pg 49-57)

Simpson, G. (ed.) *The nature of International Law* (Dartmouth, 2001)

Koh, H.H., ‘Why do nations obey international law? Review Essay’ (1997) *The Yale Law Journals* 106, 2599-2659

Malcolm D Evans, *International Law*, 4<sup>th</sup> ed., Oxford University Press, 2014 (Chapter 4: Sources of International Law, Hugh Thirlway, pg 91-118; Chapter 5: Soft-law in international law-making, Alan Boyle (pg 118-137)

Charney, J., ‘Universal International Law’, (1993) 87 *American Journal of International Law* 529.

Mark Westin Janis, *International Law* (5<sup>th</sup> ed.) New York Aspen Publishers, 2008 (Chapter 2 “Treaties” pg 9-41)

J. Klabbers, *The concept of Treaty in International Law*, Martinus Nijhoff Publishers, 1996 (pg 165-217)

### **3. January 21 – Subjects of the International Law - Individuals and states.**

**Required** – Abass, Chapters 4 and 7.

**Recommended** – Malcolm D Evans, *International Law*, 4<sup>th</sup> ed., Oxford University Press, 2014 (Chapter 8: Statehood, self-determination and recognition, Matthew Craven, pg 201-241; Chapter 10: The individual and the International Legal System, Robert McCorquodale, pg 280-300)

Parlett, K (2011), *The individual in the International Legal System* (Cambridge: Cambridge University Press).

Any Bradford and Eric Posner, ‘Universal Exceptionalism in International law’ (2011) 52 *Harvard International Law Journal* 1.

Mark Westin Janis, *International Law* (5<sup>th</sup> ed.) New York Aspen Publishers, 2008 (Chapter 8: “Individuals and International Law” pg 247-261)

Hillgruber, C., ‘The admission of new states to the International community’ (1998) 9 *European Journal of International Law* 491.

Warbrick, C., ‘Kosovo: The Declaration of Independence’, (2008) 57 *ICLQ* 675.

#### **4. January 28 – International Organizations. The UN and EU.**

**NOTE: RESEARCH PAPER PROPOSAL ARE DUE TODAY AT 8AM**

**PRESENTATIONS START TODAY**

**Required** – Abass, Chapter 5

Wessel, R., ‘International Legal Status of the European Union’ (1997) 2 European Foreign Affairs Review 109.

**Recommended** – Malcolm D Evans, *International Law*, 4<sup>th</sup> ed., Oxford University Press, 2014 (Chapter 9: International Organizations, Dapo Akande, pg 248-276)

Mark Westin Janis, *International Law* (5<sup>th</sup> ed.) New York Aspen Publishers, 2008 (Chapter 7: “International Organizations and Regimes” pg 205-221)

#### **5. February 4 - The use of force in international conflicts.**

**Required** – Abass, Chapter 10.

**Recommended** – Malcolm D Evans, *International Law*, 4<sup>th</sup> ed., Oxford University Press, 2014 Chapter 21: The use of force and the international legal order, Christine Gray, pg 618-646; Chapter 25: International Criminal Law, Robert Cryer, pg 752-778)

Martin Dixon, *Textbook on International Law*, 7<sup>th</sup> ed., Oxford: Oxford University Press, 2013 (Chapter 11: The use of force, pg 321-350)

Rostow, N., ‘International Law and the use of force: A plea for realism’, (2009) 34 Yale Journal of International Law 549.

Tams, C., ‘The use of force against terrorists’, 20 European Journal of International Law 359.

Gray, C., ‘From unity to polarization: International law and the use of force against Iraq’ (2002) European Journal of International Law 13(1), 1-19.

#### **6. February 11 - International responsibility. State responsibility and Responsibility to protect.**

**Required** – Abass, Chapters 12 and 13.

**Recommended** – Malcolm D Evans, *International Law*, 4<sup>th</sup> ed., Oxford University Press, 2014 (Chapter 15: The character and forms of international responsibility, James Crawford and Simon Olleson, pg 443-475; Chapter 17: The Responsibility to protect, Spenser Zifzak, pg 509-530)

Martin Dixon, *Textbook on International Law*, 7<sup>th</sup> ed., Oxford: Oxford University Press, 2013 (Chapter 9: State responsibility, pg 252-256)

Koskenniemi, M., (2001), 'Solidarity Measures: State responsibility as a New International Order', 72 *British Yearbook of International Law* 337.

Abass, A., 'Consent precluding state responsibility: A critical analysis', (2004) 52 *International and Comparative Law Quarterly* 211.

Allot, P., 'State responsibility and the unmaking of international law', (1988) 29 *Harvard International Law Journal* 1.

Stahn, C., 'Responsibility to protect', (2007) 101 *American Journal of International Law* 99.

Robinson, D., 'Crimes against humanity' (1999) 93 *American Journal of International Law* 57.

## **February 18, Family Day, No class**

**Study break (February 19- 22)**

### **7. February 25 - Resolving breaches of international obligations. Peaceful dispute settlement. International Court of Justice.**

**NOTE: MIDTERM IS TODAY AT 11:10AM IN CLASS**

**Required** – Abass, Chapters 14 and 15.

**Recommended** – Malcolm D Evans, *International Law*, 4<sup>th</sup> ed., Oxford University Press, 2014 (Chapter 19: The means of dispute settlement, John Merills, pg 563-584; Chapter 20: The International Court of Justice, Hugh Thirlway, pg 589-613)

Rafael Domingo, *The New Global Law*, New York: Cambridge University Press, 2010 (Chapter 7: Legal principles of Global Law, pg 154-194)

Martin Dixon, *Textbook on International Law*, 7<sup>th</sup> ed., Oxford: Oxford University Press, 2013 (Chapter 10: The peaceful settlement of disputes, pg 286-381)

### **8. March 4 – International Criminal Law and International Criminal Court**

**Required** – Abass, Chapter 16.

**Recommended:** Malcolm D Evans, *International Law*, 4<sup>th</sup> ed., Oxford University Press, 2014 (Chapter 25: International Criminal Law, Robert Cryer, pg 752-778)

Cryer, R., 'International Criminal Law vs state sovereignty: Another round?' (2005) *European Journal of International Law* 16, 979-1000.



Rubin, A.P., 'Legal Response to terror: An International Criminal Court' (2002) Harvard International Law Journal 43(1), 65-70

## **9. March 11 – International Human Rights protection**

**Required** – Abass, Chapter 19.

Rhonda L. Callaway and Julie Harrelson-Stephens, 'Are Human rights universal?' In Rhonda L. Callaway and Julie Harrelson-Stephens eds. *Exploring International Human Rights: Essential Readings*, London: Lynne Rienner Publishers, 2007 (pg 109-132)

**Recommended** – Malcolm D Evans, *International Law*, 4<sup>th</sup> ed., Oxford University Press, 2014 (Chapter 26: International Human Rights Law, Sir Nigel Rodley, pg 783-216)

Martin Dixon, *Textbook on International Law*, 7<sup>th</sup> ed., Oxford: Oxford University Press, 2013 (Chapter 12: Human Rights, pg 355-371)

An Na-I'm, A., 'Human rights in the Muslim world: Socio-political conditions and scriptural imperatives' (1990) 3 Harvard Human Rights Journal 13.

Perry, Robin, 'Balancing Rights or Building Rights - Reconciling the Right to Use Customary Systems of Law with Competing Human Rights in Pursuit of Indigenous Sovereignty' (2011) 24 Harvard Human Rights Journal 71.

Rafael Domingo, *The New Global Law*, New York: Cambridge University Press, 2010 (pg 123-144)

## **10. March 18 - International Economic Law (trade, finance)**

**Required** – Abass, Chapter 18.

Mohsen al Atar. 2013-2014. "Reframing the 'Universality' in International Law in a Globalizing World. McGill Law Journal 59: 95-140.

**Recommended** – Malcolm D Evans, *International Law*, 4<sup>th</sup> ed., Oxford University Press, 2014 (Chapter 24: International Investment law, Surya P Subedi, pg 727-749)

Cottier, T., 'Challenges ahead in international economic law' (2009) Journal of International Economic Law 3.

Trachtman, J.P., 'The domain of WTO dispute resolution' (1999) 40 Harvard International Law Journal 333.

## **11. March 25 - International Environment Law**

**NOTE: PRESENTATIONS END TODAY**

**Required** – Abass, Chapter 17.

**Recommended** – Malcolm D Evans, *International Law*, 4<sup>th</sup> ed., Oxford University Press, 2014 (Chapter 23: International Environmental Law, Catherine Redgwell, pg 688-721)

Fritzmanrice, M., ‘International Environmental protection of the Environment’ (2001) 293 *Recueil des Cours* 13.

Fritzmanrice, M., ‘Responsibility and Climate Change’ (2010) 53 *German Yearbook of International Law* 89.

Schachter, O., ‘The emergence of international environmental law’ (1991) 44(2) *Journal of International Affairs* 457.

Wolfrum, R., ‘Purposes and principles of International environmental law’ (1990) 33 *German Yearbook of International Law* 303.

Yang, T. and Percival, R., ‘The emergence of global environmental law’ (2009) 36 *Ecology Law Quarterly* 615.

## **12. April 1 – Revision. International Law in a nutshell. The Future of International Law**

**NOTE: RESEARCH PAPER IS DUE TODAY BY 8AM**

**Required** – Anne Marie-Slaughter, ‘The Future of International Law is Domestic’ (2006) 47 *Harvard International Law Journal* 327.

Armand de Mestral and Evan Decent-Fox, ‘Rethinking the Relationship Between International and Domestic Law’ (2008) 53 *McGill Law Journal* 573.

## **VII. USEFUL RESOURCES**

You may use these websites, journals, and the recommended readings for your assignments.

### **Websites:**

United Nations <http://www.un.org/en/>

World Trade Organization <http://www.wto.org/index.htm>

World Health Organization <http://www.who.int/en/>

International Court of Justice <http://www.icj-cij.org/homepage/>

International Criminal Court [http://www.icc-cpi.int/EN\\_Menus/icc/Pages/default.aspx](http://www.icc-cpi.int/EN_Menus/icc/Pages/default.aspx)

International Monetary Fund <http://www.imf.org/external/index.htm>

The World Bank <http://www.worldbank.org/>

Organization for Economic Co-operation and Development <http://www.oecd.org/>

### **Journals:**

Yale Journal of International Law <http://www.yjil.org/>

American Journal of International Law <http://www.asil.org/resources/american-journal-international-law>

The Journal of International Law (University of Pennsylvania)  
<https://www.law.upenn.edu/journals/jil/>

New York Journal of International Law and Politics <http://nyujilp.org/>

Georgetown Journal of International Law <http://www.law.georgetown.edu/academics/law-journals/gjil/>

European Journal of International Law <http://www.ejil.org/>

The Chicago Journal of International Law <https://cjl.uchicago.edu/>

Berkeley Journal of International Law <http://scholarship.law.berkeley.edu/bjil/>

Duke Journal of Comparative and International Law <http://djcil.law.duke.edu/>

Leiden Journal of International Law <http://www.grotiuscentre.org/leiden-journal.aspx>

Harvard International Law Journal <http://www.grotiuscentre.org/leiden-journal.aspx>

Virginia Journal of International Law <http://www.vjil.org/>

Minnesota Journal of International Law <http://www.minnjil.org/>

Case Western Reserve Journal of International Law  
<http://law.case.edu/journals/jil/CurrentIssue.aspx>

Florida Journal of International Law <http://fjil.org/>

Stanford Journal of International Law <http://journals.law.stanford.edu/sjil>

Nordic Journal of International Law <http://www.brill.com/nordic-journal-international-law>

Connecticut Journal of International Law <http://www.law.uconn.edu/student-life-resources/law-review-journals/connecticut-journal-international-law>

Michigan Journal of International Law <http://mjilonline.org/>

Goettingen Journal of International Law <http://www.gojil.eu/>

The Journal of International Law and International Relations <http://www.jilir.org/>

Melbourne Journal of International Law <http://www.law.unimelb.edu.au/mjil>

Journal of International Law and Foreign Affairs  
<http://journals.law.ucla.edu/jilfa/Pages/default.aspx>

Brooklyn Journal of International Law  
<http://www.brooklaw.edu/en/intellecualife/lawjournals/brooklynjournalofinternationallaw/generalinformation.aspx?>

Fordham International Law Journal <http://law.fordham.edu/fordham-international-law-journal/ilj.htm>

Santa Clara Journal of International Law <http://digitalcommons.law.scu.edu/scujil/>

Northwestern Journal of International Law and Business  
<http://scholarlycommons.law.northwestern.edu/njilb/>

The Texas International Law Journal <http://www.tilj.org/>

Indian Journal of International Law <http://www.isil-aca.org/publication.htm>

Maryland Journal of International Law <http://digitalcommons.law.umaryland.edu/mjil/>

UC Davis Journal of International Law and Policy <http://jilp.law.ucdavis.edu/>

Denver Journal of International Law and Policy <http://djilp.org/>

North Carolina Journal of International Law and Commercial Regulation  
<http://www.law.unc.edu/journals/ncilj/>

African Journal of International and Comparative law  
<http://www.eupublishing.com/journal/ajicl>

International Law Journal <http://www.bu.edu/ilj/>

International Law Review <http://www.wcl.american.edu/journal/ilr/index.cfm>

Wisconsin International Law Journal <http://hosted.law.wisc.edu/wordpress/wilj/>

Cambridge Journal of International and Comparative Law <http://cjcil.org.uk/>

San Diego International Law Journal <http://www.sandiego.edu/law/academics/journals/ilj/>

NZ Journal of Public and International Law  
<http://www.victoria.ac.nz/law/centres/nzcpl/publications/nz-journal-of-public-and-international-law>

Utrecht Journal of International and European Law <http://www.utrechtjournal.org/>

Michigan Journal of International Law  
<http://www.law.umich.edu/journalsandorgs/studentorganizations/Pages/mjil.aspx>

Arizona Journal of International Law and Comparative Law <http://arizonajournal.org>



Faculty of Social Science & Humanities

LGLS 2200U: Legal Theory  
Course outline for Fall Semester, 2018

**1. Course Details & Important Dates\***

Term	Section	Course Type	Day	Time
F	001	LEC	M	2:10-5:00PM

Location	CRN #	Classes Start	Classes End
DTB205	42591	Sept 10	Dec 3

\* for other important dates go to: [www.uoit.ca](http://www.uoit.ca) >Current Students >Important Dates

**2. Instructor Contact Information**

Instructor Name	Office	Phone	Email
Dr. Jen Rinaldi	DTB 514	5873	<a href="mailto:Jen.Rinaldi@uoit.ca">Jen.Rinaldi@uoit.ca</a>
Office Hours: Mon 12-1			

**3. Course Description & Learning Outcomes**

This course will examine and evaluate theories of law: what law's common features are, what law's function is, what law's grounding is, how law works. Students will be introduced to competing theories on the nature and limits of law. They will become familiar with the main elements of the common law system and associated forms of legal reasoning.

Through successful completion of the course, you will be able to:

- Comprehend and synthesize text
- Communicate ideas in speech and writing
- Engage actively and critically with complex theory

#### 4. Schedule

**Note on Class Design:** Lectures will take place once per week, in 3-hour blocks. A natural break in lecture material will take place at around 3:30PM, for 15 minutes. Students are asked to bring laptops to class, and to read assigned readings in advance of class.

<b>Class &amp; Date</b>	<b>Topic</b>	<b>Readings</b>
Class 1 Sept 10	Introduction: What is Jurisprudence?	Shapiro, Legality, Ch. 1
Class 2 Sept 17	Natural Legal Theory: Thomas Aquinas & Moral Law	Shapiro, Legality, Ch. 2
Class 3 Sept 24	Natural Legal Theory: Martin Luther King Jr. & The Duty to Disobey	MLK, Letter from Birmingham Jail
Class 4 Oct 1	Legal Positivism: Jeremy Bentham & Nonsense on Stilts	Shapiro, Legality, Ch. 3
<b>Deadline – MLK Reflection</b>		
<b>No Class Oct 8</b>	<b>Thanksgiving</b>	
Class 5 Oct 15	Legal Positivism: HLA Hart & The Rule of Recognition	Shapiro, Legality, Ch. 4 & 8
<b>Class 6 Oct 22</b>	<b>Midterm Exam</b>	
Class 7 Oct 29	Legal Realism: Ronald Dworkin & The Hard Cases	Shapiro, Legality, Ch. 9 & 10
Class 8 Nov 5	Critical Legal Theory: Roberto Unger & The Counter Principle	Russell, The Critical Legal Studies Challenge
Class 9 Nov 12	Critical Legal Theory: Kimberle Williams Crenshaw & Intersectionality	KWC, Demarginalizing the Intersection
Class 10 Nov 19	Legal Pluralism: Sally Falk Moore & The Semi-Autonomous Social Field	SFM, Fifty Turbulent Years
<b>Deadline – KWC Reflection</b>		
Class 11 Nov 26	Legal Pluralism: Roderick Macdonald & The Chocolate Bunny	Macdonald, Lessons of Everyday Law
<b>Class 12 Dec 3</b>	<b>Review</b>	

## 5. Readings

Scott J. Shapiro's *Legality* (Cambridge: The Belknap Press of Harvard University Press, 2011) is available for purchase at the university bookstore. Additional required and recommended readings will be uploaded onto Blackboard.

## 6. Grade Breakdown

Assignment	Percentage	Deadline
MLK Reflection	20%	Oct 1
Midterm Exam	20%	Oct 22
KWC Reflection	30%	Nov 19
Final Exam	30%	TBD (Check Exam Schedule)

**Reflections:** There will be two assignments this term. For each, students answer questions that will require a close reading of an assigned reading, as well as critical and synthetic analysis. See detailed assignment guidelines on Blackboard.

**Exams:** There will be two exams this term. For each, students will be given a list of possible essay questions in advance. On the day of the exam, the professor will choose questions from the prepared list for students to answer. Questions will require that students demonstrate understanding of course material, and an ability to find themes across lectures and readings. More detailed guidelines will be posted to Blackboard.

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found in Section 5 of the UOIT Academic Calendar.

## 7. Missed Course Work

If a student has missed coursework that is equal to or higher than 26% of the final grade due to a physical or psychological condition, they must submit a UOIT Medical Statement Form to the FSSH Academic Advising Office within 3 working days of the missed due date. Note: the form must be signed by the treating physician or licensed practitioner within 24 hours of the missed date or deadline. If a student has missed coursework that is equal to or higher than 26% of the final grade due to an exceptional circumstance, they must submit an Academic Consideration Form, along with supporting documentation, to the FSSH Academic Advising Office within 3 days of the missed due date. The Academic Advising Office will review the documentation and inform the student of the outcome of their request in writing via email. It will be at the course instructor's discretion to determine how the missed in-term work will be addressed and resolved. The most recent version of all forms can be found on MyCampus under the 'UOIT Documents'

tab or on the website at [www.uoit.ca/studentforms](http://www.uoit.ca/studentforms). The UOIT grading policy can be found at the following: <https://usgc.uoit.ca/policy/policy-library/policies/academic/examination-and-grading-policy.php>

If a student has missed coursework that is less than 25%, they must contact the professor directly by or on the assignment deadline and must identify the reason for missing their deadline: medical or exceptional circumstance. Whether work will be submitted late, rescheduled, or reweighted is left to the professor's discretion.

Students who do not follow protocol accept grade penalty for submitting or conducting work late: a grade of 0 for exams, and up to 5% per day for reflections.

## **8. Accessibility**

Students with disabilities may request to be considered for formal academic accommodation in accordance with the Ontario Human Rights Code. Students seeking accommodation must make their requests through [Student Accessibility Services](#) in a timely manner, and provide relevant and recent documentation to verify the effect of their disability and to allow the university to determine appropriate accommodations.

Accommodation decisions will be made in accordance with the Ontario Human Rights Code. Accommodations will be consistent with and supportive of the essential requirements of courses and programs, and provided in a way that respects the dignity of students with disabilities and encourages integration and equality of opportunity.

Students are encouraged to meet with the professor to discuss accommodation supports well in advance of assignment deadlines.

## **9. Professional Conduct**

Please maintain standards of professionalism when addressing your professor by email. These standards entail sending from your UOIT email account, using appropriate salutations and sign-off signatures, and indicating your name and course code. You are always welcome to make use of email communication or weekly office hours to discuss questions or concerns about course content or workload, but try to give yourself and your professor enough time before assignment deadlines to communicate.

Please practice respect when engaging with colleagues in online and in-class discussions. Work on ensuring disagreement is productive and critique is constructive. Know that in this course you and your colleagues are presumed to have valuable insights and contributions, such that through open and engaged discourse we might learn from one another. This means there is an expectation that you participate, that you react to colleagues with sensitivity, and that you are open to the possibility that there are viewpoints you do not yet know.

The Faculty of Social Science and Humanities is committed to building a truly inclusive educational community where faculty, students, and staff share the responsibility for



promoting the values of fairness, justice, and non-discrimination, and for ensuring myriad voices, faces, and experiences are recognized and represented. We embrace and honour the dignity of individuals and groups, and believe that diversity, in all its complex dimensions, lays the foundation for academic excellence and creative learning. The Faculty is, therefore, dedicated to creating a welcoming and supportive campus culture and to challenging all forms of systemic discrimination experienced by historically disadvantaged groups, including but not limited to groups marked by race, ethnicity, sex, religion, age, disability, sexuality, gender identity and expression, and socioeconomic status.

The responsibilities for enacting these principles in the classroom are shared by both professors and students. Students are expected to consider the privileges they bring into campus spaces, and to approach with respect cultural and embodied difference, both explicit and implicit. Students are further expected to begin classroom learning from the presumption that everyone in the shared space and the populations being discussed/read or written about are entitled to dignity.

## **10. Academic Integrity**

Students and faculty at UOIT share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aims and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with UOIT's regulations on Academic Conduct (Section 5.15 of the Academic Calendar) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, and other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a written reprimand to permanent expulsion from the university. A lack of familiarity with UOIT's regulations on academic conduct does not constitute a defense against its application.

Further information about academic misconduct can be found in the Academic Integrity link on your laptop. Extra support services are available to all UOIT students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found in the Academic Calendar (Section 8).

## **11. Turnitin**

UOIT and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit

questionable text on behalf of a student. The terms that apply to UOIT's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must inform their instructor at the time the work is assigned and provide, with their assignment, a signed Turnitin.com Assignment Cover sheet.

Further information about Turnitin can be found on the Academic Integrity link on your laptop.

## **12. Freedom of Information and Protection of Privacy Act**

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Social Science & Humanities.

UOIT is governed by the *Freedom of Information and Protection of Privacy Act* (“FIPPA”). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that UOIT not disclose the personal information of its students without their consent.

FIPPA’s definition of “personal information” includes, among other things, documents that contain both your name and your Banner ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Social Science & Humanities encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that UOIT will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact the UOIT Chief Privacy Officer at [accessandprivacy@uoit.ca](mailto:accessandprivacy@uoit.ca).

## **14. Course Evaluations**

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of UOIT’s programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News and signage around the campus.



Faculty of Social Science &amp; Humanities

LGLS 2420. Canadian Human Rights Law  
Course outline: Winter, 2019**1. Course Details & Important Dates\***

Term	Section	Course Type	Day	Time
W	001	Canadian Human Rights Law	Tuesday	January 8 2019

Location	CRN #	Classes Start	Classes End	Final Exam Period
DTA 220-61 Charles St		11:10 a.m.	2:00 p.m.	N/A

\* for other important dates go to: [www.uoit.ca](http://www.uoit.ca) >Current Students >Important Dates**2. Instructor Contact Information**

Instructor Name	Office	Phone	Email
Sheila Jennings	TBA TBA		
Office Hours:			

Laboratory/Teaching Assistant Name	Office	Phone	Email
Office Hours:			

**3. Course Description**

What are human rights? Among the topics discussed in this course are Canadian federal and provincial human rights codes and federal and provincial human rights tribunal decisions, as well as the expression, claiming and realizing rights under the Charter of Rights and Freedoms. The course will pay close attention to the roles of law, social attitudes and social activism in developing, respecting and enforcing human rights in Canada.

#### 4. Learning Outcomes

On successful completion of the course, students will be able to:

- Understand what our human rights codes protect
- Understand human rights in the constitutional law context
- Understand the interaction of these two legal contexts
- Be familiar with select signal human rights cases in Canada
- Be able to describe how law has been helpful to those whose human rights are most at risk and who struggle still to have their rights recognized in Canada

#### 5. Course Design

Lectures will take place once a week, in three-hour blocks. I will lecture for one hour from 11:15-12:15. A break will take place at 12:15 for 15 minutes. The course is designed such that additional learning will take place through panel discussions and class presentations about human rights cases in the Canadian context. There is also a written human rights brief that is required as part of the overall course work. Class participation is important, as is attendance.

Please note that once a student has missed 12 hours of course time (3 classes) the student may fail the course. In particular it is important that you be present on days you have designated as your panel days.

#### 6. Outline of Topics in the Course

**Week 1** (01/08/2019): Lecture: Introduction: What Do We Mean by Rights and Rights Violations and How are Human Rights Realized by Ordinary Folk?

No Readings

**Week 2** (01/15/2019): Lecture: Provincial Human Rights Tribunals

Reading

## SSH Course Outline Template

CBC News. Toronto's Tennis Leagues Rules Discriminate Against Women Human Rights Tribunal Rules. July 17, 2018. (Online in Google)

Peter Cameron. Ontario Human Rights Tribunal Rules Ontario Eatery Racially Profiled Black Man. Global News, April 30, 2018. (Online in Google)

Sarah Low. Ontario Human Rights Tribunal Rules That Denial of Benefits After 65 Violates Charter Rights. January 08, 2018. McKenzie Lake. (Online in Google)

### Law

*Ontario Human Rights Code*, R.S.O 1990, c H 19

**Week 3** (01/22/2019): Lecture: The Federal Human Rights Tribunal

### Federal Human Rights Law

*Canadian Human Rights Act* (R.S.C., 1985, c. H-6)

### Federal Case

*Johnstone v. Canada Border Services*, 2010 CHRT 20 (CanLII)

**Week 4** (01/29/2019): Lecture: Human Rights Codes and Intersectional and other Problems  
Realizing Human Rights Through Codes

### Reading

Kimberle Crenshaw. "Demarginalizing the Intersections of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics." (1989) U. Chi. Legal F.139

### Case

*Vriend v Alberta*, [1998] 1 S.C.R. 493

**Week 5** (02/05/2019) Lecture: The Opioid Crisis: Drugs, Substance Users and Section 7 of the Canadian *Charter of Rights and Freedoms*

### Reading

Sonia N. Lawrence and Toni Williams. "Swallowed up: Drug Couriers at the Borders of Canadian Sentencing". (2006) 56:4 The University of Toronto Law Journal 285. *Online Abstract*

### Case

*Canada (Attorney General) v PHS Community Services Society*, 2011 SCC 44, [2011] 3 S.C.R. 134

**Week 6 (02/12/2019):** Lecture: Human Rights in First Nations Communities: The Cases of Neil Stonechild and Adam Capay

Readings

Alex Ballingall and Michael Robinson. *Murder and Segregation: The Story of Adam Capay and Sherman Quisses*. Toronto Star October 29, 2016.

Report of the Commission of Inquiry into Matters Relating to the Death of Neil Stonechild.  
*Available Online* (Read Recommendation)

**Reading Week (02/19-24/2019):** *No Class*

**Week 7 (02/26/2019):** Lecture: Family Status & Human Rights

Reading

*Siemens Milltronics Process Instruments Inc. v Employees Association of Milltronics*, 2012 CanLII 67542 (ON LA).

**Week 8 (03/05/2019):** Lecture: Health and the Human Rights of Refugees in Canada

Amnesty International Canada Legal Brief: Canada v Canadian Doctors for Refugee Care et. Al.  
*Available online*

*Canadian Doctors for Refugee Care v Canada (Attorney general)*, 2014 FC 651 (CanLII) (Read Headnote)

**Week 9 (03/12/2019):** Lecture: Debates On The Human Rights of Sex Trade Workers in Canada

Sonia Lawrence. "Expert-Tease: Advocacy, Ideology and Experience in Bedford and Bill C-36"  
2015. *Canadian Journal of Law and Society*, 30:1,5. *UOIT library*

*Canada (Attorney General) v Bedford*, 2013 SCC 72, [2013] 3 S.C.R. 1101 (HeadNote)

**Week 10 (03/19/2019)** Lecture: Mad Peoples Rights in Canada

Readings

Vawn Himmelsbach. About 'Mad' Rights (Feb 24, 2014). *Canadian Lawyer* (online in Google)

CBC. Ashley Smith: Corrections Canada Rejects Key Inquest Recommendation. December 11, 2014. (online)

**Week 11 (03/26/2019)** Lecture: The Human Rights of Homeless People in Canada

Reading

Verdict of the Coroner's Jury. Inquest of Dan Chapman. Coroner's Report, Ontario, December 20, 2019. (I will provide in Blackboard)

Saddichha S. et al. "Homeless and incarcerated: An epidemiological study from Canada" (2014) International Journal of Psychiatry. Available online in the York University Homeless Hub website. Legal and Justice Issues Tab.

**Week 12** (04/02/2019) Lecture: Looking Back at Human Rights in Canada

Film

## 7. Required Texts/Readings

### **Readings**

These are available online or in the UIOT library or will be provided in advance of the class in Blackboard. Students are expected to read assigned sources. Additional readings will be posted to the Blackboard discussion.

*Additional readings may be assigned or recommended during the course.*

## 8. Evaluation Method

**[Grade Breakdown:**

<b><u>Assignment</u></b>	<b><u>Percentage</u></b>	<b><u>Dates &amp; Deadlines</u></b>
<b>Participation</b>	<b>20</b>	<b>Weekly</b>
<b>Human Rights Discussion Brief</b>	<b>30</b>	<b>January 29, 2019</b>
<b>Panel Discussion 1</b>	<b>25</b>	<b>TBA</b>
<b>Panel Discussion 2</b>	<b>25</b>	<b>TBA</b>

**Participation:** Students are expected to post 4 comments in response to a posted item in Blackboard. Posts should be 250 words each. Two posts in January, one post in February and one post in March please.

**Human Rights Discussion Brief:** Students are to select a human rights case in the area of provincial or federal human rights statutes, the Charter of Rights and Freedoms. I will provide a sample of how the brief should be structured. The brief is to be 3 pages double-spaced 12 point Times New Roman font.

**Panel Discussions:** Students are to sit on 2 panels in this course. Panels of 3 students will present a discussion of a Canadian human rights legal case of their group's choice. Choices must be discussed with me first to ensure they fall within the course's scope. Class members are each expected to ask questions of the panel members. If you are not sure how a panel works, please look on line or ask me and I will send an example from Youtube.

**9. Assignments and Tests**



### **Missed Course Work**

If a student has missed coursework (e.g., quizzes, in-class exercises, assignments) that is less than 26% of the final grade due to physical or psychological illness, she or he must submit a UOIT Medical Statement Form directly to the course instructor within 3 days of the missed due date. Note: The medical statement form must be signed by the treating physician or licensed practitioner within 24hrs of the missed date or deadline. If a student has missed coursework (e.g., quizzes, in-class exercises, assignments) that is less than 26% of the final grade due to exceptional circumstances, she or he must submit a UOIT Academic Consideration Form, along with supporting documentation, directly to the course instructor within 3 days of the missed due date. Course instructors will review the documentation and inform the student of the outcome of their request in writing via email or blackboard. All missed coursework worth less than 26% will be handled directly by the course instructor for consideration and resolution. It will be at the course instructor's discretion to determine how the missed work will be addressed and resolved (e.g., penalties, re-writes, make-ups, extension, alternate assignment, etc.).

If a student has missed coursework (e.g., quizzes, in-class exercises, assignments) that is equal to or higher than 26% of the final grade due to physical or psychological illness, she or he must submit a UOIT Medical Statement Form to the FSSH Academic Advising Office within 3 working days of the missed due date. Note: The medical statement form must be signed by the treating physician or licensed practitioner within 24hrs of the missed date or deadline. If a student has missed coursework (e.g., quizzes, in-class exercises, assignments) that is equal to or higher than 26% of the final grade due to exceptional circumstances, she or he must submit an Academic Consideration Form, along with supporting documentation, to the FSSH Academic Advising Office within 3 days of the missed due date. The Academic Advising Office will review the documentation and inform the student of the outcome of his or her request in writing via email. It will be at the course instructor's discretion to determine how the missed in-term exam will be addressed and resolved (e.g., make-ups). The most recent version of all forms can be found on MyCampus under the 'UOIT Documents' tab or on the website at [www.uoit.ca/studentforms](http://www.uoit.ca/studentforms). The UOIT grading policy can be found at the following: <https://usgc.uoit.ca/policy/policy-library/policies/academic/examination-and-grading-policy.php>

### **Missed In-Term Exams and Tests**

If a student has missed a scheduled in-term exam (irrespective of weight) due to physical or psychological illness, she or he must submit a UOIT Medical Statement, along with supporting documentation, to the FSSH Academic Advising Office within 3 days of the missed exam date. Note: The medical statement form must be signed by the treating physician or licensed practitioner within 24hrs of the missed date or deadline. If a student has missed a scheduled in-term exam (irrespective of weight) due to exceptional circumstances, she or he must submit an Academic Consideration Form, along with supporting documentation, to the FSSH Academic Advising Office within 3 days of the missed exam date. The Academic Advising Office will review the documentation and inform the student of the outcome of his or her request in writing via email. It will be at the course instructor's discretion to determine how the missed in-term exam will be addressed and resolved (e.g., make-ups).

### **Missed Final Exam**

If a student has missed a scheduled final examination due to physical or psychological illness, she or he must apply for a deferral using the Application for Deferred Final Examination within 3 working days of the missed exam date. A UOIT Medical Statement, along with supporting documentation and a \$45 examination fee (per exam), must be submitted to the Registrar's Office. If a student has missed a scheduled final examination due to exceptional circumstances, she or he must apply for a deferral using the Application for Deferred Final Examination within 3 working days of the missed exam date. An Academic Consideration Form, along with supporting documentation, must be submitted to the Registrar's Office. The most recent version of all forms can be found on MyCampus under the 'UOIT Documents' tab or on the website at [www.uoit.ca/studentforms](http://www.uoit.ca/studentforms).

### **Religious Observance**

If a student is requesting consideration for a religious observance for missed coursework (e.g., quizzes, in-class exercises, assignments) that is less than 26% of the final grade, she or he must submit a UOIT Academic Consideration Form directly to the course instructor 7 working days prior to the due date. Course instructors will review the form and inform the student of the outcome of their request in writing via email or blackboard. All missed coursework worth less than 26% will be handled directly by the course instructor for consideration and resolution. It will be at the course instructor's discretion to determine how the missed work will be addressed and resolved.

If a student is requesting consideration for a religious observance for any in-term exam (irrespective of weight) or missed coursework (e.g., quizzes, in-class exercises, assignments) that is equal to or higher than 26% of the final grade, she or he must submit a UOIT Academic Consideration Form to the FSSH Academic Advising Office 15 working days prior to the exam date. The Academic Advising Office will review the form and inform the student of the outcome of his or her request in writing via email. It will be at the course instructor's discretion to determine how the missed in-term exam will be addressed and resolved (e.g., make-ups).

If a student is requesting consideration for a religious observance for a final exam, she or he must apply for a deferral using the Application for Deferred Final Examination and a UOIT Academic Consideration Form 15 working days prior to the first final examination date. The most recent version of all forms can be found on MyCampus under the 'UOIT Documents' tab or on the website at [www.uoit.ca/studentforms](http://www.uoit.ca/studentforms).

Note to instructor: Students are not required to submit supporting documentation for religious observance and are not required to indicate what the religious observance or religion is.

## **10. Accessibility**

Students with disabilities may request to be considered for formal academic accommodation in accordance with the Ontario Human Rights Code. Students seeking accommodation must make their requests through [Student Accessibility Services](#) in a timely manner, and provide relevant and recent documentation to verify the effect of their disability and to allow the University to determine appropriate accommodations.

Accommodation decisions will be made in accordance with the Ontario Human Rights Code. Accommodations will be consistent with and supportive of the essential requirements of courses and programs, and provided in a way that respects the dignity of students with disabilities and encourages integration and equality of opportunity.

## 12. Academic Integrity

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## 13. Turnitin

UOIT and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com.

Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to UOIT's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must inform their instructor at the time the work is assigned and provide, with their assignment, a signed Turnitin.com [Assignment Cover sheet](#).

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### **Faculty of Social Science and Humanities Statement on Inclusivity**

*The Faculty of Social Science and Humanities is committed to building a truly inclusive educational community where faculty, students, and staff share the responsibility for promoting the values of fairness, justice, and non-discrimination, and for ensuring myriad voices, faces, and experiences are recognized and represented. We embrace and honour the dignity of individuals and groups, and believe that diversity, in all its complex dimensions, lays the foundation for academic excellence and creative learning. The Faculty is, therefore, dedicated to creating a welcoming and supportive campus culture and to challenging all forms of systemic discrimination experienced by historically disadvantaged groups, including but not limited to groups marked by race, ethnicity, sex, religion, age, disability, sexuality, gender identity and expression, and socioeconomic status.*

## 15. Freedom of Information and Protection of Privacy Act

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FIPPA’s definition of “personal information” includes, among other things, documents that contain both your name and your Banner ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Social Science & Humanities encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that UOIT will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

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## 16. Course Evaluations

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UNIVERSITY OF ONTARIO INSTITUTE OF TECHNOLOGY  
FACULTY OF SOCIAL SCIENCE AND HUMANITIES

**LGLS 3310U – Indigenous Peoples, Law & the Canadian State**  
**Mondays, 2:10 am to 5 pm DTA 220 (61 Charles St)**  
**Winter 2020**

“Think about everything that First Nations people have survived in this country: the taking of our land, the taking of our children, residential schools, the criminal justice system, the outlawing of potlatches, sundances, and other ceremonies, and the stripping of Indian women (and other Indian people) of their status. Everything we survived as individuals or as Indian peoples. How was all of this delivered? The answer is simple: through law. For almost every single one of the oppressions I have named, I can take you to the library and I can show you where they wrote it down in the statutes and in the regulations.”

- Patricia Monture, Haudenosaunee legal scholar, 1999

“When we come to a new fork in an old road we continue to follow the route with which we are familiar, even though wholly different, even better avenues might open up before us. The failure to heed (the) plea for a new approach to Indian- European relations is a failure of imagination. The greatest barrier to recognition of aboriginal rights does not lie with the courts, the law, or even the present administration. Such recognition necessitates the re-evaluation of assumptions, both about Canada and its history and about Indian people and our culture ... Real recognition of our presence and humanity would require a genuine reconsideration of so many people’s role in North American society that it would amount to a genuine leap of imagination.”

-George Manuel, Secwepemc chief, 1974

**Instructor:** Dr. Rachel Ariss

**Office:** DTB 504

**Telephone:** (905) 721-8668 x 5866

**Email:** contact through course Blackboard email

**Office Hours:** Mondays 11:00 am to noon and by appointment

Last day to drop classes without note on transcript and 50% refund is January 31, 2020.

Last day to drop classes is March 13, 2020. For other important dates such as the examination period, go to [www.ontariotechu.ca](http://www.ontariotechu.ca) > Current Students > Important Dates.

**COURSE DESCRIPTION:**

This course is an overview of the evolution of Canadian law as it relates to Aboriginal peoples, including the history of the Indian Act, treaty rights, Aboriginal rights under the Charter, legislative jurisdiction, self-government, and land claims. We will discuss the role of Indigenous traditional jurisprudence in shaping Canadian law, and how law has been and continues to be used as an instrument of oppression against Aboriginal peoples in Canada. International aspects of Indigenous rights and legal claims will be considered.

**COURSE OUTCOMES:**

You will gain knowledge of the historical context of current relationships between Canada and Aboriginal peoples; you will understand the basic legal and Constitutional dimensions of the current relationship; you will develop questions about the process of legal change involving Aboriginal rights and Indigenous peoples in Canada.

### **COURSE DESIGN:**

Classes are a combination of lectures and discussion-based tutorials. Lectures will be 2:10 pm to approximately 3:45 or so. Tutorials will begin at 4 pm sharp unless posted to begin earlier. Several classes involve guest speakers and/or experiential learning. **Regular attendance and participation is ESSENTIAL for true learning in this course.** I expect you to attend class unless you are ill or have a family emergency.

### **REQUIRED TEXTS:**

*This Place: 150 Year Retold*, foreword by Alicia Elliott, Manitoba: Highwater Press, 2019. Available at the bookstore AND on reserve in SSH Library, 61 Charles St.

All other Required Readings are posted on the Blackboard site OR are available on reserve in the library.

Links to supplementary and research materials are also available on Blackboard OR available on reserve in the library.

### **EVALUATION:**

Questioning Canada's Title to Land:		
Explanation and Reflection:	20%	due noon Monday January 27
Readings Reflection	25%	due noon Monday March 9
Tutorial Participation - 3 @ 7% each	20%	ongoing
Final Exam	35%	see exam schedule
Bonus Marks:		
Angry Inuk Film Reflection and Visiting Elder / Guest Presentation Reflection		

### **Assignments:**

**Reflective Writing is an important part of this course:** Reflection is an exploration of learning including a response to the knowledge presented to you (orally or through readings), a consideration of your thoughts, feelings and prior knowledge on the issue, and an opportunity to explore and clarify what you have learned. Use the first person, and when you refer to class materials, use McGill Style citation. Reflection reveals the process of thinking and learning in any situation.

**Questioning Canada's Title to Land: Explanation and Reflection – 20% of final mark:**  
**Due Monday January 27 at 11:00 am – e-copy through Blackboard**

**Explain John Borrows' argument as presented in "Questioning Canada's Title to Land"**  
(see Blackboard Week 3) Explain Borrows' central argument, his reasons and explain how he

uses evidence (and, briefly, what evidence he uses) to support his argument, in a clear and concise way. An explanation is **not** a summary of everything the author said. The purpose of this assignment is to make sure that you **understand** Borrow's key argument and his evidence and can explain it clearly.

Reflect on Borrow's argument and evidence – whether that is agreement, disagreement, discussion or raising questions. **Support your reflections with reasons and citations, in McGill style, to the text.**

Your explanation should be 2 to 3 pages, and your reflection 1 to 2 pages for a **total of 4 to 5½ double-spaced pages.**

### **Readings – Thematic Analysis and Reflection – 25% of final mark**

**Due Monday March 9 at noon - e-copy through Blackboard**

Choose *four readings* from at least *two different weeks* – including the supplemental readings - one may be a graphic short story from *This Place*. Do not use “Questioning Canada’s Title to Land”. Explain how each author/article deals with one of the recurring themes of this course – or find your own theme – make connections between the articles, and reflect on what you have learned. I encourage you to stretch beyond the tutorial readings you have chosen. Details to follow.

**Format: typed, double-spaced, 5 to 6 pages excluding title page and bibliography, use McGill style citation.**

### **Tutorial Participation:**

The structure of the tutorials is based on how many people are enrolled in the class. **Each student must sign up for 3 tutorials, with a maximum of 14 students in each tutorial.** Signup sheets will be available on Blackboard shortly. **Everyone will attend one of three tutorials offered on the last day of class.**

The purpose of tutorials is to examine the week’s topic in depth, while sharpening our critical reading skills. Critical reading starts with reading an article in an open-minded way in order to understand what the author is trying to say and continues by questioning the author’s main arguments, reasoning and use of evidence. Tutorial readings are chosen in order to provide another way of thinking about and deepen our understanding of the week’s topic. Critical reading guides are posted on Blackboard under Learning Supports for Class.

**Readings assigned from *This Place* will be part of tutorial discussions, and there will be one other tutorial reading each week.**

I will post discussion questions each week to get you started – but feel free to develop your own thoughts and questions and bring them to class.

Laptops will be closed in tutorials – bring *This Place: 150 Years Retold*, print out any other specific reading for your tutorial, and write out your thoughts/questions ahead of time. We will organize chairs so we are sitting in a circle. **Participation in each tutorial is worth 7 marks – 1 mark for attendance, and the remaining 6 marks are based on the quality of your participation** – good participation includes: paying attention when your classmates speak; connecting the tutorial reading to other class materials; completing the readings beforehand; remaining focused on the tutorial readings in your comments and questions, asking questions of your classmates and the readings, discussing topics with classmates respectfully, and being on time.

**Final Exam:** As per exam schedule. Exam will be short, medium and long answer, based on readings, lectures and guest presentations. Regular reading and class attendance is key to success on the exam.



### **Bonus Marks:**

**Angry Inuk Film Reflection:** attend this film on January 21, 6 to 8 pm, north campus library. Write a 250-300 word reflection on your response to this film and submit under Bonus Assignment – Angry Inuk for two bonus marks.

**Week 5 Visiting Elder Edna Elias OR Week 8 From Contact til Now Reflection:** Write a 250-300 word reflection on your response to ONE of these presentations and submit under Bonus Assignment – Guest Presentation/Workshop for two bonus marks. Attendance is required weeks 5 and 8.

**Citations for ALL written assignments MUST conform to the *Canadian Guide to Uniform Legal Citation (McGill Guide)* - marks will be deducted for inaccurate citation on written assignments.**

### **NOTE:**

**Cite the “RRCAP” readings as** Report of the Royal Commission on Aboriginal Peoples, *Volume title*, Vol. 1, ch. X, “*title of excerpt or chapter*” (Ottawa: Minister of Supply and Services Canada, 1996) pp. x – z.

### **Strategies for Success**

- **Complete all assigned readings before class!** This will give you valuable context for understanding guest presentations and lectures.
- Ask questions about aspects of the readings you do not understand in class
- Complete written assignments 24 hours before the deadline – then re-read, editing for small grammar and citation mistakes and clarity for the reader before handing in.
- Exam preparation: keep up with readings, review lectures and your own notes, ask questions in class and tutorial when you do not understand.
- **Do not plagiarize!** If you use an author’s exact words, you must use quotation marks and provide a citation. **See details re: academic misconduct below**

### **WEEKLY READING GUIDE:**

All Readings and Video Links posted on Blackboard, **unless otherwise noted in green below.**

**\*\* key reading for this week – if you can't do all the readings, do this one.**

Readings each week from *This Place* will be part of tutorial discussion

**TBA details noted in blue – watch announcements through Blackboard for final details.**

**Assignment due dates noted in red.**

### **Week 1 – January 6 – Introduction - Class Concepts and Themes**

Introduction to Key Concepts and Themes

In-class Video and Discussion: Introduction to Indigenous Law

Supplement:

“Conceptions of History” – RRCAP Vol. 1, ch. 3

## **Week 2 – January 13 – Indigenous Law**

Readings:

- a. \*\*John Borrows, “With or Without You: First Nations Law in Canada” excerpt from his book, *Recovering Canada: The Resurgence of Indigenous Law*. (Toronto: University of Toronto Press, 2002), pp. 3 – 28.
- b. Sonny Assu, “Tilted Ground” in *This Place*
- c. Brian Slattery, “The Organic Constitution: Aboriginal Peoples and the Evolution of Canada” (1995) *Osgoode Hall Law Journal* 34(1): 101- 112.
- d. \*\* Val Napoleon, “What Is Indigenous law?”

In-class exercise – Whose Territory are you on?

**Tutorial Reading:** Assu, above and Shiri Pasternak, “Jurisdiction and Settler Colonialism: Where Do Laws Meet?” (2014) 29 *Cdn J of Law and Society* 145 - 161

## **Week 3 – January 20 – Treaties: Peace and Friendship, Numbered Treaties, and Principles of Treaty Interpretation**

Readings:

- a. \*\* John Borrows, “Wampum at Niagara: The Royal Proclamation, Canadian Legal History and Self-Government” in Michael Asch ed. *Aboriginal and Treaty Rights in Canada*, ed. Michael Asch (Vancouver: UBC Press, 1997)
- b. “Mayamaking Case” excerpt from: John Borrows, *Canada’s Indigenous Constitution* (Toronto: University of Toronto Press, 2010) pp. 81 to 84.
- c. Jen Storm, “Red Clouds” in *This Place*

In-class Video: Williams Treaties

Supplement: “Early Treaty-Making” RRCAP 1.5 pp 94-99 and 112-122.

**Tutorial Reading:** Storm, above, and John Long, “How the Commissioners explained Treaty Number Nine to the Ojibway and Cree in 1905”. *Ontario History* 98.1 (Spring 2006): p1(29).

## **Week 4 – January 27 – When and How did Canada get Sovereignty? Thinking About Aboriginal Title**

Readings:

\*\* John Borrows, “Questioning Canada’s Title to Land,” excerpt from his book, *Recovering Canada: The Resurgence of Indigenous Law*. (Toronto: University of Toronto Press, 2002), pp. 111 - 137

\*\* Excerpts from *Tsilhqot’in v. British Columbia* 2014

Richard Van Camp, “Like A Razor Slash” in *This Place*

Excerpts from *Delgamuukw v The Queen* 1997

**Tutorial Reading:** Van Camp, above and Val Napoleon “The Tsilhqot’in Law of Consent” (2015) 48 *UBC L Rev* 873 - 901

## **Week 5 – February 3 – Visiting Elder Edna Elias – North Campus 2:10 pm to 3:30 pm – Room TBA – Attendance is Required**

Edna Elias was called by her grandmother, “Haattuliarmiutaq”, meaning “a person from thin ice” because she was born on a fish lake in the fall. A teacher by profession, Edna is an Inuit language and cultural advocate. After 5 years as Commissioner of Nunavut, Edna had returned to her home community of Qurluqtuq, Nunavut, the most westerly community in Nunavut. Since

her return home, she had opened her home to women to learn traditional sewing and fur preparation skills and is one of the Ayauqtiit members whose sole purpose is to give advice to the two schools. Currently, she lives in Edmonton, AB for consistent and better healthcare services, abandoning all that she loved doing in her community.

**Reading** - to prepare for this visit, read: "Tukisittiarniqsaujumaviit?: A Plain Language Guide to the Nunavut Land Claims Agreement" (Iqaluit: Nunavut Tunngavik Inc.,2004)

At a minimum read the Introduction, and Articles 1 to 4. Read some of the articles on topics that interest you. Try not to get lost in the details - think about the principles of the Nunavut agreement and what it implies for land claims resolution, and Inuit self-determination.

**Lecture: 3:30 pm – Introduction to the Indian Act – room TBA**

**NOTE!**

*I am finalizing dates for other guest speakers – there may be changes to weeks 6, 7, 9 or 11 – watch Blackboard announcements for changes to readings and tutorial dates!*

**Week 6 – February 10 - Indian Act I – Status and Identity**

- a. \*\* John F. Leslie, "Indian Act: An Historical Perspective." (2002) Canadian Parliamentary Review 23.
- b. Katherena Vermette, "Annie of Red River" in *This Place*
- c. David A. Robertson, "Peggy" in *This Place*
- d. \*\* Cheryl Simon and Judy Clark, "Exploring Inequities under the Indian Act" (2013) 64 *U.N.B. Law Journal* 103-122.
- e. Valeria Alia, "Inuit Women and the Politics of Naming in Nunavut" (1994) *Canadian Women's Studies*, 14(3): 11-13

*Daniels v. The Queen* 2016 SCC 12 – Headnotes only

*R v Powley* 2003 SCC 43 – Headnotes only

Supplement: "The Indian Act" RRCAP 9.1, pp. 254-283 (sections 8 and 9 only).

**Tutorial Reading:** Vermette, above, and Renisa Mawani, "Genealogies of the Land: Aboriginality, Law and Territory in Vancouver's Stanley Park" (2005) 14 *Social & Legal Studies* 315-339

**Reading Week – no class February 17**

**Week 7 – February 24 - Contemporary Legal Structures I – Section 35, Aboriginal Rights and The Duty to Consult**

Readings:

Anna Zalewski, "From *Sparrow* to *Van der Peet*: The Evolution of a Definition of Aboriginal Rights," 55 (1997) *U Toronto Fac L Rev* 435.

\*\* *Haida Nation v. British Columbia* 2004 – **Headnotes only!**

\*\* *Mikisew Cree* – Excerpts

*Platinex v. KI* (2006) – Excerpts

Brandon Mitchell, "Migwite'tmeg: We Remember It" in *This Land*

**Tutorial Reading:** Shin Imai "Treaty Lands and Crown Obligations: the Tracts Taken Up Provision" (2001) 27 *Queen's Law Journal* 1- 49

**Week 8 – March 2 - "From Contact til Now" Workshop**

**Guests: Jill Thompson, Indigenous Cultural Advisor, Carol Ducharme, Indigenous Program Specialist and Rick Bourque, Indigenous Knowledge Keeper**

This is an interactive presentation illustrating Indigenous experiences of colonialism in Canada, and includes an opportunity to experience a traditional smudging. This presentation provides helpful insights for understanding relations between Indigenous legal traditions and Canadian law. Attendance is required.

**Week 9 – March 9 - Residential Schools – Lawsuits, Apologies, and the TRC**

Readings:

- a. *Quatell v. A-G of Canada*, 2006 BCSC 1840 – Blackboard title: BC Decision on Residential Schools Settlement – read all **except** paras 15-21 on legal fees.
- b. Kateri Akiwezi-Damm, “Nimkii” in *This Land*
- c. We Were So Far Away – The Inuit experience of residential schools  
<http://weweresofaraway.ca/> - Go to website, click on **Timelines tab** and read; then click on **Resources tab**, scroll down to large-type **Video** (see the eight Inuit Residential School Survivors talk about their experiences – in small print) and watch this 27 minute video. Keep in mind that timelines for Inuit residential schools are more compressed than those for other Indigenous groups in Canada, and that every survivor’s experience is different, but the overall purposes, structures and social impacts of the schools have many similarities.

In-class video: “What is Reconciliation” by Justice Murray Sinclair of the Truth and Reconciliation Commission, at <https://vimeo.com/25389165> if you need to find it on Vimeo, it is posted by TRC – CVR

**Tutorial Reading:** Robyn Green, “Unsettling Cures: Exploring the Limits of the Indian Residential School Settlement Agreement” (2012) 27 *Cdn J of Law and Society* 129-148

**Week 10 – March 16 - Contemporary Legal Structures II – Modern Treaty-Making**

**\*\* TBA \*\***

**Week 11 – March 23 – Ways Forward: Reconciliation, Indigenous Law, UNDRIP, Social Movements 1**

Readings:

- a. “Treaties” RRCAP, Vol. 2 Restructuring the Relationship pp. 59-66.
- b. Chelsea Vowel, “Kitaskinaw 2350” in *This Land*
- c. Niigannwewidam James Sinclair, “Warrior Nation” in *This Land*
- d. Taiaiake Alfred, “Restitution”, from *Wasáse: Indigenous Pathways of Action and Freedom* (2006) Toronto: University of Toronto Press.
- e. **\*\*Brenda Gunn, “Moving Beyond Rhetoric: Working Toward Reconciliation through Self-Determination” (2015) 38 *Dalhousie Law Journal* 238**

**Exam Review and Reflection on Learning in this class**

**Week 12 – March 30 – Ways Forward: Reconciliation, Indigenous Law, UNDRIP, Social Movements 2**

Three tutorial times: Choose One  
**2:10 pm – 3:00 pm – Reading:**

Natalie Oman, “*Delgamuukw*.” (available on course website)

**3:05 pm to 3:55 pm – Reading:**

Douglas Sanderson, “Overlapping Consensus, Legislative Reform and the Indian Act” (2014) 39:2 *Queen’s Law Journal* 511-550.

**4:00 pm to 4:50 pm – Reading:**

Val Napoleon and Hadley Friedland, “An Inside Job: Engaging with Indigenous Legal Traditions through Stories” (2016) 61:4 *McGill LJ* 725

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**MISSED COURSE WORK and LATE ASSIGNMENTS**

**If you become aware that you will miss a deadline beforehand, contact the appropriate professor before the due date/time.** The professor will schedule an appropriate new due date, and may waive part or all of the late penalties. Late assignments without a valid excuse will lose one mark for each 24 hours late, after a 12-hour grace period. This applies to all assignments in this class.

**If, due to incapacitating illness, you are unable to attend the final exam,** you must submit a completed [UOIT Medical Statement](#) to the Academic Advising Office within 5 business days of

the missed exam/deadline. Please note: All UOIT Medical Statement forms must be completed, signed and dated by the treating physician no later than 24 hrs. after the missed exam/deadline. If the missed work is due to extreme compassionate circumstances (e.g., death in the family, etc.), relevant documentation is required. Please contact the Academic Advising Office for details.

If your documentation is approved, the student and the professor will be notified by email. All communication will be sent to the official UOIT.net email. It is the student's responsibility to follow up with the professor within 48 hrs. of receiving the approval from Academic Advising. It will be at the Professor's discretion to determine how the missed final exam will be addressed (e.g., re-writes, re-weight, extension, alternate assignment, etc.).

Academic Advising Office  
55 Bond St East Rm 403  
E: sshadvising@uoit.ca  
T: 905-721-8668 x 3838  
F: 905-721-3372

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Assignments submitted to Turnitin.com are added to the company's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. **Since that means a copy of your work will be in the database after you submit it, you can decline to use Turnitin.com.** Choosing this option means that you may be required to submit rough drafts, sources, and notes so that the instructor can use alternate means to check for plagiarism, so please keep track of these documents as you write your assignments. **If you want to decline, you must inform the instructor in writing by signing and submitting the Ontario Tech Turnitin.com cover sheet with your assignment.**

### **ACCESSIBILITY / STUDENTS WITH DISABILITIES:**

Students with disabilities may request to be considered for formal academic accommodation in accordance with the Ontario Human Rights Code. Students seeking accommodation must make their requests through [Student Accessibility Services](#) in a timely manner, and provide relevant and recent documentation to verify the effect of their disability and to allow the University to determine appropriate accommodations.

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### **USE OF ELECTRONIC COMMUNICATING DEVICES DURING LECTURES:**

All electronic communicating devices (phones, laptops, tablets, etc.) are to be turned off or silenced during class unless you are using that device for class purposes. **No messaging, watching videos, writing emails or other unrelated work—these activities are distracting not only to the student doing them but to other students around you.** No video-recording of lectures. Ask the professor for permission to audio record the lecture. If you cannot refrain from engaging in distracting activities during lecture, you may be asked to leave.

### **FREEDOM OF INFORMATION AND PRIVACY**

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If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact the UOIT Chief Privacy Officer at [accessandprivacy@uoit.ca](mailto:accessandprivacy@uoit.ca).

### **CANCELLED CLASSES:**

In the event that the professors have to cancel a class, students will be notified by 9:00 am. on the day of class via the class e-mail list. Please check your email before coming to class to ensure that class has not been cancelled. Staff will also post a note on the classroom door. Adjustments to the schedule or alternative delivery of the course materials will be made to account for any classes missed by the professors.

### **COURSE EVALUATIONS:**

Student evaluation of teaching is a highly valued and helpful mechanism for improving the quality of UOIT’s programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are strongly encouraged to participate actively in this process and will be notified of the dates when course evaluations become available. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News and signage around the campus.

I look forward to working with you and I hope you are challenged to learn in this course!

Rachel Ariss  
January 2020



**UNIVERSITY OF ONTARIO INSTITUTE OF TECHNOLOGY  
FACULTY OF SOCIAL SCIENCE AND HUMANITIES**

**LGLS3520U – LAW AND TECHNOLOGY**

**Winter 2019**

Hybrid Course

In class: Wednesdays 9:40-11:00am

Location: DTB 205

Professor: Dr. Andrea Slane

Office: DTB 507

Telephone: (905) 721 8668 x 2844

Email: contact through course email only

Office Hours: Wednesdays 12:30-1:30 and by appointment

**COURSE DESCRIPTION:**

New technologies engage the law in at least three ways: they may become the object of regulation; they may affect the application of the law to human interactions; and they may affect the procedural elements of the law (such as evidence law). Taking digital and telecommunications technologies as primary examples, the course will explore some of the major ways that technologies have engaged the law.

**COURSE OUTCOMES:**

Upon successful completion of the course, students will develop substantive and critical understanding of some of the major themes and theoretical issues regarding the intersection of law and technology. Students will hone their skills related to reading legal and socio-legal scholarship, writing, and critical analysis of both scholarly and popular depictions of the interplay between law and technology.

**COURSE DESIGN:**

The course is a hybrid course. This means that we have only one in-person session a week (1 hour and 20 minutes) and that the balance of your usual in-class time will be online. Most weeks, the online component will be either media you need to watch before class, or posted lectures. Most of our in-class time will be spent on either small group exercises, or more traditional lecture/discussion on weeks where there is denser material. There will always be time for questions you might have on the online or in-class components.

**REQUIRED TEXTS:**

All of the journal articles will either be posted in the folder for that week or can be downloaded via the links in this syllabus. If you have difficulty locating a particular reading, please inform me and I will help you find it. I will provide a list of additional resources that I have referred to in the online lecture each week – these will be useful to your paper assignments.

**EVALUATION METHOD:**

Students will be graded on three types of assignments: a critical reading essay; two written components to in-class exercises; and a final essay. Participation marks of up to 10% will be allotted as noted below.

The percentage of marks for each assignment follows:

Critical Reading Assignment: **35%**

In class exercises (with written component): **20%** (2 x 10% each – choose two of four opportunities)

Participation: opportunities include extra in-class exercises (without written component), class participation exercises, and outside events reflections (each worth 2.5 marks – participate in 4 and you will get full participation marks): **10%**

Legal Analysis of a Documentary Film: **35%**

Further information on the assignments can be found below, and further details will be posted as noted in the schedule. Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information regarding grading can be found in the UOIT Academic Calendar: <http://uoit.ca/current-students/academics/academic-calendars/index.php>

## **OUTLINE OF TOPICS AND SCHEDULE OF READINGS and ASSIGNMENTS:**

### **Weeks 1-2: Intro to Law and Technology**

#### **JANUARY 9: Intro to Law and Technology (the course)**

#### **JANUARY 16: Intro to Law and Technology Theory**

*Distribute: Guidelines for First Essay Assignment (Exegesis)*

*Online and In-class Lectures: Law and Technology Theory*

*Read for in class discussion:*

- Arthur J. Cockfield, “Towards a Law and Technology Theory”, (2004) 30 Man. L.J. 383 – 415.

### **Week 3-4 TOPIC 1: Law and Image Making and Sharing Technologies**

#### **JANUARY 23: Law, Photography and Image Rights**

*Online and In-class Lectures: Law and Photography Foundations*

- Privacy, Copyright, Personality Rights, Evidence

*Read for participation exercise:*

- Samantha Barbas, “The Laws of Image” (2012) 47 New Eng. L. Rev. 23
- Statement of Claim: *Douez v. Facebook*

#### **JANUARY 30: Liability for Posting/Sharing Intimate Images without Consent**

*IN CLASS EXERCISE #1* (1 of 4 options): issue mapping non-consensual pornography

*Read and Watch ALL for the in-class exercise:*

- Watch:
  - Revenge Porn Channel 4 (UK 2015): <https://www.youtube.com/watch?v=-EJihdPSBT0>
- Read:
  - Eric Goldman, “What Should We Do About Revenge Porn Sites Like Texxxan?” *Forbes* (January 28, 2013): <https://www.forbes.com/sites/ericgoldman/2013/01/28/what-should-we-do-about-revenge-porn-sites-like-texxxan/#47ce265e7eff>
  - Mary Anne Franks, “Adventures in Victim Blaming: Revenge Porn Edition” *Concurring Opinions* (February 1, 2013): <https://concurringopinions.com/archives/2013/02/adventures-in-victim-blaming-revenge-porn-edition.html#more-69864>
  - Andrea Slane and Ganaele Langlois, “Regulating Business Models that Capitalize on User Posted Personal Information of Others: How Can Canada’s Privacy Regime Protect Victims of Online Shaming Businesses?” (August 31, 2016) Submission to the Privacy Commissioner of Canada’s Consultation on Online Reputation: [https://www.priv.gc.ca/en/about-the-opc/what-we-do/consultations/consultation-on-online-reputation/submissions-received-for-the-consultation-on-online-reputation/or/sub\\_or\\_01/](https://www.priv.gc.ca/en/about-the-opc/what-we-do/consultations/consultation-on-online-reputation/submissions-received-for-the-consultation-on-online-reputation/or/sub_or_01/)

**Weeks 5-6 TOPIC 2: Legal Obligations of Internet Intermediaries and Digital Media Platforms**

**FEBRUARY 6: Intermediary Responsibilities and Liabilities**

*Online and In-class lectures:* Law and online intermediaries

*Read for participation exercise:*

- Felix T. Wu, “Collateral Censorship and the Limits of Intermediary Immunity” (2013) 87 Notre Dame L. Rev. 293, online: <https://scholarship.law.nd.edu/ndlr/vol87/iss1/6/>
- Thomson Reuters news service, “Facebook hit with maximum fine under British law for Cambridge Analytica scandal”, CBC News (July 11, 2018), online: <https://www.cbc.ca/news/technology/facebook-fine-britain-cambridge-analytica-1.4741987>

**FEBRUARY 13: Search Engines and The Right to be Forgotten**

*Online lecture:* Primer on the right to be forgotten

*IN CLASS EXERCISE #2* (2 of 4 options): debate mapping the right to be forgotten

*Readings for in-class exercise: must read BOTH*

- Julia Powles, “The Case That Won’t Be Forgotten” (2015) 47 Loy. U. Chi. L.J. 583.
- David T.S. Fraser, “You’d Better Forget the Right to Be Forgotten in Canada”, submission to the Office of the Privacy Commissioner of Canada Consultation on Online Reputation (August 2016), online: [https://www.priv.gc.ca/en/about-the-opc/what-we-do/consultations/consultation-on-online-reputation/submissions-received-for-the-consultation-on-online-reputation/or/sub\\_or\\_07/](https://www.priv.gc.ca/en/about-the-opc/what-we-do/consultations/consultation-on-online-reputation/submissions-received-for-the-consultation-on-online-reputation/or/sub_or_07/)

**READING WEEK: No Class Feb 22**

**Week 7-8 TOPIC 3: Artificial Intelligence/Algorithms**

**FEBRUARY 27: Law and Algorithms**

DUE: CRITICAL READING PAPER (EXEGESIS)

*In-class lecture:* Law and Algorithms

*Read/Watch for participation exercise:*

- Watch:
  - NBC News, “Beyond the Letter of the Law: How Algorithms are Changing the Legal World”, online: <https://www.nbcnews.com/mach/video/beyond-the-letter-of-the-law-how-algorithms-are-changing-the-legal-world-1081104451671>
  - FutureLaw 2018, panel on Fairness, Accountability, and Transparency of Algorithms, Stanford Law School, online: [https://www.youtube.com/watch?v=9aOIRw0d\\_WY](https://www.youtube.com/watch?v=9aOIRw0d_WY)
- Read:
  - Anthony J. Casey & Anthony Niblett, “Self-Driving Laws” (2016) 66 University of Toronto L.J. 429.

**MARCH 6: Law and Artificial Intelligence**

*Distribute:* final essay assignment

*Online lecture:* Law and Artificial Intelligence

*IN CLASS EXERCISE #3* (3 of 4 options): issue mapping artificial intelligence

*Readings for in-class exercise (you will be assigned ONE of the below 3 to focus on):*

1. Ian R. Kerr and Marcus Bornfreund, “Buddy Bots: How Turing’s Fast Friends are Undermining Consumer Privacy” (2005) 14:6 *Presence: Teleoperators and Virtual Environments* 647 – 655.
2. Meg Leta Jones, “Silencing Bad Bots: Global, Legal and Political Questions for Mean Machine Communication” (2018) 23 *Comm. L. & Pol’y* 159-194.

- Margot E. Kaminski, “Robots in the Home: What will we have agreed to?” (2015) 51 Idaho L. Rev 661-677.

## ***Week 9 TOPIC 4: Media and Information Stream Manipulation and Fake News***

### **MARCH 13: Law and Fake News**

Online Lecture: Law and Information Manipulation

IN CLASS EXERCISE #4 (4 of 4 options): mapping issues and proposed solutions re fake news

Read/Watch before class

- Watch:
  - Adam B. Ellick and Adam Westbrook, “Operation Infektion: Russian Disinformation from Cold War to Kanye” (2018) New York Times Video, three part series: <https://www.nytimes.com/2018/11/12/opinion/russia-meddling-disinformation-fake-news-elections.html>.
- Read:
  - Björnstjern Baade, “Fake News and International Law”, European Journal of International Law (forthcoming 2019), online: [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3243345](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3243345).

### **Weeks 10-12 Documentary Films for Final Essay Assignments**

### **MARCH 20: Copyright/File Sharing**

In-class lecture: Primer on Intellectual Property; Law of Copyright Infringement

Watch before class:

- Andreas Johnsen Ralf, Christensen, and Henrik Moltke (directors), *Good Copy Bad Copy* (Denmark: Rosforth, 2007), online: <https://www.youtube.com/watch?v=ByY6j0qzOyM&t=63s>

Read for in-class discussion:

- Peter K. Yu, “Four Common Misconceptions about Copyright Piracy” (2003) 2 Loy. L.A. Int’l & Comp. L. Rev. 127 <http://digitalcommons.lmu.edu/ilr/vol26/iss1/7/>

### **MARCH 27: Hacking and Computer Crime**

In-class lecture: Primer on cybercrime law

Watch before class:

- Brian Knappenberger, *The Internet’s Own Boy: The Story of Aaron Swartz* (United States: FilmBuff, 2014), online: <https://www.youtube.com/watch?v=vXr-2hwTk58>

Read for in-class discussion:

- Mark Murfin, “Aaron’s Law: Bringing Sensibility to the Computer Fraud and Abuse Act” (2014) 38:3 S.I.U.L.J. 469-490.

### **APRIL 4: Privacy and Surveillance**

In-class Lecture: primer on privacy and surveillance

Watch before class:

- Juan Manuel Biaiñ (director), *Article 12: Waking Up in a Surveillance Society* (United Kingdom: DocFactory, 2010), online: [https://www.youtube.com/watch?v=w3TBV\\_81gSc](https://www.youtube.com/watch?v=w3TBV_81gSc)

Read BOTH for in-class discussion:

- Arthur Cockfield, “Who Watches the Watchers? A Law and Technology Perspective on Government and Private Sector Surveillance” (2003), 29 Queen’s L.J. 364 – 407.
- Mary Anne Franks, “Democratic Surveillance” (2017) 30 Harv. J. Law & Tec 425.

## **ASSIGNMENTS:**

**CRITICAL READING ESSAY: 35%** Due February 27 at 9:40am (start of class) via Blackboard Turnitin dropbox.

The critical reading essay assignment will be a 5-6 page “exegesis” essay – that is, an analysis of a work of legal scholarship that asks you to situate that one central reading in relation to two other readings. The centerpiece article will be:

- Arthur J. Cockfield, “Towards a Law and Technology Theory”, (2004) 30 Man. L.J. 383 – 415.

You will discuss the Cockfield article in relation to any two of the other readings in the syllabus up to Week 7.

**FINAL PAPER: LEGAL ANALYSIS OF A DOCUMENTARY FILM: 35%** Due April 12, midnight, via Blackboard Turnitin dropbox.

The legal analysis assignment will be a 6-8 page paper, where you will be able to choose from three clusters of texts, each containing one documentary film and two scholarly articles. If you want to get a head start, here are the films (links to where to find them online for free are above) and the first of the two articles for each:

- *Good Copy Bad Copy* (2007)
  - Peter K. Yu, “Four Common Misconceptions about Copyright Piracy” (2003) 2 Loy. L.A. Int’l & Comp. L. Rev. 127.
- *The Internet’s Own Boy: Aaron Swartz* (2014)
  - Mark Murfin, “Aaron’s Law: Bringing Sensibility to the Computer Fraud and Abuse Act” (2014) 38:3 S.I.U.L.J. 469-490.
- *Article 12: Waking Up in Surveillance Society* (2010)
  - Choose one (or both) of the following:
    - Arthur Cockfield, “Who Watches the Watchers? A Law and Technology Perspective on Government and Private Sector Surveillance” (2003), 29 Queen’s L.J. 364 – 407.
    - Mary Anne Franks, “Democratic Surveillance” (2017) 30 Harv. J. Law & Tec 425.

You may choose the second one from any of the additional readings from the class bibliography. I strongly suggest that you read the corresponding article either prior to watching the film the first time, or else watch the film again after reading it. Remember that films are meant for a popular audience, so they are likely to simplify the issue, and may very well have a particular position the filmmaker is taking in order to persuade the audience to look at the social and/or legal problem a certain way, and possibly argue for specific legal solutions. But they also will likely have more emotional appeal and more vibrant and persuasive examples. Take detailed notes on the film while you are viewing it.

**IN CLASS EXERCISE REFLECTIONS 20%** (2 in-class exercises at 10% each) – due 24hours after class

There will be FOUR opportunities to earn in-class exercise reflection marks (Jan 30; Feb 13; March 6; March 13) and you must do the written part of TWO of these. These exercises will take a variety of formats. They all involve first participating in a group activity in class, after which you will be assigned a question upon which to write a short (1-2 page) reflection. You may hand in more than 2, in which case I will count only the top 2 marks.

## **PARTICIPATION 10%**

Each participation activity is worth 2.5 marks, on a pass/fail basis. If you actively participate in the activity, then you will get the full marks, to a maximum of 10 points total. Participation marks can be earned in three ways: 1) doing the advance reading/watching and participating in “participation exercises”

that are noted in the above schedule; 2) doing the advance reading/watching and participating in additional “in-class exercises” but not doing the written reflection; 3) if there are any relevant events going on on campus, I will let you know and you can attend and write a short reflection on that.

## **ACADEMIC INTEGRITY**

Students and faculty at UOIT share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by UOIT’s regulations on Academic Conduct, which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one’s own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with UOIT’s regulations on academic conduct does not constitute a defense against its application.

Further information about academic misconduct can be found on the Academic Integrity website: <https://academicintegrity.uoit.ca/>. Support services are available to all UOIT students in academic development, study skills, counseling, and peer mentorship. For writing support, see <https://studentlife.uoit.ca/student-learning/writing.php>.

## **TURNITIN**

As you complete the two required papers for this course, remember that plagiarism is the act of presenting the ideas, words, or other intellectual property of another as one’s own. The use of other people’s work must be properly acknowledged and referenced in all written material. Please refer to the UOIT library website for assistance in avoiding plagiarizing: <http://guides.library.uoit.ca/citation/academic-integrity-plagiarism>

UOIT and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The terms that apply to UOIT's use of the Turnitin.com service are described on the Turnitin.com website.

## **LATE ASSIGNMENTS**

If you cannot hand in an assignment on time you must contact me at or before the due date/time. I will schedule an appropriate new due date for missed assignments only with a valid excuse. Late assignments without a valid excuse will lose one mark (A goes to A-, and so on) for every day after the due date/time. No extensions will be granted on the final paper due date without a UOIT Medical Statement with supporting documentation or other substantiated excuse.

## **STUDENTS WITH DISABILITIES**

Accommodating students with disabilities at UOIT is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities who may require assistance to participate in this class are encouraged to speak with me as soon as possible. **Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible.** Maintaining communication and working collaboratively with SAS and faculty members

will ensure you have the greatest chance of academic success. Disability-related support and accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, learning challenges, as well as students with temporary disabilities (concussion, broken arm/hand/fingers, etc). Office hours are 8:30am-4:30pm, Mon-Fri. For more information on services provided, you can visit the SAS website at <https://studentlife.uoit.ca/student-accessibility-services/index.php>. Hours and contact details are at <https://studentlife.uoit.ca/student-accessibility-services/contact.php>.

### **USE OF ELECTRONIC COMMUNICATING DEVICES DURING LECTURES**

All electronic communicating devices (phones, laptops, tablets, etc.) are to be turned off or silenced during class unless you are using that device for class purposes. No messaging, watching videos, writing emails or other unrelated work – these activities are distracting not only to the student doing them but to other students around you. If you cannot refrain from engaging in distracting activities during lecture, you may be asked to leave.

### **CANCELLED CLASSES**

In the event that I have to cancel a class, students will be notified by 8am on the day of class via the class announcements on Blackboard. Please check your class messages before coming to class to ensure that class has not been cancelled, especially if the weather looks bad between Oshawa and Toronto. Staff will also post a note on the classroom door. Adjustments to the schedule or alternative delivery of the course materials will be made to account for any classes missed by the professor.

### **COURSE EVALUATIONS**

Student evaluation of teaching is a highly valued and helpful mechanism for improving the quality of UOIT's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are strongly encouraged to participate actively in this process and will be notified of the dates when course evaluations become available. I sincerely value your feedback, and make adjustments according to student feedback every time I teach a course.

Let's have a great semester together!

Dr. Andrea Slane  
January 2019



Faculty of Social Science & Humanities

LGLS 4040U Law & the Environment  
Course outline for Fall Semester, 2017

**1. Course Details & Important Dates\***

Term	Section	Course Type	Day	Time
F	001	LEC	Thurs	2:10-5:00PM

Location	CRN #	Classes Start	Classes End
DTA216	44529	09/07/17	11/30/17

\* for other important dates go to: [www.uoit.ca](http://www.uoit.ca) >Current Students >Important Dates

**2. Instructor Contact Information**

Instructor Name	Office	Phone	Email
Dr. Jen Rinaldi	DTB 514	5873	<a href="mailto:Jen.Rinaldi@uoit.ca">Jen.Rinaldi@uoit.ca</a>
Office Hours: Thurs 12:00-1:00PM			

**3. Course Description & Learning Outcomes**

This course will consider aspects of environmental law in the context of studying legal, theoretical and socio-cultural approaches to the ecology, the environment and environmental protection. This course will analyze legal and socio-cultural conceptions of ecology and the environment, asking how these concepts are constructed and how they are mobilized within law by a range of groups, such as social movements, Indigenous peoples, governments, natural resource developers and others. Topics may include: analysis of legal environmental doctrine such as environmental assessment regimes, environmental regulation and protection, environmental rights and international approaches to environmental protection.



On the successful completion of the course, students will be able to:

- Comprehend and compare how legal frameworks confront, conceptualize, and protect ecologies and environments.
- Synthesize and discuss material literature from common and statutory law and socio-legal scholarship.
- Offer critical responses to the role and limitations of law in connection with the environment.
- Identify legal remedies and strategies for improving environmental protections.
- Develop scholarly research and writing skills so best to study and articulate course material.

#### 4. Schedule

**Note on Class Design:** Lectures will take place once per week, in 3-hour blocks. A natural break in lecture material will take place at around 3:30PM, for 15 minutes. On days Reflection & Response exercises are scheduled, students are expected to attend 1 hour of class time. On days Roundtable exercises are scheduled, students are expected to attend 1.5 hours of class time. For Reflection & Response seminars and Roundtables, please consult Blackboard to know when your group is scheduled to attend.

##### **Week 1 (09/07/17):** Introductory Lecture

*Activities:* Lecture will explore the following questions, applied to key concepts and the early history of environmental law: what catalyzed early environmental law? How did environmental protection come to be a political priority?

*Readings:* Carson, Rachel. *Silent Spring* (Boston: Houghton Mifflin Company, 1962), xv-xxvi, 1-3, 5-13.

Nixon, Rob. *Slow Violence and the Environmentalism of the Poor* (Cambridge: Harvard University Press, 2011), 1-16.

##### **Week 2 (09/14/17):** Tar Sands Onward: Indigenous Consultation & Environmental Assessment

*Activities:* Lecture will explore the following questions, applied to pipeline construction as a case study: What do EA processes entail? What are the strengths and limitations to regulatory law as a mechanism for environmental protection? How does the duty to consult Indigenous populations factor into EA processes?

*Readings:* Coyle, Michael. "From Consultation to Consent: Squaring the Circle?" (2016) 67 UNBLJ 235.

Huseman, Jennifer & Damien Short. "'A Slow Industrial Genocide': Tar Sands and the Indigenous Peoples of Northern Alberta" (2012) 16 IJHR 216.

##### **Week 3 (09/21/17):** Chemical Valley: Human Rights & Environmental Justice

*Activities:* Lecture will explore the following questions, applied to Chemical Valley as a case study: what is environmental justice? To what extent is environmental protection a social justice issue? Do constitutional and human rights apply to environmental protection? Should there be a protected right to a clean and sustainable environment?

*Readings:* Benidickson, Jamie. *Environmental Law* (Toronto: Irwin Law, 2013), 52-69.  
Scott, Dayna Nadine. "Confronting Chronic Pollution: A Socio-Legal Analysis of Risk and Precaution" (2008) 46 Osgoode Hall LJ 293.

**Week 4 (09/28/17): Reflection & Response 1**

*Activities:* Students will meet in groups of 10-15 for one hour of scheduled class time to actively discuss their prepared reflections (uploaded online in advance) and responses to one another's work.

*Readings:* See assignment guidelines on Blackboard.

*Deadline:* Written portion due, and students are expected to attend and participate for their oral portion.

**Week 5 (10/05/17): Monsanto: Toxic Tort Litigation & Property Law**

*Activities:* Lecture will explore the following questions, applied to Monsanto lawsuits as a case study: what are toxic torts? What are the merits to tort litigation as a legal remedy to environmental impacts? What are the limitations to property law? How are cause and injury measured in toxic tort cases? What are the limitations and challenges to class actions? What is corrective justice?

*Readings:* de Beer, Jeremy. "The Rights and Responsibilities of Biotech Patent Owners" (2007) 40 UBCL Rev 343.

Collins, Lynda & Heather McLeod-Kilmurray. *The Canadian Law of Toxic Torts* (Toronto: Thomson Reuters, 2014), 205-230.

**Week 6 (10/12/17): Rainforest Chernobyl: Criminalizing Polluters & Corporate Governance**

*Activities:* Lecture will explore the following questions, applied to overseas Canadian mining operations as a case study: when and to what extent are environmental impacts a criminal justice issue? How should criminal proceedings unfold on an international stage? To what extent are corporate actors held responsible for environmental wrongdoing? What are the links between environmental wrongdoing and human rights abuses?

*Readings:* Imai, Shin. "The 'Canada Brand': Violence and Canadian Mining Companies in Latin America" (2017) 13 Osgoode Hall Law School Legal Studies Research Paper Series 27.

Jodoin, Sebastien & Yolanda Saito. "Crimes Against Future Generations: Harnessing the Potential of Individual Criminal Accountability for Global Sustainability" (2012) 7 McGill JSDLP 115.

**Week 7 (10/19/17): Reflection & Response 2**

*Activities:* Students will meet in groups of 10-15 for one hour of scheduled class time to actively discuss their prepared reflections (uploaded online in advance) and responses to one another's work.

*Readings:* See assignment guidelines on Blackboard.

*Deadline:* Written portion due, and students are expected to attend and participate for their oral portion.

**Co-curricular Period (10/26/17): No Class**

**Week 8 (11/02/17): Arctic Straits: Climate Change & International Law**

*Activities:* Lecture will explore the following questions, applied to the Arctic Straits as a case study: What role can transnational bodies like the Arctic Council serve in addressing climate change? What role can the international community serve in addressing climate change? How should countries be held accountable on the international stage for climate change impacts? How do sovereignty disputes affect Arctic ecology? Why does climate change particularly matter in the Arctic Circle?

*Readings:* Clemencon, Raymond. "The Two Sides of the Paris Climate Agreement: Dismal Failure or Historic Breakthrough?" (2016) 25 *Journal of Environment & Development* 3.  
Olive, Andrea. *The Canadian Environment in Political Context* (Toronto: University of Toronto Press, 2016), 231-258.

**Week 9 (11/09/17): The Maldives: Environmental Migrants & Emergency Response**

*Activities:* Lecture will explore the following questions, applied to living conditions in the Maldives: How does climate change affect migration patterns? Is there such a thing as an environmental refugee? Do immigration and refugee laws need to acknowledge climate change when considering claims? Should climate change impacts be treated under law as an emergency? Additionally, this lecture will feature a guest lecture by Dr. Peter Stoett.

*Readings:* Library of Parliament, Industry, Infrastructure and Resources Division, *Climate Change and Forced Migration: Canada's Role* (February 2013) (Penny Becklumb).  
Stacey, Jocelyn. "The Environmental Emergency and the Legality of Discretion in Environmental Law" (2015) 52 *Osgoode Hall LJ* 985.

**Week 10 (11/16/17): Roundtables**

*Activities:* Students will meet in groups of 15-20 for 1.5 hours of scheduled class time. Half of the students in each group will present their proposed legal remedy to an environmental problem, and will engage other roundtable panel members in discussion on their points of comparison and contrast. The other half of each group will engage presenters with questions.

*Deadline:* Written portion due, and students are expected to attend and participate for their oral portion.

**Week 11 (11/23/17): Roundtables**

*Activities:* Students will meet in groups of 15-30 for 1.5 hours of scheduled class time. Half of the students in each group will present their proposed legal remedy to an environmental problem, and will engage other roundtable panel members in discussion on their points of comparison and contrast. The other half of each group will engage presenters with questions.

*Deadline:* Written portion due, and students are expected to attend and participate for their oral portion.

**Week 12 (11/30/17): Concluding Lecture**

*Activities:* Lecture will summarize course learnings and check in on Final Essay expectations.

*Deadline:* Final Essay due the week following.

## 5. Readings

The course pack is available at the campus bookstores. Students are expected to read assigned sources from the course pack in preparation for class lectures. Additional recommended readings (including and especially primary sources) will be uploaded to Blackboard. Students are encouraged to read recommended sources in preparation for assignments.

## 6. Grade Breakdown

Assignment	Percentage	Dates & Deadlines
Reflection & Response 1	20%	09/27/17
Reflection & Response 2	20%	10/18/17
Roundtable Presentation	20%	11/15/17
Roundtable Participation	10%	11/16/17 OR 11/23/17
Final Essay	30%	12/07/17

**Reflections & Responses:** Students will meet in groups of 10-15 to discuss their prepared 5-page reflection (submitted ahead of class) in response to an assigned question prompt related to lecture and course readings. There will be two assignments, collectively worth 40% (20% each). For assignment guidelines and rubric, please consult Blackboard.

**Roundtable Presentations & Participation:** Students will meet in groups of 15-20 for presentations on legal remedies to an environmental problem. There will be two classes devoted to roundtables; students will attend one week to present, the other to engage as audience members. For assignment guidelines and rubric, please consult Blackboard.

**Final Essay:** Students will select a research question from an assigned list, and will write a 10-page response. For assignment guidelines and rubric, please consult Blackboard.

**Assignment Formatting:** All assignments must be written in double space, 12-point TNR format with 1-inch margins. Citations, title pages, and bibliographies must be formatted according to the Canadian Guide to Uniform Legal Citation (McGill Style).

**Word of Advice:** Assignment guidelines and rubrics will be posted on Blackboard well in advance of deadlines. There is benefit in looking ahead, and imagining how each assignment builds upon the last. Your professor will pay particular heed to your capacity to incorporate feedback, to revise arguments, and to demonstrate self-improvement. In that spirit, assignments will involve and take seriously oral components where feedback is sought and given in seminar and roundtable exercises. Exercises of this nature will be student directed, and will offer

opportunity to engage in reciprocal exchanges that mutually benefit written work. There is an expectation that students attend, actively listen, and find ways to engage in open and constructive dialogue.

## **7. Missed Course Work**

If, due to incapacitating illness, you are unable to complete any portion of the term work, you must submit a completed UOIT Medical Statement to the Academic Advising Office within 5 business days of the missed deadline. Please note: All UOIT Medical Statement forms must be completed, signed and dated by the treating physician no later than 24 hours after the missed deadline. If the missed work is due to extreme compassionate circumstances (e.g., death in the family, etc.), relevant documentation is required. Please contact the Academic Advising Office for details.

If your documentation is approved, the student and the professor will be notified by email. All communication will be sent to the official UOIT.net email. It is the student's responsibility to follow up with the professor within 48 hours of receiving the approval from Academic Advising. It will be at the professor's discretion to determine how the missed work will be addressed (e.g., re-writes, re-weight, extension, alternate assignment, etc.) and any late penalties (if applicable).

Academic Advising Office, 55 Bond St East Rm 403  
E: [sshadvising@uoit.ca](mailto:sshadvising@uoit.ca) T: 905-721-8668 x 3838 F: 905-721-3372

If written work is missed due to a reason that cannot be processed via the Academic Advising Office, assignments may be submitted up to 3 days late, with a 5% assignment penalty per day. It is not necessary in these cases to explain to the professor the reasoning behind submitting late, though alerting the professor to a recent upload will ensure it is graded in a timely fashion. Missed oral work can be rescheduled with the professor, or reweighted at the professor's discretion, only if the work was missed due to medical or extreme compassionate circumstances.

## **8. Accessibility**

Students with disabilities may request to be considered for formal academic accommodation in accordance with the Ontario Human Rights Code. Students seeking accommodation must make their requests through Student Accessibility Services in a timely manner, and provide relevant and recent documentation to verify the effect of their disability and to allow the university to determine appropriate accommodations.

Accommodation decisions will be made in accordance with the Ontario Human Rights Code. Accommodations will be consistent with and supportive of the essential requirements of courses and programs, and provided in a way that respects the dignity of students with disabilities and encourages integration and equality of opportunity.

Students are encouraged to meet with the professor to discuss accommodation supports well in advance of assignment deadlines.

## **9. Professional Conduct**

Please maintain standards of professionalism when addressing your professor by email. These standards entail sending from your UOIT email account, using appropriate salutations and sign-off signatures, and indicating your name and course code. You are always welcome to make use of email communication or weekly office hours to discuss questions or concerns about course content or workload, but try to give yourself and your professor enough time before assignment deadlines to communicate.

Please practice respect when engaging with colleagues in online and in-class discussions. Work on ensuring disagreement is productive and critique is constructive. Know that in this course you and your colleagues are presumed to have valuable insights and contributions, such that through open and engaged discourse we might learn from one another. This means there is an expectation that you participate, that you react to colleagues with sensitivity, and that you are open to the possibility that there are viewpoints you do not yet know.

The Faculty of Social Science and Humanities is committed to building a truly inclusive educational community where faculty, students, and staff share the responsibility for promoting the values of fairness, justice, and non-discrimination, and for ensuring myriad voices, faces, and experiences are recognized and represented. We embrace and honour the dignity of individuals and groups, and believe that diversity, in all its complex dimensions, lays the foundation for academic excellence and creative learning. The Faculty is, therefore, dedicated to creating a welcoming and supportive campus culture and to challenging all forms of systemic discrimination experienced by historically disadvantaged groups, including but not limited to groups marked by race, ethnicity, sex, religion, age, disability, sexuality, gender identity and expression, and socioeconomic status.

The responsibilities for enacting these principles in the classroom are shared by both professors and students. Students are expected to consider the privileges they bring into campus spaces, and to approach with respect cultural and embodied difference, both explicit and implicit. Students are further expected to begin classroom learning from the presumption that everyone in the shared space and the populations being discussed/read or written about are entitled to dignity.

## **10. Academic Integrity**

Students and faculty at UOIT share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aims and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with UOIT's regulations on Academic Conduct (Section 5.15 of the Academic Calendar) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with

another student when such collaboration has not been authorized, and other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a written reprimand to permanent expulsion from the university. A lack of familiarity with UOIT's regulations on academic conduct does not constitute a defense against its application.

Further information about academic misconduct can be found in the Academic Integrity link on your laptop. Extra support services are available to all UOIT students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found in the Academic Calendar (Section 8).

## **11. Turnitin**

UOIT and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to UOIT's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must inform their instructor at the time the work is assigned and provide, with their assignment, a signed Turnitin.com [Assignment Cover sheet](#).

Further information about Turnitin can be found on the Academic Integrity link on your laptop.

## **12. Freedom of Information and Protection of Privacy Act**

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Social Science & Humanities.

UOIT is governed by the *Freedom of Information and Protection of Privacy Act* ("FIPPA"). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that UOIT not disclose the personal information of its students without their consent.

FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Social Science & Humanities encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be

advised that UOIT will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact the UOIT Chief Privacy Officer at [accessandprivacy@uoit.ca](mailto:accessandprivacy@uoit.ca).

#### **14. Course Evaluations**

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of UOIT's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News and signage around the campus.





Faculty of Social Science & Humanities  
CRN

**International Human Rights Law**  
**LGLS3430U-001**  
**Winter 2018**

*DRAFT SYLLABUS*

**Contact Info**

Prof. Natalie Oman  
Office Hrs: T2:00-3:00; by appointment  
Office Location: DTB505  
Tel: 905 721-8668, ext. 5868  
Email: Blackboard course email

**Course Info**

T/Th 12:40-2:00  
Location: TBA

**Course Description**

What are human rights? How are they protected? What can individuals do if they think their human rights have been violated? What impact does human rights discourse have on state practices? Is Canada upholding human rights standards? These are among the questions that we will explore in this course.

This course will familiarize you with major international and regional human rights treaties, national implementation of some human rights obligations, and international bodies created to monitor states' compliance with these obligations. We will examine selected rights in detail to illustrate the complex issues of human rights interpretation, implementation and compliance at both national and international levels.

Current developments in international law will play a significant role in student learning through in-class activities and individual and group assignments.

## Course Design

Classes involve a combination of lectures, group and small-group discussions, and interactive activities. Students will be expected to complete all assigned readings BEFORE class in order to participate meaningfully. Regular attendance is ESSENTIAL for successful learning in this course.

Supplementary course materials, class announcements, and group activities, as well as course email are available online via the Blackboard course portal. Students are expected to check the course website regularly (at least twice per week) for updates. Details of weekly readings and activities are summarized in the "Weekly Overviews" posted in the Content Folder in Weekly Learning Modules.

## Required Texts/Readings

The weekly readings for the course are posted on the course website under the "Content" tab.

## Evaluation Method

Participation	10%	Assessed every class
Group Discussion-leading	10%	
Group Discussion-respondent	5%	
Critique & Analysis	25%	Feb. 6
Midterm – skeleton analysis	20%	Mar. 1
Final essay	30%	April 5

*Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information regarding grading can be found in Section 5 of the UOIT Academic Calendar.*

In accordance with UOIT policy, late assignments will be accepted up to 3 days following deadlines, and penalized at a rate of -5% per day. Assignments will not be accepted after the 3<sup>rd</sup> day following a published deadline (including weekends). Students who anticipate difficulties in meeting deadlines are encouraged to speak with me BEFORE assignment due dates.

Group deadlines are firm; no changes to groups will be possible in the absence of a medical note.

### **Accessibility**

To ensure accessibility for all members of the class, students with documented disabilities who may require assistance to participate fully are encouraged to speak with me as soon as possible. Students who require alternative testing and examination arrangements or other academic accommodations must contact the Centre for Students with Disabilities (B297) **as early as possible** to ensure that your needs can be met.

### **Communication**

#### *Office Hours:*

Office hours are available to students as an opportunity to ask questions in-person and at greater length than is usually possible in the classroom. I urge you to take advantage of the time that is available when you have any concerns about the course or problems with the texts. If you are unable to attend the scheduled office hours for the class, please speak with me in order to arrange an alternative appointment time.

#### *Email:*

Students who are unable to bring their questions to me during office hours may contact me by email. I check course emails on Mondays and Thursdays, and will try to respond to emails within 24 hours. Students who pose questions via email are asked to state their questions **succinctly**, and are required to take the time to compose and include a (brief) proposed solution to their query (if it is a question about course material) in the body of the email. Students are referred to the "Professional & Academic Competency Guidelines" posted on the course website regarding formatting of email queries.

### **Academic Integrity**

Students and faculty at UOIT share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education.

Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action. **Students are expected to be familiar with UOIT's regulations on Academic Conduct** (Section 5.15 of the Academic Calendar) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, and other academic offenses. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a written reprimand to permanent expulsion from the university. A lack of familiarity with UOIT's regulations on academic conduct **does not constitute a defense** against its application.

Further information on academic integrity is available at:  
[www.uoit.ca/EN/academicintegritystudent](http://www.uoit.ca/EN/academicintegritystudent)

## Turnitin

UOIT and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review to Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The faculty member may require students to submit their assignments electronically to Turnitin.com or the faculty member may submit questionable text on behalf of a student. The terms that apply to UOIT's use of the Turnitin.com service are described on the Turnitin.com website.

**At the time the work is assigned, students must inform their professors that they are not giving permission to have their work submitted to Turnitin.com AND sign the Turnitin.com Assignment Cover sheet** at:

<http://www.uoit.ca/assets/Academic~Integrity~Site/Forms/Assignment%20Cover%20sheet.pdf>

Further information about Turnitin, under Resources on the Academic Integrity link on your laptop.

## Course Evaluations

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of UOIT's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates via MyCampus.

## Strategies for Success

- Complete all assigned readings before class; take note of key points and look up all unfamiliar words in a dictionary (see UOIT library homepage for online dictionaries).
- Re-read, edit, and add to your course notes within 24 hours after each class.
- Spend at least 15 minutes twice each week becoming familiar with international issues. Use reputable sources such as those posted under the "Media Links" icon on the course website. Try to consult sources reflecting different regional perspectives, e.g., BBC World and XinhuaNews.
- Check course website at least twice per week for additional resources and updates (the afternoon prior to class is ideal).
- Contact group members **early** regarding group assignments and be certain that everyone understands her/his responsibilities and timelines.
- Test and essay preparation: review your own edited and enhanced notes; review overview in weekly learning module for reminders re: priorities and further resources.

## Course Schedule

WEEK 1 – Jan. 9, 11

*Admin. Introduction*

David Boersema, "Introduction to Human Rights," (read pp. 11-18 closely)

*Discussion:* FSSH proposed statement on inclusivity (see slides, Jan. 9 class)

WEEK 2 – Jan. 16, 18

*Human Rights History*

Jack Donnelly, "The History of Human Rights"

Katarina Tomasevski, "chapter 1, *Responding to Human Rights Violations, 1946-1999* (The Hague: Martinus-Nijhoff, 2000), 19-38.

*Discussion:* The ticking bomb scenario (David Luban excerpt)

WEEK 3 – Jan. 23, 25

*Are Human Rights Western-centric?*

i) Makau wa Mutua, "Standard Setting in Human Rights: Critique and Prognosis," (2007) 29 *Human Rights Quarterly*, 547-630.

ii) Jack Donnelly, "The Relative Universality of Human Rights," (2007) 29 *Human Rights Quarterly*, 281-306.

Secondary source: Abdullahi Ahmed An-Na'im, "An Inclusive Approach to the Mediation of Competing Human Rights Claims," (2013) 20 *Constellations*, 7-17.

*Discussion:* Female genital mutilation

WEEK 4 – Jan. 30, Feb. 1

*Main Characteristics of Human Rights*

Joshua Cohen, "Minimalism About Human Rights: The Most We Can Hope For?" 12 (2004) *Journal of Political Philosophy* 190.

WEEK 5 – Feb. 6, 8

*Human Rights, Asylum-Seekers, and Migrants*

i) Seyla Benhabib, "Borders, Boundaries and Citizenship," 38 (2005) *PS: Political Science and Politics*; online:

<<http://www.yale.edu/polisci/sbenhabib/papers/Borders,%20Boundaries,%20and%20Citizenship.pdf>> at 673. (See esp. p. 675.)

ii) 1951 Convention Relating to the Status of Refugees, and Additional Protocol Relating to the Status of Refugees

Secondary source: Immanuel Kant, "To Perpetual Peace: A Philosophical Sketch," in *Perpetual Peace and Other Essays*, trans. Ted Humphrey (New York: Hackett Pub., 1983), 118.

### Assignment 1 due

WEEK 6 – Feb. 13, 15

*The International Human Rights System: The UN Treaty Bodies & Universal Periodic Review*

i) Jack Donnelly, "The United Nations Human Rights Regime"

ii) Report of the UN Commission on Human Security, online:  
<<http://www.un.org/humansecurity/content/human-security-now>>.

WEEK 7 – Feb. 27, Mar. 1

*Civil Society Organizations and Their Impact on Human Rights*

i) Mark Freeman and Gibran van Ert, "Non-Governmental Organizations," in *International Human Rights Law* (Irwin Law).

ii) Makau wa Mutua, "Standard Setting in Human Rights: Critique and Prognosis," (2007) 29 *Human Rights Quarterly*, 547-630.

Secondary source: Chris Tollefson, "Indigenous Peoples' Rights," in *Setting the Standard* (Vancouver: UBC Press, 2008).

Midterm skeleton analysis in-class

WEEK 8 – Mar. 6, 8

*Business & Human Rights*

John G. Ruggie, "Business and Human Rights," (2013) DQ 168

Ian Binnie, "Legal Redress for Corporate Participation in International Human Rights Abuses: A Progress Report," (2009) *The Brief* 44.

WEEK 9 – Mar. 13, 15

*Group Rights: Indigenous Peoples*

i) Benedict Kingsbury, "Five Competing Conceptual Approaches to Indigenous Rights Claims," focusing on part II.

ii) James Anaya, "Indigenous Peoples' Participatory Rights in Relation to Decisions About Resource Extraction."

*Discussion*: Ominayak decision, Selected Decisions of the Human Rights Committee under the Optional Protocol (2002), CCPR/C/OP/3.

WEEK 10 – Mar. 20, 22

*Regional Human Rights Systems*

Mark Freeman and Gibran van Ert, "Regional Human Rights Mechanisms," in *International Human Rights Law* (Irwin Law).

WEEK 11 – Mar. 27, 29

*Terrorism & Human Rights*

Paper workshop

WEEK 12 – April 3, 5

Paper due

**University of Ontario Institute of Technology**  
**Faculty of Social Science and Humanities**  
LGLS 3530U: *CONTEMPORARY INTELLECTUAL PROPERTY LAW*  
Fall 2019  
**Course Outline**

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**Class Days & Times:** Wednesday 11:00 am- 2:00 pm

**Instructor:** Jamil Ammar.

**Office:** DTB 509

**Office Hours:** Wednesdays and Thursday: 3:00 p.m. - 5:00 p.m. or by appointment.

**Email:** [Jamil.Ammar@uoit.ca](mailto:Jamil.Ammar@uoit.ca)

### **Course Description**

This course investigates the nature of IP as well as the aims and content of intellectual property law. A brief overview will be given of the main rights (copyright, patents, trademarks and industrial designs) and actions which make this area of law. The importance of the American and international dimensions will be emphasized, although throughout the starting point for discussion will be the jurisdictions of Canada.

### **Aims & Objectives**

The aims of this course are to:

- Highlight the institutional framework in which policy is formulated and law developed in the areas of copyright, patents, trademarks and design rights.
- Consider the impact of Canadian and international policy making on the scope of these rights.
- Explore how copyright, patents, trademarks, and design rights may be infringed
- Consider the interests that the law protects and investigate the extent to which it is successful in balancing those interests.
- Foster critical understanding of areas of controversy within this area of law.
- Develop the written and oral skills of students through class discussion and written assessments.

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

- Appreciate the variety of institutions involved in the field of copyright, patents, trademarks and designs and understand their role and functions in policy making and differentiate between the approaches of the Canadian, and the U.S. legal systems towards the protection of intellectual property.
- Identify IP rights in practice, explain their scope and indicate when and how those rights may be infringed.
- Explain current developments in the law and contribute in an informed manner to ongoing debate as to the proper role of these rights.



## Course Design

The course will be delivered as one session per week. Classes will entail a mix of lecture and discussion. A good level of preparation is expected. Students' effective and meaningful contributions are required. You are expected to come to classes having completed the required reading.

### Required Texts/Readings

Greg Hagen, Graham Reynolds, Cameron Hutchison and others, *Canadian Intellectual Property Law, Cases and Materials*, 2nd Ed, (Emond Publishing, Toronto, Canada, 2018). The readings in the textbook are mandatory and additional readings *may* be recommended during the course.

### Outline of Topics in the Course

#### Course Timetable

Week 1	<b>Intellectual Property: An Introduction</b>	<ol style="list-style-type: none"> <li>1. What is Intellectual Property?</li> <li>2. What is Intellectual Property Law?</li> <li>3. Why Study Intellectual Property?</li> <li>4. Policies and Tensions in Intellectual Property.</li> <li>5. A Brief Look at the National and International Regulatory Frameworks.</li> </ol> <p style="color: red;"><b>Required Reading:</b> Greg Hagen, Graham Reynolds, Cameron Hutchison and others, <i>Canadian Intellectual Property Law, Cases and Materials</i>, 2nd Ed, (Emond Publishing, Toronto, Canada, 2018) 1-20, 285-292, 439-442 and 633-643.</p>
Week 2	<b>Copyright Law (I) General Requirements, Subject Matter and Authorship</b>	<ol style="list-style-type: none"> <li>1. How Copyright Comes into Being:             <ul style="list-style-type: none"> <li>• Fixation, Originality and New Media Works                 <ul style="list-style-type: none"> <li>▪ Note on Graphical User Interface ( GUI)</li> </ul> </li> </ul> </li> <li>2. Ideas versus Expression</li> <li>3. Copyrightable Works:             <ul style="list-style-type: none"> <li>• Literary works:                 <ul style="list-style-type: none"> <li>▪ Computer Programs as Literary Works</li> <li>▪ The Protection of the Text or Layout of a Software's Menus</li> <li>▪ Dramatic, Musical, Diagrams, Photographs and Motion Picture and Audio visual works</li> <li>▪ Databases</li> <li>▪ Works of Architecture</li> </ul> </li> </ul> </li> <li>4. Authorship:             <ul style="list-style-type: none"> <li>• Sole Authorship <i>versus</i> Joint Authorship:</li> <li>• First Ownership:                 <ul style="list-style-type: none"> <li>▪ Work for Hire Doctrine</li> </ul> </li> </ul> </li> </ol> <p style="color: red;"><b>Required Reading:</b></p>

		Greg Hagen, Graham Reynolds, Cameron Hutchison and others, <i>Canadian Intellectual Property Law, Cases and Materials</i> , 2nd Ed, (Emond Publishing, Toronto, Canada, 2018) 18- 57.
Week 3	<b>Copyright Law (II) Infringement and Defenses to Infringement</b>	<p>Scope of Copyright</p> <ol style="list-style-type: none"> <li>1. The Reproduction Right</li> <li>2. Distribution Right and the First Sale Doctrine</li> <li>3. Right to Prepare Derivative Works</li> <li>4. Public Performance and Public Display Rights</li> </ol> <p>Copyright Infringement:</p> <ul style="list-style-type: none"> <li>• The Requirement for Copying.</li> <li>• Direct Infringement</li> <li>• Secondary Infringement: Vicarious, Contributory and Inducement Liability</li> </ul> <p><b>Required Reading:</b> Greg Hagen, Graham Reynolds, Cameron Hutchison and others, <i>Canadian Intellectual Property Law, Cases and Materials</i>, 2nd Ed, (Emond Publishing, Toronto, Canada, 2018) 250-272</p>
Week 4	<b>Copyright Law (III) Defenses to Infringement</b>	<ol style="list-style-type: none"> <li>1. Fair Use Doctrine</li> <li>2. Intermediary Liability Safe Harbour</li> <li>3. Remedies</li> <li>4. Contemporary Issues in Copyright law <ul style="list-style-type: none"> <li>• Open Innovation models.</li> <li>• Circumvention of Technological Protection</li> <li>• Machine-generated work</li> </ul> </li> </ol> <p><b>Required Reading:</b> Greg Hagen, Graham Reynolds, Cameron Hutchison and others, <i>Canadian Intellectual Property Law, Cases and Materials</i>, 2nd Ed, (Emond Publishing, Toronto, Canada, 2018) 162-209.</p>
Week 5	<b>Patents Law (I) General Requirements</b>	<ol style="list-style-type: none"> <li>1. What is a Patent?</li> <li>2. Costs and Application Process</li> <li>3. Patentability Requirements: <ul style="list-style-type: none"> <li>• Novelty</li> <li>• Obviousness</li> <li>• Enablement</li> <li>• Usefulness</li> </ul> </li> </ol> <p><b>Required Reading:</b> Greg Hagen, Graham Reynolds, Cameron Hutchison and others, <i>Canadian Intellectual Property Law, Cases and Materials</i>, 2nd Ed, (Emond Publishing, Toronto, Canada, 2018) 734-799.</p>

Week 6	<b>Patents Law (II) Patentable versus Unpatentable Subject Matter</b>	<ol style="list-style-type: none"> <li>1. Patentable <i>versus</i> Unpatentable Subject Matter <ul style="list-style-type: none"> <li>• Software and Business Methods Related Patents:</li> <li>• Gene Patent</li> <li>• Medical or Surgical Treatments</li> <li>• The patentability of Machine- based inventions</li> </ul> </li> </ol> <p><b>Required Reading:</b> Greg Hagen, Graham Reynolds, Cameron Hutchison and others, <i>Canadian Intellectual Property Law, Cases and Materials</i>, 2nd Ed, (Emond Publishing, Toronto, Canada, 2018) 669-734.</p>
Week 7	<b>Patents Law (III) Infringement Defenses, Exhaustion and Remedies</b>	<ol style="list-style-type: none"> <li>1. Claim Instruction and Interpretation</li> <li>2. Direct Infringement</li> <li>3. Indirect Infringement</li> <li>4. Inducement, Contributory and Divided Infringement.</li> </ol> <p><b>Required Reading:</b> Greg Hagen, Graham Reynolds, Cameron Hutchison and others, <i>Canadian Intellectual Property Law, Cases and Materials</i>, 2nd Ed, (Emond Publishing, Toronto, Canada, 2018) 804-836</p>
Week 8	<b>Trademark Law (I) Subject Matter and General Requirements</b>	<ol style="list-style-type: none"> <li>1. Source, Nature and Purposes of Trademark Law?</li> <li>2. Do Copyrights, Patents and Trademarks Protect the Same Thing?</li> <li>3. Types of Marks.</li> <li>4. Registration: Costs v. Benefits Analysis.</li> <li>5. Distinctiveness, Descriptiveness and Secondary Meaning</li> </ol> <p><b>Required Reading:</b> Greg Hagen, Graham Reynolds, Cameron Hutchison and others, <i>Canadian Intellectual Property Law, Cases and Materials</i>, 2nd Ed, (Emond Publishing, Toronto, Canada, 2018) 439- 479.</p>
Week 9	<b>Trademark Law (II) Infringement</b>	<ol style="list-style-type: none"> <li>1. Confusion-Based Infringement</li> <li>2. Evolution of Confusion</li> <li>3. How Many Types of Confusion Are There?</li> <li>4. Non-Confusion-Based Infringement:</li> </ol> <p><b>Required Reading:</b> Greg Hagen, Graham Reynolds, Cameron Hutchison and others, <i>Canadian Intellectual Property Law, Cases and Materials</i>, 2nd Ed, (Emond Publishing, Toronto, Canada, 2018) 507-548.</p>
Week 10	<b>Trademark Law (III)</b>	<ol style="list-style-type: none"> <li>1. Trademark Use Defences</li> <li>2. Abandonment Through Non-Use.</li> </ol>

	<b>Defenses and Contemporary Issues</b>	<p>3. Abandonment Through Failure to Control Use</p> <p>4. Contemporary Issues in Trademark Law</p> <ul style="list-style-type: none"> <li>• Trademarks and Domain Names:</li> <li>• Trademarks and Search Engines</li> <li>• The Potential Impact of 3D Technologies on Trademarks</li> </ul> <p><b>Required Reading:</b>  Greg Hagen, Graham Reynolds, Cameron Hutchison and others, <i>Canadian Intellectual Property Law, Cases and Materials</i>, 2nd Ed, (Emond Publishing, Toronto, Canada, 2018) 548- 576.</p>
Week 11	<b>Designs, Confidential Information and Overlapping Rights</b>	<p>1. Do Overlaps Between Intellectual Property Rights Matter? A Business Perspective.</p> <p>2. Designs, Trademarks and Trade Dress:</p> <ul style="list-style-type: none"> <li>• What is a Design?</li> <li>• Inherently Distinctive Trade Dress</li> <li>• Functionality in Design Patents and Trade Dress <ul style="list-style-type: none"> <li>▪ Aesthetic Functionality</li> <li>▪ Enforcement</li> </ul> </li> </ul> <p>3. Patents and Trade Secrets.</p> <ul style="list-style-type: none"> <li>• Trade Secrecy: Pros and Cons</li> <li>• The Impact of Reverse Engineering</li> </ul> <p>4. Patent <i>versus</i> Design Protection:</p> <ul style="list-style-type: none"> <li>• The Subject Matter of Protection, Aspect Protected, Level of Abstraction and the Scope of Protection</li> </ul> <p><b>Required Reading:</b>  Greg Hagen, Graham Reynolds, Cameron Hutchison and others, <i>Canadian Intellectual Property Law, Cases and Materials</i>, 2nd Ed, (Emond Publishing, Toronto, Canada, 2018) 285- 293, 577-595.</p>
Week 12		Overview

### Evaluation Method

Your final grade will be calculated based on the following:

**Attendance and in Class Participation: 25% (attendance 10%, participation 15%)**

Attendance is not mandatory. However, if you attend 11 sessions out of 12, you will get 10 marks. Then, subtract one mark for each absence.

### **In Class Participation: 15%**

Discussion and class participation are two essential components of this course. You should seize every opportunity to raise questions and/or comments on the readings, lecture material, or other issues that arise in class. Participation grades capture how active and engaged you are with the course material. Grades will be based on the quality and your ability to critically evaluate course material.

### **Preparedness: 25%**

Students are required to write a fully referenced 350-word paper ( footnotes excluded) that summarizes the main points of **SIX** of the assigned articles- with your name, title of reading and number of the summary ( one out of ...) at top of page. These summaries must show that you have fully read the assigned material. Papers must be printed and turned in at the beginning of the class date they are due. Specific requirements will be further discussed in class.

### **Paper: 25%**

Students are expected to write a research paper on a topic they may choose *after consulting with the course instructor*. The paper should be original (has not been submitted for other courses) fully referenced, and should reflect an in-depth exploration of the chosen topic (3000-3500 word max- footnotes excluded). Specific requirements will be further discussed in class.

Deadline: **Papers must be printed and turned in at the beginning of the class on Wednesday, October 30, 2019.**

### **General Instructions for Students:**

- Papers must be 3000-3500 words in length (excluding title page, bibliography and appendix if any)
- Standard (like Arial or Times New Roman) 12 pt font, double spaced text, standard 2.5 cm margins.
- Except for the cover page, pages must be numbered.
- The paper must have a thesis. You need to take a clear stand on the issue(s) discussed, and support your argument throughout the paper by evidence such as scholarly books/articles.
- Use your own words to avoid excessive quotation.
- The evaluation criteria of your paper **will include**: argumentation, your ability to synthesize research material, and the syntax or structure of your work.
- Marks will be deducted from paper which fails to provide proper footnoting/bibliography.

### **Group Presentation: 25%**

Students are required to prepare a power-point presentation and are encouraged to present on the challenging issues of intellectual property. The topics for the presentation will be posted on Blackboard one week before the course starts. Topics will be assigned first come-first-served. Each student is expected to speak 8-10 minutes. The groups share the responsibility for the presentation and its timely completion. Students will present their projects starting from the second week of the

course. The power-point must specify the names of all group members and must be printed and delivered to the instructor. Students must be prepared to answer the questions about their project.

**Make sure to include the following:**

- An overview of a problem/issue and explanation why this issue is important.
- A critical perspective on the issue.
- Possible solution for a problem.
- Make sure the presentation is visually appealing.

**Late or missed Assignments:** Students are expected to provide **advance notice if they are unable to submit an assignment on time**. If a student has missed coursework that is less than 26% of the final grade, such as a summar, due to exceptional circumstances, she or he must submit a UOIT Academic Consideration Form, along with supporting documentation, **directly to the course instructor within 3 days of the missed due date**. Course instructors will review the documentation and inform the student of the outcome of their request in writing via email or blackboard. All missed coursework worth less than 26% will be handled directly by the course instructor for consideration and resolution. If applicable, late submission of assignments will be penalized 5% per day.

**Grading**

The following table is the official UOIT policy with respect to the meaning and interpretation of grades. All grades are recorded on official transcripts as letter grades not percentages.

Grade	Percentage	Description
A+	90-100	Excellent. Strong evidence of originality and independence of thought; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base; an outstanding ability to communicate.
A	85-89	
A-	80-84	
B+	77-79	Good. Substantial knowledge of subject matter; some evidence of organization and analytic ability; a moderate degree of originality and independence of thought; reasonable understanding of relevant issues; evidence of familiarity with literature; an ability to communicate clearly and fluently.
B	73-76	
B-	70-72	
C+	67-69	Adequate. Student is profiting from his/her university experience; an acceptable understanding of the subject matter; ability to develop solutions to representative problems in the material; some ability to organize and analyze ideas; an ability to communicate adequately.
C	60-66	

D	50-59	Marginal. Some evidence that critical and analytic skills have been developed; rudimentary knowledge of the subject matter; significant weakness in the ability to communicate.
F	0-49	Inadequate. Little evidence of even superficial understanding of subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature; failure to complete required work; an inability to communicate.

**Academic Integrity**

Students and faculty at UOIT share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aims and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action. Students are expected to be familiar with UOIT’s regulations on Academic Conduct (Section 5.15 of the Academic Calendar) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one’s own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, and other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a written reprimand to permanent expulsion from the university. A lack of familiarity with UOIT’s regulations on academic conduct does not constitute a defense against its application. Further information about academic misconduct can be found in the Academic Integrity link on your laptop. Extra support services are available to all UOIT students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found in the Academic Calendar (Section 8).

**Students with Special Needs**

Students with disabilities may request to be considered for formal academic accommodation in accordance with the Ontario Human Rights Code. Students seeking accommodation must make their requests through Student Accessibility Services in a timely manner, and provide relevant and recent documentation to verify the effect of their disability and to allow the University to determine appropriate accommodations. Accommodation decisions will be made in accordance with the Ontario Human Rights Code. Accommodations will be consistent with and supportive of the essential requirements of courses and programs, and provided in a way that respects the dignity of students with disabilities and encourages integration and equality of opportunity. [NOTE: Reasonable academic accommodation may require instructors to exercise creativity and flexibility in responding to the needs of students with disabilities while maintaining academic integrity.]

**Freedom of Information and Protection of Privacy Act**

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Social Science & Humanities. UOIT is governed by the Freedom of Information and Protection of Privacy Act (“FIPPA”). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that UOIT not disclose the personal information of its students without their consent. FIPPA’s definition of “personal information” includes, among other things, documents that contain both your name and your Banner ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Social Science & Humanities encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that UOIT will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students. If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact the UOIT Chief Privacy Officer at [accessandprivacy@uoit.ca](mailto:accessandprivacy@uoit.ca).





FACULTY OF SOCIAL SCIENCE AND HUMANITIES  
**PUBLIC GOVERNANCE THROUGH LAW**  
LGLS 4070U 001  
WINTER 2016  
Thomas McMorrow

**1. Course Details & Important Dates\***

Term	Day	Time
Winter	Thursday	2:10 pm to 5:00 pm

Location	CRN #	Classes Start	Classes End	Final Exam Period
DTB 205	73716	January 14 2016	April 7 2016	April 13-24 2016

\* Last day to withdraw without academic consequences: February 5 2016; for other important dates go to: [www.uoit.ca](http://www.uoit.ca) >Current Students >Important Dates

**2. Instructor Contact Information**

Instructor Name	Office	Phone	Email
Thomas McMorrow	513 DTB	(905) 721-8668 Ext. 5877	<a href="mailto:Thomas.mcmorrow@uoit.ca">Thomas.mcmorrow@uoit.ca</a>
<b>Office Hours:</b> Wednesday & Thursday 12pm to 1pm			

**3. Course Description**

This course focuses on the regulatory dimensions of the administrative state and how policy becomes law. Through a series of in-depth case studies, classical concepts in and contemporary theories of public administration are explored. Students will examine principles of social ordering such as legislation, adjudication, contract and negotiation as applied in practice. Students will have the opportunity to develop skills of statutory construction, to widen their knowledge of the institutional and process features of the contemporary administrative state and deepen their understanding of contemporary governance challenges and the ways in which law may be drawn upon to meet such challenges.

#### 4. Learning Outcomes

Successfully completing the course means:

- enhancing your statutory construction and interpretation skills
- widening your knowledge of the institutional and process features of the contemporary administrative state
- deepening your understanding of contemporary governance challenges
- sharpening your appreciation of the diverse ways in which problems in public administration and governance may be defined and addressed through law
- developing your ability to identify and engage with policy questions and issues in institutional design

#### 5. Course Design

- This course will be taught through a combination of lecture and problem-based learning formats. Group interaction will also be a significant component of the andragogy in this course. In each class we will break off into smaller discussion groups in which you will collaborate on specific tasks.
- I will use Power Point presentations as but one of many teaching tools. The slides will not contain all you need to know about a given topic. Rather the slides will identify key themes and questions to help orient and structure proceedings for each class.
- You are expected to attend every class punctually, and in full. You are expected to have completed the assigned readings prior to class, and be ready to ask questions and engage in discussions of them. You are also expected to allot the necessary time and care to your assignments in the course.
- Your capacity to succeed in this course hinges on your complete participation in all facets of the course.

#### 6. Outline of Topics in the Course

<b>PART 1: Public Governance through Law: Transversal Themes</b>		
<b>Class 1</b>	Introducing course themes <i>e.g.</i> the role of law in governing the consumption of marijuana	January 14
<b>Class 2</b>	Tools of governance; functions of government	January 21
<b>Class 3</b>	The private/public distinction; the role of contract	January 28
<b>Transversal themes 1200 word Essay Due: Monday February 15 p.m. (20%)</b>		
<b>Class 4</b>	The Rule of Law; the roles of legislation	February 4
<b>PART II: Public institutions, rights claims, and processes of social ordering</b>		

<b>Special Event</b>	<i>Remembering Huronia: Survivors Share Histories of Institutionalization</i> (12 pm DTA 217)	February 11
<b>Class 5</b>	Ontario Human Rights Code, disability and adjudication	February 11
<b>Feb 15-19</b>	Mid-term Break: NO CLASSES	February 18
<b>Class 6</b>	Negotiation, mediation and Case study # 1: Do “sheltered work environments” for those with intellectual disabilities need to be replaced?	February 25
<b>650 word reflection on <i>Remembering Huronia</i> Due: Friday February 12 by 5 p.m.</b> <b>Video Commentary on themes in Part II Due: Friday February 26 5 p.m.</b> <b>*NB You are welcome to do either or both; you will receive whichever grade is higher</b>		
<b>Class 7</b>	<b>MID-TERM EXAM:</b> <b>DTB 205, 2:10 P.M. TO 4:40 PM (25%)</b>	March 3
<b>PART III: Democratic governance and citizen agency</b>		
<b>Class 8</b>	Democratic governance and citizenship agency; Case study # 2 “Are university students law-makers?”	March 10
<b>Class 9</b>	<i>Role of Universities in Reconciliation?</i> (2 pm Regent Theatre)	March 17
<b>PART IV: Institutional design</b>		
<b>Class 10</b>	Follow-up discussion to Class 9; Discretion in the formulation and delivery of public policy; Case study # 3: “Is Ontario’s welfare system fair?”	March 24
<b>750 word written reflection on</b> <b><i>Role of Universities in Reconciliation?</i> Due: Monday March 25 5 p.m.</b> <b>Video commentary on Part III due March 28 2016</b> <b>*NB You are welcome to do either or both; you will receive whichever grade is higher</b>		
<b>Class 11</b>	Ethical principles, economic incentives and legal sanctions; Case study # 4 “Whither law’s roles in climate change?”	March 31
<b>Class 12</b>	Re-appraising the Ends and Means of Public Governance Through Law; Exam review	April 7
<b>FINAL EXAM: location, date and time to be announced (30%)</b>		

## 7. Required Texts/Readings

Access to all of the course readings is available on the course Blackboard page.

## 8. Evaluation Method

1. Essay on “transversal themes” 1200 words (minus footnotes)  
**Due: Monday February 1 by 5 p.m. (20%)**
2. Reflection on *Remembering Huronia* (10%)  
**Written— Due: Friday February 12 by 5 p.m.**  
**Video—Friday February 26 5 p.m.**
3. MID-TERM EXAM: DTB 205, 2:10 P.M. TO 4:40 PM  
**Date: March 3 2016 (25%)**
4. Reflection on *Role of Universities in Reconciliation* (15%)  
**Written—Due: Friday March 25 by 5 p.m.**  
**Video—Due: Monday March 28 by 5 p.m.**
5. FINAL EXAM: location, date and time to be announced (30%)

*Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found in Section 5 of the UOIT Academic Calendar.*

## 9. Submission of Course Work

Citations must conform to the *Canadian Guide to Uniform Legal Citation, 8th Edition* (Toronto: Carswell, 2014) [*The McGill Guide*]. The following links provide pertinent summaries: “Using Uniform Legal Citation” Carleton University (2014), online: <[http://www.library.carleton.ca/sites/default/files/help/writing-citing/uniform\\_legal\\_style.pdf](http://www.library.carleton.ca/sites/default/files/help/writing-citing/uniform_legal_style.pdf)>; “Legal Citation” Queen’s University (15 May 2015), online: <<http://library.queensu.ca/law/lederman/legalcitation>>.

There is a copy available in the library. Include a title page that indicates the word count excluding footnotes. All assignments are to be written single-spaced, in 12-point font.

All course work is to be submitted through Blackboard by the prescribed due date. If you submit an assignment late (without having been granted an extension)...

- 10% will be deducted for the first day or part thereof by which the deadline is exceeded
- A further 10% will be deducted in respect of the next six day period or part thereof by which the deadline is exceeded
- A further deduction of 10 % will be made for each week or part thereof by which the submission deadline is exceeded

*The following guidelines are drawn expressly from the SSH course outline template (as is nearly all of the content in sections 10-12,14, 16:*

## Missed Course Work

If due to incapacitating illness, you are unable to complete any portion of the term work, you must submit a completed UOIT Medical Statement <<http://www.uoit.ca/main/current-students/academics-andprograms/registration-and-records/student-forms.php>> to the Academic Advising Office within 5 business days of the missed exam/deadline. Please note: All UOIT Medical Statement forms must be completed, signed and dated by the treating physician no later than 24 hrs. after the missed exam/deadline. If the missed work is due to extreme compassionate circumstances (e.g. death in the family, etc.) relevant documentation is required. Please contact the Academic Advising Office for details.

If your documentation is approved, the student and the professor will be notified by email. All communication will be sent to the official UOIT.net email. It is the student's responsibility to follow up with the professor within 48hrs of receiving the approval from Academic Advising. It will be at the Professor's discretion to determine how the missed work will be addressed (re-writes, re-weight, extension, alternate assignment, etc.) and any late penalties (if applicable).

### **Missed Final Exam**

If due to exceptional circumstances a student has missed a final examination they may apply for a deferral using the Application for Deferred Final Examination <<http://www.uoit.ca/main/current-students/academics-andprograms/registration-and-records/student-forms.php>>. Supporting documentation (Medical Statement, etc., as listed above) is also required, and must be submitted to the Academic Advising Office within 5 business days of the missed exam. Further information can be found in section 5.24.1.5 in the Academic Calendar.

## **10. Accessibility**

Students with disabilities may request to be considered for formal academic accommodation in accordance with the Ontario Human Rights Code. Students seeking accommodation must make their requests through the disability services department in a timely manner, and provide relevant and recent documentation to verify the effect of their disability and to allow the University to determine appropriate accommodations.

Accommodation decisions will be made in accordance with the Ontario Human Rights Code. Accommodations will be consistent with and supportive of the essential requirements of courses and programs, and provided in a way that respects the dignity of students with disabilities and encourages integration and equality of opportunity. Reasonable academic accommodation may require instructors to exercise creativity and flexibility in responding to the needs of students with disabilities while maintaining academic integrity.

## **11. Academic Integrity**

Students and faculty at UOIT share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct

impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with UOIT's regulations on Academic Conduct (Section 5.15 of the Academic Calendar) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, and other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a written reprimand to permanent expulsion from the university. A lack of familiarity with UOIT's regulations on academic conduct does not constitute a defense against its application.

Further information about academic misconduct can be found in the Academic Integrity link on your laptop.

## **12. Turnitin**

UOIT and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to UOIT's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must inform their instructor at the time the work is assigned and provide, with their assignment, a signed Turnitin.com Assignment Cover sheet:

<http://www.uoit.ca/assets/Academic~Integrity~Site/Forms/Assignment%20Cover%20sheet.pdf>

Further information about Turnitin can be found on the Academic Integrity link on your laptop.

## **13. Mid-term Examination**

The mid-term exam in this course will take place during Class 7 on March 3<sup>rd</sup> 2016. It will be held in our usual classroom (DTB 205), starting at our usual class time 2:10 P.M. It is worth 30% of the course grade. It will consist of true/false/multiple choice questions, but the bulk of its weight will consist in essay questions.

The exam will be administered through Blackboard via the Lockdown Respondus Browser on your laptops. Ensure your laptop is equipped with this software and in working order, well in advance of the final exam.

## **14. Final Examinations**

Final examinations are held during the final examination period at the end of the semester (**April 13-24 2016**) and may take place in a different room and on a different day from the regularly scheduled class. Check the published Examination Schedule for a complete list of days and times. The final exam in this course will be administered through Blackboard via the Lockdown Respondus Browser on your laptops. Ensure your laptop is equipped with this software and in working order, well in advance of the final exam.

Students are advised to obtain their Student ID Card well in advance of the examination period as they will not be able to write their examinations without it. Student ID cards can be obtained at the Campus ID Services, in G1004 in the Campus Recreation and Wellness Centre.

Students who are unable to write a final examination when scheduled due to religious publications may make arrangements to write a deferred examination. These students are required to submit a Request for Accommodation for Religious Obligations to the Faculty concerned as soon as possible and no later than three week prior to the first day of the final examination period.

Further information on final examinations can be found in Section 5.24 of the Academic Calendar.

### **15. Unofficial Teaching and Learning Assessment Forms**

Because your reflections on the way I teach and how you learn are important to improving the teaching and learning experience in this course, I conduct anonymous, unofficial student evaluations half-way through the course. You will be asked to complete these written feedback forms the day of your Mid-term examination, I do this to gauge which teaching methods and instructional materials you have found most engaging, effective and educational so far, and what we could do to improve the course.

### **16. Official Course Evaluations**

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of UOIT's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News and signage around the campus.

### **17. Required Readings**

<b><u>PART 1: Public Governance through Law: Transversal Themes</u></b>
<b>Class 1 Introducing course themes e.g. the role of law in governing the consumption of marijuana</b>

André Picard, “If pot is medicine, treat it that way” *The Globe and Mail* (22 December 2015), online: <http://www.theglobeandmail.com/globe-debate/if-pot-is-medicine-treat-it-that-way/article27898273/>

Roderick Macdonald, *The Governance of Human Agency* (Background Document for the Special Senate Committee on Illegal Drugs, 2002), online: Government of Canada <<http://www.parl.gc.ca/Content/SEN/Committee/371/ille/library/background-e.htm>>. (extract)

## **Class 2 Tools of governance; functions of government**

Malcolm Gladwell, “Million-Dollar Murray” (13 February 2006) *The New Yorker*, online: gladwell.com <<http://gladwell.com/million-dollar-murray/>>.

Lorne Sossin, “Dilemmas of Evaluation, Accountability and Politics: Contracting Out Social Services in Ontario” Report to the Panel on the Role of Government (October 2003), online: <[http://www.law-lib.utoronto.ca/investing/research\\_papers.htm](http://www.law-lib.utoronto.ca/investing/research_papers.htm)> (1-7)

Stephen H Linder & B Guy Peters, “Instruments of Government: Perceptions and Contexts” (1989) 9:1 *Journal of Public Policy* 35 (extract 35-42)

## **Class 3 The private/public distinction; the role of contract**

MJ Horowitz, “The History of the Public-Private Distinction” (1982) 130 *U Penn L Rev* 1348

Jody Freeman, “The private role in public governance” (2000) 75 *NYU L Rev* 543 (extract at 545-575)

## **Class 4 The Rule of Law; the roles of legislation**

*Ishaq v. Canada (Citizenship and Immigration)*, 2015 FC 156 (CanLII) (extract at para 1-9, 58-69)

Harry Arthurs, “Rethinking Administrative Law: A Slightly Dicey Business” 17:1 (1979) *Osgoode Hall Law Journal* 1 (extract at 1-7, 42-45)

Brian Z Tamanaha, “How an Instrumental View of Law Corrodes the Rule of Law” (2006-2007) 56 *DePaul L Rev* 469 (extract at 469-484)

## **PART II: Public institutions, rights claims, and processes of social ordering**

### **Class 5 Public policy, government institutions and forms of social ordering**

Rachel Barken, “A Place to Call Home: Intellectual Disability and Residential Services in Nova Scotia” (2013) 2:1 *Canadian Journal of Disability Studies* 1 (extract)



W Boyce et al., *A Seat at the Table: Persons with Disabilities and Policy Making* (Kingston-Montreal: McGill-Queen's Press, 2001) (extract)

Kenneth Winston, "Introduction" in *The Principles of Social Order: Selected Essays of Lon Fuller, Revised Edition* (Oxford: Hart Publishing, 2001) (extract)

**Class 6 Adjudicating, mediating, and negotiating human rights claims Case study # 1: the Rights of people with intellectual disabilities and "sheltered work environments"?**

*Ontario Human Rights Code* RSO 1990, c. 19.

*Garrie v. Janus Joan Inc.* 2014 HRTO 272

Christie Blatchford, "Case of seeming cruelty more complicated than it looks" *Ottawa Citizen* (3 December 2014), online:

<[http://www.ottawacitizen.com/health/Blatchford+Case+seeming+cruelty+more+complicated+han/9610631/story.html](http://www.ottawacitizen.com/health/Blatchford+Case+seeming+cruelty+more+complicated+than/9610631/story.html)>

Dustin Galer, "'A Place to Work Like Any Other?' Sheltered Workshops in Canada, 1970-1985" (2014) 3:2 CJDS 1 (extract)

**Class 7 No readings—MID-TERM EXAM**

**PART III: Democratic governance and citizen agency**

**Class 8 Democratic governance and citizenship agency; Case study # 2 "Are university students law-makers?"**

James Bohman, *Democracy Across Borders* (Cambridge, Mass.: MIT Press, 2007) (extract)

Planas et al., "Student participation in university governance: the opinions of professors and students" (2013) 38:4 *Studies in Higher Education* 571 (extract)

**Class 9 Role of Universities in Reconciliation? (2 pm Regent Theatre)**

Donald N. Langenberg, "What Is a 'Public' University?" in F. Iacobucci and C. Tuohy eds, *Taking Public Universities Seriously* (Toronto: University of Toronto Press, 2005) (extract)

*Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada* (2015)

<[http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Exec\\_Summary\\_2015\\_05\\_31\\_web\\_o.pdf](http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Exec_Summary_2015_05_31_web_o.pdf)> (extract)

**PART IV: Institutional design**

**Class 10 Follow-up discussion to Class 9; Discretion in the formulation and delivery of public policy; Case study # 3: Is Ontario's welfare system fair?**

Laurie Monsebraaten, “Cost of Ontario’s 1995 ‘welfare diet’ soars amid inadequate rates” *Toronto Star* (10 October 2015), online: <http://www.thestar.com/news/gta/2015/10/10/cost-of-ontarios-1995-welfare-diet-soars-amid-inadequate-rates.html>.

Hugh Segal, “Scrapping Welfare: The case for guaranteeing all Canadians an income above the poverty line”, *Literary Review of Canada* (December 2012), online: <http://reviewcanada.ca/magazine/2012/12/scrapping-welfare/>.

Charles Lammam & Hugh MacIntyre, “The Practical Challenges of Creating a Guaranteed Annual Income in Canada” *Fraser Institute* (January 2015), online: <https://www.fraserinstitute.org/sites/default/files/practical-challenges-of-creating-a-guaranteed-annual-income-in-canada.pdf> (extract)

Lorne Sossin & Laura Pottie, “Demystifying the Boundaries of Public Law: Policy, Discretion and Social Welfare” (2005) 38 U.B.C. Law Rev. 147 (extract)

#### **Class 11 Ethical principles, economic incentives and legal sanctions; Case study # 4 Whither law’s roles in climate change?**

Graeme Auld et al, “The Challenge of Climate Change ” *Policy Options* (9 September 2015), online: <http://policyoptions.irpp.org/issues/september-2015/election-2015/the-challenge-of-climate-change/>.

Shi-Ling Hsu and Robin Elliot, “Regulating Greenhouse Gases in Canada: Constitutional and Policy Dimensions” (2009) 54 McGill LJ 463 (extract)

Rex Murphy, “The High Church of Global Warming” *National Post* (11 December 2015), online: <http://news.nationalpost.com/full-comment/rex-murphy-the-high-church-of-global-warming>.

Josh Katz & Jennifer Daniel, “What You Can Do About Climate Change” *New York Times* (2 December 2015), online: [http://www.nytimes.com/interactive/2015/12/03/upshot/what-you-can-do-about-climate-change.html?\\_r=0](http://www.nytimes.com/interactive/2015/12/03/upshot/what-you-can-do-about-climate-change.html?_r=0).

#### **Class 12 Re-appraising the Ends and Means of Public Governance Through Law; Exam review**

Roderick A Macdonald, “Sometimes It’s Better Just to Fix the Dock,” in *Lessons of Everyday Law* (Montréal; Kingston: McGill-Queen’s University Press, 2002) 55–8

Jeremy Waldron, “Homelessness and Community” (2000) 50 *University of Toronto Law Journal* 371 (extract)

Please Read Carefully!



## POSC 2000 / Canadian Politics Winter 2020 Course Outline

Class: Mondays and Wednesdays 12:30-2

DTB 108

Instructor	Contact Information	Office Hours
<b>Dr. Shanti Fernando</b> Associate Professor Political Science Program	<a href="mailto:shanti.fernando@uoit.ca">shanti.fernando@uoit.ca</a> <b>please contact me immediately if you are experiencing problems with the course material or do not understand assignment sheets</b>	<b>Mon/Wed 2:30-3:30</b> Or by arranged appointment Office: <b>55 Bond Rm 509</b>

\*\* No classes or office hours Feb 17 or Feb 19 (Reading Week)

### Course Description

This course will outline the basic theoretical and empirical background to understanding the institutions of Canadian politics. It will focus on the formal political, juridical, and institutional structures - the constitution, the Charter of Rights, federalism, the party system, Parliament - which comprise the Canadian state and political system, as well as social and economic development; migration; human rights and globalization elements such as NAFTA. The focus will also be an assessment of the substantive aspects of democracy, the actual access to political power and the levels of equality that exist between citizens.

The historical and theoretical background material will be supplemented by in-class group discussions that will look at recent and current political events through news items and policy analysis articles

### Learning Outcomes

On the successful completion of the course, students will be able to:

1. Understand the Canadian Constitution & Charter principles and how they relate the justice system, democracy and political institutions
2. Understand federalism and other defining elements of Canada
3. Understand the development of Canadian political system the basic structures of the Canadian Parliamentary system and how effective education and political communication can help understand them
4. Understand how our political system is affected by different powerful groups and equity seeking groups and how behavioural sciences allow us to understand policy outcomes.

## **Course Design**

This course is delivered in a lecture format but will also employ small group discussions and larger class discussions to promote active engagement with the course material

This is a small class that depends on student attentiveness and/or participation in order to achieve our learning goals. The ideal learning environment is one of respect and fun and we hope to achieve both of those in this class!

There are 2 short paper assignments, several in class assignments and a final exam.

## ***Classroom Requirements***

- no cell phone use
- no ear buds
- laptop use for work on this course only
- respectful behavior : no excessive talking; no rude behavior; respect and thoughtful interaction with your professor and classmates
- follow University Student Code of Conduct posted on Blackboard

## ***Required Text***

The Required Text for this course is:

### **The Canadian Regime 6<sup>th</sup> Edition**

Authors: Patrick Malcolmson, Richard Myers, Gerald Baier and Thomas Bateman

Available for purchase at the University Bookstore

Available on 3 hr Reserve at the Social Science and Education Library

Available as e-book in library catalogue/Scholars Portal

<https://books-scholarsportal-info.uproxy.library.dc-uoit.ca/uri/ebooks/ebooks3/utpress/2017-03-17/1/9781442635999>

Additional required readings listed below are available on your Blackboard Required Readings Tab

## **Outline of Topics in the Course and Required Readings**

January 6	<b>Introduction to Canadian Politics Course</b> Required Reading: Course Outline
January 8	<b>Challenges for Studying Politics</b> Required Reading: "Why Facts Don't Change People's Minds" Required Reading: "Applying Behavioural Insights for Government Organizations"
January 13	<b>Historical Foundations</b> Required Reading: "Indian Act: A Historical Perspective" Required Reading: "The Contested Origins of Canadian Democracy"

January 15	<b>Canada's Regime Principles</b> Required Reading: Textbook Chapter 1
January 20	<b>Federalism</b> Required Reading: Textbook Chapter 4
January 22	<b>Federalism</b> Required Reading: Blackboard Reading "Federalism"
January 27	<b>Regionalism</b> Required Reading: "How Ontario Sees the Federation and How the Federation Sees Ontario" Required Reading: "urban rural divide in Atlantic Canada is a myth" Required Reading: "The Trudeaus and Western Alienation"
January 29	<b>Regionalism</b> Required Reading: "Sovereignty at an Impasse in Quebec" Required Reading: "As Alberta's Anger Deepens it gets harder to turn off"
February 3	<b>Responsible Government and Minority Governments</b> Required Reading: Text Chapter 3
February 5	<b>Canadian Political Power Structure</b> Required Reading: Text Chapter 6
February 10	<b>Parliamentary Government in Canada</b> Required Reading: Text Chapter 7

February 12

**Political Parties**

Required Reading: Text Chapter 10

**Feb 17-21 READING WEEK NO CLASSES**

Feb 24

**Discussion Group 2**

Feb 26

**Discussion Group 1**

March 2

**Elections**

Required Reading: Text Chapter 9

Required Reading: "Electoral Issues Shown by Last Election"

March 4

**Politics and Polling**

Required Reading: "Effects of Polling"

March 9

**The Constitution and the Canadian Charter of Rights and Freedoms**

Required Reading: Text Chapter 2 and 5

March 11

**Canadian Charter of Rights and Freedoms and the Judiciary**

Required Reading: Text Chapters 5 and 8

March 16

**Political Uses of the Charter of Rights and Freedoms**

Required Reading: "The Canadian Charter British and American Connections"

March 18

**Public Policy**

Required Reading: "The Role of Narrative in Public Policy"

Required Reading: "Ethics of Applying Behavioural Insights to Policy"

March 23	<b>Public Policy</b> Required Reading: Text Chapter 11
March 25	<b>Politics and the Media/Political Communication</b> Required Reading: “Disinformation agents will target Canadian journalists” Required Reading: “Professional Standards in journalism are still critical” Required Reading: “The Parties went negative and the media enabled them”
March 30	<b>Canada and the World</b> Required Reading: “How Countries Achieve Economic Security and Equality” Required Reading: “Preparing Canada for the Changing Global Economy”
April 1	<b>Final Exam Review</b>

<b><u>Evaluation Method</u></b>		
<b>In Class Participation</b>	<b>30%</b>	<b>Jan 31; Feb 28<sup>th</sup>; March 27<sup>th</sup></b>
	<b>Includes In class assignments</b>	
<b>Short Essay #1</b>	<b>15%</b>	<b>Jan 24<sup>th</sup> online</b>
<b>Short Essay #2</b>	<b>25%</b>	<b>March 20 online</b>
<b>Final Exam</b>	<b>30%</b>	<b>April 6-17</b>

### **Assignments and Tests**

#### **Participation/In Class Assignments (30%)**

Assignment Learning Goal: Participation in class is necessary in order to follow the course material and engaging in that material is crucial in helping you understand the course. This will help students develop their communication skills in order to present more effective arguments.

You are expected to complete each week’s required readings and actively contribute to class discussions. There will be a number of in class assignments and there will also be two sessions of presentation and discussion on February 24 and 26th

Other factors to be taken into consideration in evaluating the quality of your participation include preparation for class, being attentive during class discussions, and raising thoughtful comments and questions. If you are uncomfortable with in class participation and wish to explore alternatives to in-class participation you can speak to me during office hours.

Short Essay/Issue Reaction Paper (15%) January 24, 2020 online

Assignment Learning Goal: This initial paper has two main purposes: 1) to give you practice writing a short paper (which is more realistic for any work or academic situation) and 2) to give you practice exploring both arguments and counterarguments which help with creating a balanced argument but also make your opinions more informed. The value of respecting opposing views and strengthening your own is part of this.

These short concise papers (3-4 pages) require the student to take a position on an issue but to also include counterarguments and address them to defend their position and create a balanced argument. Both sides of the argument must be supported by evidence. A detailed assignment sheet will be posted on Blackboard and discussed in class.

This assignment sheet will include all possible issues that students can discuss. This essay will help give you a background in a specific topic but it is meant to help you develop an understanding of some important issues in Canadian politics. You are trying to develop informed opinions that also ask you to address opposing views. The use of arguments as well as counterarguments creates a more balanced view of an issue. You should present your strongest argument for and the strongest argument against your position both with supporting evidence and then show why you believe your argument to be more convincing. You can have a strong opinion or argument that still shows respect towards those who oppose your view. Your arguments should be based upon democratic principles and be strong but not offensive. I will provide you ten possible issues to choose from.

The course uses APA reference style

Short Essay #2: Canadian Political Issues (30%) March 20, 2020 online

Learning Goal: Using the feedback from your first paper you will be asked to improve your writing and argumentation skills if necessary. This paper will ask you to show what you have learned in the course and apply it to a Canadian political problem

Students will be asked to submit a research paper based on one of 10 approved topics in Canadian politics. A detailed assignment sheet will be posted on Blackboard. This paper will be expected to be 4-5 pages long.

The course uses APA style

Final Exam (30%)

During exam period April 6-17

Learning Goal: Developing the ability to synthesize information in order to understand and present concepts and arguments

Students will be asked to write a short answer final exam, which will test their knowledge of class readings and lectures. An exam review sheet will be given out to help students to prepare for the possible questions on the exam. This exam will help students by reviewing the course material so that they can fulfil the learning objectives of the course.



## **Turnitin**

Ontario Tech University and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to Ontario Tech University's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide with their assignment at the time of submission to the instructor a signed Turnitin.com Assignment Cover sheet:

<https://shared.uoit.ca/shared/department/academic-integrity/Forms/assignment-cover-sheet.pdf>

## **Policy for Late Assignments**

### *Non-negotiated Late Assignment*

An assignment that has been handed in late without prior agreement between the student and the professor to extend the time for the assignment to be handed in will be considered a non-negotiated late assignment and will receive a grade deduction of 5% per day (including weekends). Such late assignments will only be accepted for a week after the deadline and then will receive a mark of zero. Missed in class assignments that are non-negotiated will receive a mark of zero.

### *Negotiated Late Assignment*

An assignment that has been handed in late in accordance with a mutually agreed deadline and penalty (if applicable) will be considered a negotiated late assignment and will be marked in accordance with the mutually agreed terms. These can be negotiated based upon extenuating circumstances.

If there are extenuating circumstances (e.g., incapacitating illness, death in the family, etc.), please contact the Course Instructor by email as soon as possible. In addition, complete the forms as listed below. If the issue is an extremely serious one that impacts your ability to attend classes and complete assignments in all your classes, please speak with an Academic Advisor as well as the Course Instructor.

### ***Extenuating Circumstances***

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact [studentlife@uoit.ca](mailto:studentlife@uoit.ca) for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any help or accommodation that they can or direct you to the appropriate university supports.

If, due to incapacitating illness, you are unable to complete any portion of the term work, please notify the Course Instructor immediately by email. In addition, you must submit a completed UOIT Medical Statement

<[https://shared.uoit.ca/shared/department/registrar/Records%20and%20Registration/13\\_medical\\_statement\\_form.pdf](https://shared.uoit.ca/shared/department/registrar/Records%20and%20Registration/13_medical_statement_form.pdf)> to the Course Instructor within 3 business days of the missed exam/deadline. NOTE: All UOIT Medical Statement forms must be completed, signed and dated by the treating physician no

later than 24 hrs. after the missed exam/deadline. If the missed work is due to extreme compassionate circumstances (e.g., death in the family, etc.), relevant documentation is required.

It will be at the Course Instructor's discretion to determine how the missed work will be addressed (e.g., re-writes, re-weight, extension, alternate assignment, etc.) and any late penalties (if applicable). This decision will be made by the Course Instructor on a case-by-case basis after discussion between the Course Instructor and the student. If a new deadline or alternative assignment is missed, a grade of zero will be recorded for the assignment.

#### *Missed Final Exam*

If, due to exceptional circumstances, a student has missed a final examination he or she may apply for a deferral using the Application for Deferred Final Examination <<https://shared.uoit.ca/shared/department/registrar/current-students/documents/12-13%20deferred%20final%20exams%20-%20Dec%202012.pdf>>.

Supporting documentation (Medical Statement, etc., as listed above) is also required. All documentation and the Application for Deferred Final Examination must be submitted to the Registrar's office within three business days of the missed exam. Deferred examinations will only be granted where sufficient documentation exists. If you were granted a deferral and you do not write the exam by the scheduled date, the permission will be withdrawn and a grade of zero will be recorded for the final exam.

Registrar's office, University of Ontario Institute of Technology, 2000 Simcoe Street North, Oshawa, ON L1H 7K4 Canada. 905.721.3190; 905.721.3184 (fax)

#### **Academic Integrity**

Students and faculty at Ontario Tech University share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by Ontario Tech University's regulations on Academic Conduct which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with these regulations on academic conduct does not constitute a defense against its application. This information can be found at

[http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic\\_conduct](http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic_conduct)

Extra support services are available to all Ontario Tech University students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found at <https://studentlife.uoit.ca/services/academic-support/index.php>

## **Final Examinations**

Final examinations are held during the final examination period at the end of the semester and may take place in a different room and on a different day from the regularly scheduled class. Check the published Examination Schedule for a complete list of days and times.

Students are advised to obtain their Student ID Card well in advance of the examination period as they will not be able to write their examinations without it. Cards are available from the Registrar's Office. Software and Informatics Research Centre;40 Conlin Road West, Room 1100  
<https://registrar.ontariotechu.ca/campus-id/index.php>

Students who are unable to write a final examination when scheduled due to religious publications may make arrangements to write a deferred examination. These students are required to submit a Request for Accommodation for Religious Obligations to the Faculty concerned as soon as possible and no later than three weeks prior to the first day of the final examination period.

Further information on final examinations can be found at <https://usgc.uoit.ca/policy/policy-library/policies/academic/procedures-for-final-examination-administration.php>

## **Student Support**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact [studentlife@uoit.ca](mailto:studentlife@uoit.ca) for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

## **Sexual Violence Support and Education**

Ontario Tech is committed to the prevention of sexual violence in all its forms. For any student who has experienced Sexual Violence, Ontario Tech can help. We will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.

If you think you have been subjected to or witnessed sexual violence:

- Reach out to a Support Worker, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolution options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email [studentlife@uoit.ca](mailto:studentlife@uoit.ca)
- Learn more about your options at: <https://studentlife.uoit.ca/sexualviolence/>

## **Students with Disabilities**

Accommodating students with disabilities at Ontario Tech is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with me as soon as possible. Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible. Maintaining communication and

working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

Students taking courses on north Oshawa campus can visit Student Accessibility Services in UL Building, Room 2 (located near the library). Students taking courses on the downtown Oshawa campus can visit Student Accessibility Services in the 61 Charles St. Building, 2nd Floor, Room DTA 225 in the Student Life Suite.

Disability-related and accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. Office hours are 8:30am-4:30pm, Mon-Fri. For more information on services provided, you can visit the SAS website at <https://studentlife.uoit.ca/services/accessibility/index.php>

Students may contact Student Accessibility Services by calling 905-721-3266, or email [studentaccessibility@uoit.ca](mailto:studentaccessibility@uoit.ca).

Students who require the use of the Test Centre to write tests, midterms, or quizzes MUST register online using the SAS test/exam sign-up module, found here <https://disabilityservices.uoit.ca/uoitclockwork/user/test/default.aspx>. Students must sign up for tests, midterms or quizzes AT LEAST seven (7) days before the date of the test.

Students must register for final exams by the registration deadline, which is typically two (2) weeks prior to the start of the final examination period. SAS will notify students of the registration deadline date.

### **Student Course Feedback Surveys**

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech University's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News, and signage around the campus.

The Accessibility for Ontarians with Disabilities Act (AODA) standards have been considered in the development of this model course template and it adheres to the principles outlined in the University's Accessibility Policy.



FACULTY OF SOCIAL SCIENCE AND HUMANITIES

**POSC 2100U Global Politics**

Course outline for Fall 2020

**1. Course Details & Important Dates\***

Term	Course Type	Day	Time
Fall	Lecture	Wednesday	2:00 – 5:00 pm

CRN #	Classes Start	Classes End
44173	September 8, 2020	December 7, 2020

\* For other important dates go to: <https://uoit.ca/current-students/academics/important-dates-and-deadlines.php>

**2. Instructor Contact Information**

Instructor Name	Email
Ruth Felder	ruth.felder@ontariotechu.ca
Online office hours by appointment	

UOIT is proud to acknowledge the lands and people of the Mississaugas of Scugog Island First Nation. We are situated on the Traditional Territory of the Mississaugas, a branch of the greater Anishinaabeg Nation, which includes Ojibway, Odawa and Pottawatomi.

**3. Course Description**

This course explores and examines the key theoretical frameworks in the field of international relations, such as realism, liberalism and constructivism, in order to provide students with the analytical tools to understand and evaluate important events in global politics. In particular, course content focuses on key historical and contemporary processes of global integration and conflict and their impact on the distribution of political power, both within and between nations.

## 4. Learning Outcomes

On the successful completion of the course, students will be able to:

- Develop a critical understanding of the complex ensemble of factors that account for the current configurations of global politics and its patterns of conflict and inequality.
- Acquire knowledge about the theoretical perspectives that have informed the field of international relations and be able to identify the assumptions underlying common-sense views of global politics.
- Utilize different theoretical approaches to analyze problems, policies and events in global politics and critically engage with current global politics issues.
- Hone their critical reading and writing skills. Present theoretically informed and empirically rigorous arguments about global politics.

## 5. Course Design

The study of global politics is not the mere study of facts. Rather, it entails the examination of controversial issues around which different groups have various views. The course will give us the opportunity to open discussions and examine different perspectives without necessarily reaching agreements. You will be able to build your own views informed by theoretical arguments and backed by evidence.

This requires a respectful and collegial learning environment in which all students are active participants in building knowledge, exchanging ideas and support their peers. Respect and collegiality are equally important for a classroom that will be a flipped classroom in which students will watch and/or read lecture materials and assigned readings before meeting their peers in the classroom and will engage in active work during our class time. Students will participate in seminars, group discussions, workshops, writing exercises, etc. They will also be able to ask questions, clarify doubts and share their views and reactions to class materials with their peers.

This general format is flexible and may change depending on the topics and the dynamic of the group among other factors.

## 6. Outline of Topics, readings and important dates

<b>Part I. Introduction to global politics</b>		
1	Sept 9	<p><b>Introduction to the course</b></p> <p>No assigned readings</p>
2	Sept 16	<p><b>What is global politics and how do we study it?</b></p> <p>Baylis, Smith and Owens. Introduction: from international politics to world politics (pp. 5-18).</p> <p>Devetak. R. (2012). An introduction to International Relations: the origins and changing agendas of a discipline. In R. Devetak, A. Burke and J. George. <i>An introduction to international relations</i>. Cambridge University Press.</p>
<b>Part II. Global politics in historical perspective</b>		
3	Sept 23	<p><b>Global politics in historical perspective I</b></p> <p>Amstrong, D. (2014). The evolution of international society. In J. Baylis, S. Smith and P. Owens (Eds.), <i>The Globalization of world politics: An introduction to International Relations</i> (fifth edition) (pp. 35-49). Oxford University Press.</p> <p style="color: red;">Note that Armstrong's chapter is not included in the most recent editions of the textbook. The chapter is available on Canvas.</p> <p>Halperin, S. (2006). International Relations Theory and the Hegemony of Western Conceptions of Modernity. In B. Jones. (ed.) <i>Decolonizing International Relations</i> (pp. 43-64). Rowman &amp; Littlefield Publishers.</p>
4	Sept 30	<p><b>Global politics in historical perspective (cont.)</b></p> <p>Scott. L. (2020) International history of the twentieth century. In Baylis, Smith and Owens (pp. 54-69).</p> <p>Cox. From the end of the cold war to a new world dis-order. In Baylis, Smith and Owens (pp. 70-83).</p>

### Part III. Theoretical approaches to International Relations

5	Oct 7	<p><b>Theoretical approaches to International Relations I: Liberalism and Realism</b></p> <p>Dunne, T. (2020) Liberal internationalism. In Baylis, Smith and Owens (pp 103-114).  Dunne, T. and B. Shmidt (2020) Realism. In Baylis, Smith and Owens (pp. 130-144).</p> <p><b>Glossary due at the beginning of the class</b></p>
6	Oct 14	<p><b>Fall reading week. No classes</b></p>
7	Oct 21	<p><b>Theoretical approaches to international relations II: Marxism and Constructivism</b></p> <p>Hobden, S. and R. Jones (2020) Marxist theories of international relations. In Baylis, Smith and Owens (pp115-129).  Barnett, M. (2020) Social constructivism. In Baylis, Smith and Owens (192-206).</p>
8	Oct 28	<p><b>Theoretical approaches to international relations III: Poststructuralism and Postcolonialism</b></p> <p>Hansen, L. (2020) Poststructuralism. In Baylis, Smith and Owens (pp. 177-191).  Sabaratnam, M. (2020) Postcolonial and decolonial approaches. In Baylis, Smith and Owens (pp. 160-176).</p>
9	Nov 4	<p><b>Theoretical approaches to international relations: Feminism</b></p> <p>Kinsella, E. (2020) Feminism. In Baylis, Smith and Owens (pp. 145-159).  Kirby,P. (2020) Gender. In Baylis, Smith and Owens (pp. 271-286).</p>
	Nov 6	<p><b>Mid-term take home exam due</b></p>



<b>Part IV. Themes in Global Politics</b>		
10	Nov 11	<p><b>State and sovereignty</b></p> <p>Biersteker, T. (2013). State, sovereignty and territory. In W. Carlsnaes, T. Risse and B. Simmons (eds.). <i>Handbook of International Relations</i>, (pp.245-272). Sage. Available at <a href="https://books-scholarsportal-info.uproxy.library.dc-uoit.ca/uri/ebooks/ebooks3/sage/2016-08-25/1/9781849201506">https://books-scholarsportal-info.uproxy.library.dc-uoit.ca/uri/ebooks/ebooks3/sage/2016-08-25/1/9781849201506</a>.</p> <p>Elden. S. (2014). Why Is the World Divided Territorially? In J. Edkins and M. Zehfuss (Eds.). <i>Global Politics: A New Introduction</i> (2nd ed) (pp. 220–44), Routledge.</p>
11	Nov 18	<p><b>Global governance</b></p> <p>Reus-Smit, C. (2020). International law. In Baylis, Smith and Owens (pp. 303-318).</p> <p>Park, S. (2020). International organizations in world politics. In Baylis, Smith and Owens (pp. 319-333).</p> <p>Joachim, J. (2020). NGOs in world politics. In Baylis, Smith and Owens (pp. 349-364).</p>
12	Nov 25	<p><b>International political economy and development</b></p> <p>Phillips, N. (2020). Global political economy. In Baylis, Smith and Owens (pp. 256-270).</p> <p>Evans, T. and C. Thomas (2020). Poverty, hunger and development. In Baylis, Smith and Owens (pp. 419-434).</p>
13	Dec 2	<p><b>Global politics and health</b></p> <p>Kay, A. and O Williams (209). Introduction: the international political economy of global health governance. In A. Kay and D. Williams (eds.) <i>Global health governance: crisis, institutions and political economy</i> (1-17). Palgrave.</p> <p>Stoeva, P. (2016) International Relations and the Global Politics of Health: A State of the Art? <i>Global Health Governance - The Scholarly Journal for the New Health Security Paradigm</i>, 10 (3): pp. 97-109. Available at <a href="https://researchonline.lshtm.ac.uk/id/eprint/3917568">https://researchonline.lshtm.ac.uk/id/eprint/3917568</a></p> <p><b>Simulation. COVID-19 management.</b></p>

This outline is subject to changes.

## 7. Required Texts/Readings

Baylis, J., S. Smith and P. Owens (2020) *The globalization of world politics: An introduction to international relations*. Oxford University Press.

If you buy a second hand book be sure that it is a recent edition (preferably 2020 or 2017). You can also rent an electronic copy at <https://www.vitalsource.com/en-ca/products/the-globalization-of-world-politics-john-baylis-v9780192559586>.

Other required readings will be available on Canvas or through the university library.

## 8. Evaluation method

### I. Weekly Quizzes

At the end of each class from weeks 2 to 12 you will answer four multiple-choice questions that will give you the opportunity to test your knowledge of the class topic. You will get 0.5 points for each correct answer.

### II. Glossary

You will identify important terms, define them and briefly refer to the historical context in which they acquired importance. The glossary will help you develop a historically-situated understanding of key concepts in global politics.

### II. Mid-term exam

The exam will test your familiarity with complex theoretical concepts and discussions and help you expand your critical understanding of approaches to global politics. It will include a combination of definitions and essay questions. Before the exam, you will work in groups to formulate exam questions. I will use a combination of your questions.

### III. Simulation.

Working in groups, you will create an international agreement and/or organization to deal with some aspects of the COVID-19 pandemic. You will identify stakeholders, reflect about priorities, decision making mechanisms, role of national states and existing international organizations, North-South relations, etc.

### IV. Take-home final exam

You will write a cumulative exam during the exam period.

## IV. Participation

Class participation and engagement with your peers' work and ideas is fundamental to build a supportive learning community. A supportive community requires that all of us are aware of our responsibilities to others, help to develop a group dynamics conducive to learning and find ways to engage with others in the face of the challenges posed by our online communication.

With this in mind, you will attend online classes and engage in class activities and participate in discussion forums. You will be graded for your individual and group work. Your participation will demonstrate your critical reading of class materials, your engagement with others' points of view, your willingness to rethink your own ideas, etc.

## 9. Assignments and grading

Assignment	% of the final grade	Due
Weekly quizzes	20% (2% each)	Due the day of the class by 11:59 PM EST
Glossary	10%	Oct 7 2:00 PM EST
Take-home mid-term exam	20%	Nov 6 11:59 PM EST
Simulation	15%	Dec 2 11:59 PM EST
Take-home final exam	20%	During the exam period (Dec 9-Dec 20).
Participation	15%	

*Final course grades may be adjusted to conform to program or Faculty grade distribution profiles.*

*Further information on grading can be found at:*

<http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Grading>

## Grading

Information on grading can be found at:

<http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Grading>

## Late assignments

You will have three grace days, which you can use to submit late assignments without penalty. You should include information about using your grace period of part of it when you submit your assignment.

If due to exceptional circumstances (certified medical illness or another similarly compelling reason, see rules below) you are unable to complete your assignment by the posted deadline contact me through Canvas or by email no later than 48 hours from the deadline. However do not wait for a response to submit your work – do so as soon as possible. Negotiated extensions where appropriate will be

determined by the professor, and late penalties of 1 point per day including weekends apply. I will not accept assignments after 7 days past the due date.

If you are ill and already seeking medical attention you may submit medical documentation – however medical documentation is not a requirement at this time. In instances where extreme medical or personal circumstances require extended absence, or are impacting multiple courses please contact academic advising at [sshadvising@ontariotechu.ca](mailto:sshadvising@ontariotechu.ca) or SAS if applicable, for support related to missed work.

### **Faculty rules on missed coursework**

If a student has missed coursework (e.g., quizzes, in-class exercises, assignments) that is less than 26% of the final grade due to physical or psychological illness, she or he must submit a UOIT Medical Statement Form directly to the course instructor within 3 days of the missed due date. Note: The medical statement form must be signed by the treating physician or licensed practitioner within 24hrs of the missed date or deadline. If a student has missed coursework (e.g., quizzes, in-class exercises, assignments) that is less than 26% of the final grade due to exceptional circumstances, she or he must submit a UOIT Academic Consideration Form, along with supporting documentation, directly to the course instructor within 3 days of the missed due date. Course instructors will review the documentation and inform the student of the outcome of their request in writing via email or blackboard. All missed coursework worth less than 26% will be handled directly by the course instructor for consideration and resolution. It will be at the course instructor's discretion to determine how the missed work will be addressed and resolved (e.g., penalties, re-writes, make-ups, extension, alternate assignment, etc.).

If a student has missed coursework (e.g., quizzes, in-class exercises, assignments) that is equal to or higher than 26% of the final grade due to physical or psychological illness, she or he must submit a UOIT Medical Statement Form to the FSSH Academic Advising Office within 3 working days of the missed due date. Note: The medical statement form must be signed by the treating physician or licensed practitioner within 24hrs of the missed date or deadline. If a student has missed coursework (e.g., quizzes, in-class exercises, assignments) that is equal to or higher than 26% of the final grade due to exceptional circumstances, she or he must submit an Academic Consideration Form, along with supporting documentation, to the FSSH Academic Advising Office within 3 days of the missed due date. The Academic Advising Office will review the documentation and inform the student of the outcome of his or her request in writing via email. It will be at the course instructor's discretion to determine how the missed in-term exam will be addressed and resolved (e.g., make-ups). The most recent version of all forms can be found on MyCampus under the 'OT Documents' tab. The UOIT grading policy can be found at the following:

<https://usgc.uoit.ca/policy/policy-library/policies/academic/examination-and-grading-policy.php>

### **Religious Observance**

If a student is requesting consideration for a religious observance for missed coursework (e.g., quizzes, in-class exercises, assignments) that is less than 26% of the final grade, she or he must submit a UOIT Academic Consideration Form directly to the course instructor 7 working days prior to the due date. Course instructors will review the form and inform the student of the outcome of their request in writing via email or blackboard. All missed coursework worth less than 26% will be handled directly by the course instructor for consideration and resolution. It will be at the course instructor's discretion to determine how the missed work will be addressed and resolved.

If a student is requesting consideration for a religious observance for any in-term exam (irrespective of weight) or missed coursework (e.g., quizzes, in-class exercises, assignments) that is equal to or higher than 26% of the final grade, she or he must submit a UOIT Academic Consideration Form to the FSSH Academic Advising Office 15 working days prior to the exam date. The Academic Advising Office will review the form and inform the student of the outcome of his or her request in writing via email. It will be at the course instructor's discretion to determine how the missed in-term exam will be addressed and resolved (e.g., make-ups).

If a student is requesting consideration for a religious observance for a final exam, she or he must apply for a deferral using the Application for Deferred Final Examination and a UOIT Academic Consideration Form 15 working days prior to the first final examination date. The most recent version of all forms can be found on MyCampus under the 'OT Documents' tab.

## 10. Technology Requirements

To support online learning, the university recommends certain technology requirements for laptops, software and internet connectivity which are available at <https://itsc.ontariotechu.ca/remote-learning.php>.

Students experiencing technical difficulties such that they are unable to meet the technology requirements may contact the IT Service Help Desk at [servicedesk@dc-uoit.ca](mailto:servicedesk@dc-uoit.ca)

Students experiencing financial difficulties such that they are unable to meet the technology requirements may contact Student Awards and Financial Aid Office at [connect@ontariotechu.ca](mailto:connect@ontariotechu.ca).

By remaining enrolled in this course, you acknowledge that you have read, understand and agree to observe the Recommended Technology Requirements for accessing university online learning resources, including those minimum requirements that are specific to your faculty and program.

## 11. Sensitive/Offensive Subject Matter

The classroom (both physical and virtual) is intended to provide a safe, open space for the critical and civil exchange of ideas and opinions. Some articles, media and other course materials may contain sensitive content that is offensive and/or disturbing. For example, some articles or videos may contain [Instructors should provide examples that are applicable to the course subject matter – e.g. graphical depictions of violence, profanity, human anatomy, sexual acts, matters pertaining to race, gender, or sexuality]. The Course Instructor will try to identify such material and communicate warnings to students in advance of the distribution and use of such materials, affording students the choice to either emotionally prepare for, or not to view or interact with, the content.

## 12. Student Support

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact [studentlife@uoit.ca](mailto:studentlife@uoit.ca) for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

### 13. Sexual Violence Support and Education

Ontario Tech is committed to the prevention of sexual violence in all its forms. For any student who has experienced Sexual Violence, Ontario Tech can help. We will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.

**If you think you have been subjected to or witnessed sexual violence reach out to a Support Worker, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolution options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email [studentlife@uoit.ca](mailto:studentlife@uoit.ca)**

Learn more about your options at: <https://studentlife.uoit.ca/sexualviolence/>

### 14. Students with Disabilities

Accommodating students with disabilities at Ontario Tech is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with me as soon as possible. Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible. Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

When on campus access is allowed, students taking courses on north Oshawa campus can visit Student Accessibility Services in the Student Life Building, U5, East HUB (located in the Founders North parking lot). Students taking courses on the downtown Oshawa campus can visit Student Accessibility Services in the 61 Charles St. Building, 2nd Floor, Room DTA 225 in the Student Life Suite.

Disability-related and accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. Office hours are 8:30am-4:30pm, Monday to Friday, closed Wednesday's 8:30am – 10:00am. For more information on services provided, you can visit the SAS website at <https://studentlife.ontariotechu.ca/services/accessibility/index.php>. Students may contact Student Accessibility Services by calling 905-721-3266, or email [studentaccessibility@ontariotechu.ca](mailto:studentaccessibility@ontariotechu.ca).

When on campus access is allowed, students who require the use of the Test Centre to write tests, midterms, or quizzes MUST register online using the SAS test/exam sign-up module, found here <https://disabilityservices.ontariotechu.ca/uoitclockwork/custom/misc/home.aspx>. Students must sign up for tests, midterms, or quizzes AT LEAST seven (7) days before the date of the test.

Students must register for final exams by the registration deadline, which is typically two (2) weeks prior to the start of the final examination period. SAS will notify students of the registration deadline date.

## 15. Professional conduct

### Use of Canvas

You will upload an electronic copy of your assignments (Microsoft Word) to Canvas. Canvas will also be our main communication tool for course content and announcements.

### E-mail

Emails should be written in a professional manner, including grammar and salutation (use Prof. Felder or Dr. Felder). Use your university email, refer to your question/problem in the subject line and sign your full name. Substantive course issues should be dealt with in class or during my office hours.

### Office hours

I strongly encourage you to sign for my virtual office hours to talk about the course, your expectations, your doubts and any other relevant issue. Keep in mind that it is extremely unprofessional to miss an appointment with your instructor. You should contact me ASAP if you are unable to make it.

### Class behaviour

You are expected to participate in class in a collegial and respectful manner. All of us will share our knowledge with the rest of the class and will learn from what other people have to say. We are dealing with controversial political and social issues about which we may have quite diverse positions and nobody should feel intimidated about intervening in our discussion.

### Attendance

Attendance is mandatory and will be taken each and every class. Unless your absences are justified, you lose 1 participation point for each missed class if you miss more than three classes. You should contact me as soon as possible if you have to miss a class.

Additional information on professional suitability can be found at [http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic\\_conduct](http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic_conduct)

## 16. Academic Integrity

Students and faculty at Ontario Tech University share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by Ontario Tech University's regulations on Academic Conduct which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with these regulations on academic conduct does not constitute a defense against its application. This information can be found at

[http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic\\_conduct](http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic_conduct)

Extra support services are available to all Ontario Tech University students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found at <https://studentlife.uoit.ca/services/academic-support/index.php>

## 17. Turnitin

Ontario Tech University and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to Ontario Tech University's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide with their assignment at the time of submission to the instructor a signed Turnitin.com Assignment Cover sheet: <https://shared.uoit.ca/shared/department/academic-integrity/Forms/assignment-cover-sheet.pdf>

Students whose assignments are submitted to Turnitin.com agree to abide by all the relevant Turnitin.com terms and conditions which may be found on the Turnitin.com website [https://help.turnitin.com/Privacy\\_and\\_Security/Privacy\\_and\\_Security.htm#Privacy\\_Policy](https://help.turnitin.com/Privacy_and_Security/Privacy_and_Security.htm#Privacy_Policy) which is subject to change from time to time.

## 18. Freedom of Information and Protection of Privacy Act

### Notice of Collection and Use of Personal Information

Throughout this course, personal information may be collected through the use of certain technologies under the authority of the University of Ontario Institute of Technology Act, SO 2002, c. 8, Sch. O. and will be collected, protected, used, disclosed and retained in compliance with Ontario's Freedom of Information and Protection of Privacy Act R.S.O. 1990, c. F.31.

This course will use the following technologies that may collect, use, disclose and retain personal information (including images) for the purposes described below:

- Kaltura Virtual Classroom and/or Google Meet to facilitate remote instruction and interactive learning.
- Peer-shared applications, services or technologies that may be reviewed, assessed, or used as part of coursework.

For more information relating to these technologies, we encourage you to visit: <https://tlc.ontariotechu.ca/learning-technology/index.php> Questions regarding personal information may be directed to: Ontario Tech University Access and Privacy Office, 2000 Simcoe Street North, Oshawa, ON L1G 0C5, email: [accessandprivacy@ontariotechu.ca](mailto:accessandprivacy@ontariotechu.ca).

By remaining enrolled in this course, you acknowledge that you have read, understand, and agree to the terms and conditions under which the technology provider(s) may collect, use, disclose and retain



your personal information. You agree to the university using the technologies and using your personal information for the purposes described in this course outline.

## **19. Freedom of Expression**

Pursuant to Ontario Tech's Freedom of Expression Policy all students are encouraged to express ideas and perspectives freely and respectfully in university space and in the online university environment, subject to certain limitations. Students are reminded that the limits on Freedom of Expression include speech or behaviour that: is illegal or interferes with the university's legal obligations; defames an individual or group; constitutes a threat, harassment or discrimination; is a breach of fiduciary, contractual, privacy or confidentiality obligations or commitments; and unduly disrupts and interferes with the functioning of the university. In the context of working online, different forms of communication are used. Where permitted, students using "chat" functions or other online forms of communication are encouraged to ensure that their communication complies with the Freedom of Expression Policy.

## **20. Student Course Feedback Surveys**

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech University's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News, and signage around the campus.

## **University Response to COVID-19**

The government response to the COVID-19 pandemic is continually evolving. As new information becomes available from federal and provincial public health authorities, the Province of Ontario and the Regional Municipality of Durham, Ontario Tech University will remain nimble and prepared to respond to government orders, directives, guidelines and changes in legislation to ensure the health and safety of all members of its campus community. In accordance with public health recommendations, the university may need to adjust the delivery of course instruction and the availability and delivery mode of campus services and co-curricular opportunities. Ontario Tech University appreciates the understanding and flexibility of our students, faculty, and staff as we continue to navigate the pandemic and work together to demonstrate our strong commitment to academic, research and service excellence during these challenging and unprecedented times.

**Syllabus****POSC2200****Fundamentals of Policy Theory****Political Science Program**

Faculty of Social Science and Humanities

**Vital Statistics**Instructor: Dr. **Scott M. Aquanno**

Office: DTB 423

Office Hours: Thursdays 10:00-12:00, by appointment

Email: [scott.aquanno@ontariotechu.ca](mailto:scott.aquanno@ontariotechu.ca)

Telephone: 905-721- 8668 x5855

Class: Tuesdays 11:10 am - 2:00 pm

Location: Online

**Course Description & Objective**

This course introduces students to the main concepts and approaches in the theory of the state. It looks at the different models utilized to understand and analyze the state, from pluralism to institutionalism, and their respective strengths and weaknesses. The political consequences of each model will also be considered. Students will be encouraged to critically evaluate arguments, assumptions, and data gathering techniques and will be given the opportunity to carry out evidence-based research by developing their own case study materials. They will also be encouraged to develop their own understanding of the state - its core interests, forms of internal organization, and key responsibilities.

**Student Learning Outcomes:***The course seeks to develop in students...*

- Understanding of the major theories of the state and of their respective strengths and limitations
- Awareness of the role of interests, ideas, knowledge, power, and other factors in relation to the development and consideration of public policy
- Awareness of factors, social and structural, that affect whether and how topics become “problems” and get on the agendas of government for consideration
- Awareness of the complexity of policy analysis in terms of mixes of values, interests, and competing orientations
- Enhanced ability to explore policy issues and to present the results of those explorations clearly, concisely, and in compelling form in written and oral communication.

**Pedagogical Goal:**

The syllabus has been designed to engage several types of students - Those whose are interested in understanding the ways in which governments frame policy issues and challenges - Those who have an explicitly professional, job-finding goal will have the opportunity to examine the administrative complexities associated with the development and management of Canadian public policy - For those wanting a course with strong scholarly content, this course will expose students to the major policy theories and frameworks within the policy sciences and encourage students to critically evaluate arguments, assumptions, procedures and give them the opportunity to apply this material by developing their own case study materials.

**Course Requirements and Grading**

QQC's 10%

Discussion and Exchange 10%

Mid-term Test 20%

Writing Assignment 25%

Final Examination 35%

**Discussion and Exchange:**

Students will be given various opportunities to engage in informed dialogue regarding the course material.

**Question, Quote, and Comment (QQC's):**

Each week (with the exceptions noted in the reading schedule) students will submit a Question, a Quote, and a Comment for one of the assigned reading. QQC's are designed to facilitate student engagement and active participation. Comments must be in sentence and paragraph form and at least 100 words in length. QQC's must be submitted prior to the start of lecture each week.

**Test and Exams**

More information will be provided in class. Note: Questions will be provided at least one week prior to the due date. Answers should be in full sentence and paragraph form.

**Policy Assessment Report - *Theoretical Synthesis and Application***

Length: 1500-1800 words (including references – papers must be within this word range).  
Instructions: Select a major theoretic perspective (institutional model, Marxist model, etc.). Utilizing evidence from a Canadian or US example, discuss why the theory does or does not apply in this case. You are required to use a minimum of four references. Note: this assignment requires outlining the major theoretic model you select.

**Due Date November 17<sup>th</sup>**

### Criteria for grading:

1. **Argument 25%** The originality and the power of the analysis you present; the extent that a theory from the literature is tested or some interesting hypothesis of your own is proven; the coherence of the logic with which you develop your case. Students' most common problem comes from not finding a clear question to address and so not developing an effective thesis.
2. **Information 25%** The mastery of the factual material that you present from your research in the literature, its relevance to your argument, its effectiveness in making your case, its accuracy and completeness. Students' most common problem comes from not knowing what material to consult and so not marshalling information that is relevant to demonstrating the thesis.
3. **Structure 25%** The coherence of your paper's organization and its utility in helping develop your argument. Students' most common problem comes from not developing an organization of this material that serves the argument's development.
4. **Writing and Editing 25%** The clarity with which you express your ideas and communicate your thinking, correct usage of English syntax and language, integrity of paragraphs, narrative continuity. Editing includes the care with which you present the essay: correct spelling, proper presentation of references and citation. Students' most common problem comes from not writing a first draft early enough so that unclear points can be clarified, the introduction and conclusion reformulated, the argument perfected, and the text carefully edited for annoying typographical errors.

You are strongly advised to keep an electronic and hard copy of your essay. They should be kept until the marked assignment has been returned. **Late papers submitted without proper supporting documentation will be penalized 5% a day (including weekends).**

### **Formatting and style guide for written work**

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Text: Times Roman 12 point, left justified, double spaced

Paragraphs: either indent or have one extra line space between paragraphs.

Header or footer in Times Roman 10 point: left: your FIRST and last name such as BETTY Jones; centre: brief subject in italics such as AIDS in Africa right: page number

### APA reference style:

If the author's name occurs naturally in the sentence, the year is given in parentheses:

In a popular study Harvey (1992) argued...

If the name does not occur naturally in the sentence, both name and year are given in parentheses at the end of the sentence before the period:

Theory rises out of practice, and once validated, returns to direct or explain the practice (Stevens 1998).

List references to all documents cited in the text, under the heading References. They are listed in alphabetical order of authors' names.

**Book.**

Cutler, T., Williams, K. and Williams, J. (1986), *Keynes, Beveridge and beyond* (London: Routledge).

Spacing at beginning of new subsection: two line spaces before a new section head; none between section head and first paragraph.

All numbers under 11 are spelled out. Those larger than 10 are not spelled out unless they come at the beginning of a sentence.

Italicize words in other languages that are not commonly used in English such as *maquiladoras* but not in the case of titles or organizations

Oxford Canadian spelling: program not programme, sceptical not skeptical, labour not labor, defence not defense, cigarette not cigaret, practise as a verb, practice as a noun, globalization not globalisation.

Bilateral, binational, transborder, and neoconservative; not bi-lateral, bi-national, trans-border, or neo- conservative

*Include a full title page (essay title, student name, course name and number, professor name, due date, **word count**)*

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### **Policies on Missed Tests/Examinations**

If a student has missed coursework (e.g., quizzes, in-class exercises, assignments) that is less than 26% of the final grade due to physical or psychological illness, she or he must submit a UOIT Medical Statement Form directly to the course instructor within 3 days of the missed due date. Note: The medical statement form must be signed by the treating physician or licensed practitioner within 24hrs of the missed date or deadline. If a student has missed coursework (e.g., quizzes, in-class exercises, assignments) that is less than 26% of the final grade due to exceptional circumstances, she or he must submit a UOIT Academic Consideration Form, along with supporting documentation, directly to the course instructor within 3 days of the missed due date. Course instructors will review the documentation and inform the student of the outcome of their request in writing via email or blackboard. All missed coursework worth less than 26% will be handled directly by the course instructor for consideration and resolution. It will be at the course instructor's discretion to determine how the missed work will be addressed and resolved (e.g., penalties, re-writes, make-ups, extension, alternate assignment, etc.).

If a student has missed coursework (e.g., quizzes, in-class exercises, assignments) that is equal to or higher than 26% of the final grade due to physical or psychological

illness, she or he must submit a UOIT Medical Statement Form to the FSSH Academic Advising Office within 3 working days of the missed due date. Note: The medical statement form must be signed by the treating physician or licensed practitioner within 24hrs of the missed date or deadline. If a student has missed coursework (e.g., quizzes, in-class exercises, assignments) that is equal to or higher than 26% of the final grade due to exceptional circumstances, she or he must submit an Academic Consideration Form, along with supporting documentation, to the FSSH Academic Advising Office within 3 days of the missed due date. The Academic Advising Office will review the documentation and inform the student of the outcome of his or her request in writing via email. It will be at the course instructor's discretion to determine how the missed in-term exam will be addressed and resolved (e.g., make-ups). The most recent version of all forms can be found on MyCampus under the 'UOIT Documents' tab or on the website at [www.uoit.ca/studentforms](http://www.uoit.ca/studentforms). The UOIT grading policy can be found at the following: <https://usgc.uoit.ca/policy/policy-library/policies/academic/examination-and-grading-policy.php>

### **Religious Observance**

If a student is requesting consideration for a religious observance for missed coursework (e.g., quizzes, in-class exercises, assignments) that is less than 26% of the final grade, she or he must submit a UOIT Academic Consideration Form directly to the course instructor 7 working days prior to the due date. Course instructors will review the form and inform the student of the outcome of their request in writing via email or blackboard. All missed coursework worth less than 26% will be handled directly by the course instructor for consideration and resolution. It will be at the course instructor's discretion to determine how the missed work will be addressed and resolved.

If a student is requesting consideration for a religious observance for any in-term exam (irrespective of weight) or missed coursework (e.g., quizzes, in-class exercises, assignments) that is equal to or higher than 26% of the final grade, she or he must submit a UOIT Academic Consideration Form to the FSSH Academic Advising Office 15 working days prior to the exam date. The Academic Advising Office will review the form and inform the student of the outcome of his or her request in writing via email. It will be at the course instructor's discretion to determine how the missed in-term exam will be addressed and resolved (e.g., make-ups).

If a student is requesting consideration for a religious observance for a final exam/assignment, she or he must apply for a deferral using the Application for Deferred Final Examination and a UOIT Academic Consideration Form 15 working days prior to the first final examination date. The most recent version of all forms can be found on MyCampus under the 'UOIT Documents' tab or on the website at [www.uoit.ca/studentforms](http://www.uoit.ca/studentforms).

### **Accessibility**

Your success in this course is important to me. If there are circumstances that may affect your performance in this class please let me know as soon as possible so that we may collaborate on developing adapted assignments to meet both your needs and the

requirements of this course. Students with disabilities may request to be considered for formal academic accommodation in accordance with the Ontario Human Rights Code. Students seeking accommodation must make their requests through [Student Accessibility Services](#) in a timely manner, and provide relevant and recent documentation to verify the effect of their disability and to allow the University to determine appropriate accommodations. Accommodation decisions will be made in accordance with the Ontario Human Rights Code. Accommodations will be consistent with and supportive of the essential requirements of courses and programs, and provided in a way that respects the dignity of students with disabilities and encourages integration and equality of opportunity.

### **Academic Integrity**

Students and faculty at UOIT share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with UOIT's regulations on Academic Conduct (Section 5.15 of the Academic Calendar) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying, or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, and other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a written reprimand to permanent expulsion from the university. A lack of familiarity with UOIT's regulations on academic conduct does not constitute a defense against its application. Further information about academic misconduct can be found in the Academic Integrity link on your laptop. Also I draw your attention to the Academic Integrity link on the UOIT website:

[www.uoit.ca/main/current-students/academics-and-programs/programs-and-resources/academic-integrity/](http://www.uoit.ca/main/current-students/academics-and-programs/programs-and-resources/academic-integrity/)

Extra support services are available to all Ontario Tech University students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found at <https://studentlife.uoit.ca/services/academic-support/index.php>

### **Students with Disabilities**

Students with disabilities may request to be considered for formal academic accommodation in accordance with the Ontario Human Rights Code. Students seeking accommodation must make their requests through the **Centre for Students with Disabilities** in a timely manner, and provide relevant and recent documentation to verify the effect of their disability and to allow the University to determine appropriate accommodations. In compliance with University of Ontario Institute of Technology policy and disability laws, I am available to discuss appropriate academic

accommodations that you may require as a student with a disability. Requests for academic accommodations need to be made during the first week of the semester so arrangements can be made. Accommodations will be consistent with and supportive of the essential requirements of courses and programs, and provided in a way that respects the dignity of students with disabilities and encourages integration and equality of opportunity. Reasonable academic accommodation may require instructors to exercise creativity and flexibility in responding to the needs of students with disabilities while maintaining academic integrity. I encourage you to register with The Centre for Students with Disabilities for disability verification and for determination of reasonable academic accommodations.

### **Other Accommodation**

Should you need any accommodation for religious or other University approved reasons you must come and see me about any problems as early as possible. I will strive to accommodate reasonable requests for accommodation to the best of my ability

### **Online Classroom Policy**

This is a large class and therefore respect for others is extremely important to the success of this class. Please be courteous to myself and your fellow students by being on time, not leaving during the lecture or making unnecessary noise. Disruptive or rude behaviour will not be tolerated.

### **Email Policy**

Emails must be appropriately and professionally addressed and must be sent to [scott.aquanno@ontariotechu.ca](mailto:scott.aquanno@ontariotechu.ca).

### **Canvas**

Please consult the course Intranet site regularly. I will post the outlines of my lectures, along with the course syllabus and handouts. Email correspondence should be sent directly to the email address provided above. You can access the Kultura Virtual Classroom through the Canvas course page

### **Student Support**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact [studentlife@uoit.ca](mailto:studentlife@uoit.ca) for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

### **Sexual Violence Support and Education**



Ontario Tech is committed to the prevention of sexual violence in all its forms. For any student who has experienced Sexual Violence, Ontario Tech can help. We will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases. If you think you have been subjected to or witnessed sexual violence: reach out to a Support Worker, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolution options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email [studentlife@uoit.ca](mailto:studentlife@uoit.ca). Learn more about your options at: <https://studentlife.uoit.ca/sexualviolence/>

### **Policies on Missed Tests/Examinations**

Unexcused absence from the midterm test or final examination will result in a failing grade for that test or examination. If you are unable to attend the midterm test or final examination, you must inform me of your absence before the missed test or examination. Be prepared to provide appropriate written proof of medical emergencies and doctor's appointments.

### **Freedom of Information and Protection of Privacy Act**

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Social Science and Humanities. As you may know, Ontario Tech University is governed by the Freedom of Information and Protection of Privacy Act ("FIPPA"). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that the University not disclose the personal information of its students without their consent.

FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner (student) ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of [Insert Faculty name] encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that Ontario Tech University will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students. If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact [accessandprivacy@uoit.ca](mailto:accessandprivacy@uoit.ca)

### **Student Course Feedback Surveys**

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech University's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online,

anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News, and signage around the campus.

### **Note Taking**

PowerPoint outlines will be posted on Canvas. You will also need to take notes during lectures. There will be some overlap between class lectures and the required reading, but there will be other material provided in class that will not be found in the reading assignments. Furthermore, the course lectures will contain electronic tests that will count towards your final participation grade. If you must miss a class, you are responsible for getting notes from a classmate. However, I encourage you to come to my office to ask questions about any lecture notes you have.

### **Relevant Periodicals and Other Electronic Resources**

Policy Sciences Policy Studies Journal  
Journal of Public Policy  
Policy Options  
Policy Currents  
Canadian Public Administration  
Canadian Public Policy  
Canadian Journal of Political Science

#### *Recommended on-line resources:*

<http://www.policy.ca/> (be sure to review the many links under the “Organizations” tab)  
<http://www.irpp.org/indexe.htm> (Institute for Research on Public Policy)  
<http://www.policyalternatives.ca/> (Canadian Centre for Policy Alternatives)  
<http://www.cprn.org> (Canadian Policy Research Network)  
<http://www.ciia.org/> (Canadian Institute for International Affairs)

## Schedule of Topics and Readings

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**Week One:** September 8: Introduction and Overview

### Part I: State Theory: Major Theories

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**Week Two:** September 15: Public Choice and Welfare Economics

*Key Questions and Learning Objectives: Are policy actors rational? What is the difference between the state and economy?*

Eamonn Butler (2012) "Public Choice – A Primer", London: *Institute of Economic Affairs*, pgs. 15-17, Chapters 1, 7, 10

*QQC 1: Due September 15: 11:10am*

**Week Three:** September 22: Pluralism and Elite Theory

*Key Questions and Learning Objectives: To what extent do coalitions shape public policies? How do group actions shape the policy choices of elected officials?*

C. Wright Mills (1958) The Structure of Power in American Society, *The British Journal of Sociology*, 9(1), pp. 29-41.

Leo Panitch (2010) Elites, Classes and Power in Canada, in Peter H. Russell, Francois Rocher, Debra Thompson, and Linda A. White, (eds.), *Essential Readings in Canadian Government and Politics*, pp. 453-459.

*QQC 2: Due September 22: 11:10am*

*Recommended*

Robert Dahl (1958) A Critique of the Ruling Elite Model, *American Political Science Review*, 52(2), pp. 463-469.

**Week Four:** September 29: The Institutionalist Perspective

*Key Questions and Learning Objectives: What are institutions? What is the importance of institutional rules for the policy development process? How do political institutions shape and condition the behavior of policy actors?*

Thelen, Kathleen and Sven Steinmo (1992) Historical Institutionalism in Comparative Politics, in *Structuring Politics: Historical Institutionalism in Comparative Analysis*, eds. Sven Steinmo et al, Cambridge: Cambridge University Press, pgs. 1-15

Paul Cammack (1989) Bringing the State Back In? *British Journal of Political Science*, 19(2), pp. 261–90.

| [QQC 3: Due September 29: 11:10am](#)

**Week Five:** October 6: Idealism

*Key Questions and Learning Objectives: How do ideas and intersubjective beliefs influence the policy process? Where do ideas come from?*

Vivien Schmidt (2008) Bringing Ideas and Discourse Back into the Explanation of Change, in *Varieties of Capitalism and Welfare States*, ed Vivien Schmidt, Centre for Global Political Economy, **especially 1-12 and conclusion**

Peter Hall (1993) Policy Paradigms, Social Learning and the State: The Case of Economic Policy-Making in Britain, *Comparative Politics*, 25(3)

| [QQC 4: Due October 6: 11:10am](#)

**Week Six:** October 20: Marxism: Capitalism and Relative Autonomy

*Key Questions and Learning Objectives: How do we understand the relationship between capitalist social relations and public policy? Does capitalism determine policy outcomes?*

Leo Panitch (1985) The Role and Nature of the Canadian State, in *The Canadian State: Political Economy and Political Power*, University of Toronto Press, pp. 3-27.

Ralph Miliband (2009) *The State in Capitalist Society*, Merlin Press, Chapter 1/Introduction

| [QQC 5: Due October 20: 11:10am](#)

| **[Mid-Term Test Questions Released](#)**

**Week Seven:** October 27: Mid-Term Test Due

## **Part II: 'Minor' Theories and Models of Policy**

**Week Eight:** November 3: The Advocacy Coalitions Model

*Key Questions and Learning Objectives: What factors help explain policy change? How do institutional, ideational, and interest-based factors interact with one another in the policy making process?*

Sabatier, P.A and C.M Weible (2007). The Advocacy Coalition Framework: Innovations and Clarifications, in *Theories of the Policy Process*, 2<sup>nd</sup> Edition, ed. P.A Sabatier, London: Westview, **especially 189-199**

| [QQC 6: Due November 3: 11:10am \(US ELECTION\)](#)

**Week Nine:** November 10: Policy Networks

*Key Questions and Learning Objectives: What is a policy network? How do relationships between dominant policy actors impact policy outcomes? What policy actors drive the development of public policies?*

Coleman, William and Skogstad, Grace (1990). *Policy Communities and Public Policy in Canada*, Toronto: Copp Clark Pitman, Introduction, Chapter 1

| [QQC 7: Due November 10: 11:10am](#)

**Week Ten:** November 17: The Globalization Model

*Key Questions and Learning Objectives: How has globalization affected the nature and form of public policy? How does globalization impact the reach and influence of national rules/groups/ideas?*

Garrett, Geoffrey (1998) Global Markets and National Politics: Collision Course or Virtuous Circle?, *International Organization*, 52(4), pp. 787-824.

Jackson, Andrew (2003) Why the Big Idea is a Bad Idea: A Critical Perspective on Deeper Integration with the United States, *Canada Centre for Policy Alternatives*

| [Essay: Due November 17: 11:10am](#)

### **Part III: Public Policy and Democracy**

**Week Eleven:** November 24: Alternative Theories

Iris Marion Young (1993) Justice and the Politics of Difference, In *Democracy*, Ed Philip Green, New Jersey: Humanities Press

Benjamin Barber (1993) Strong Democracy, in *Democracy*, ed Philip Green, New Jersey: Humanities Press

Carol C Gould (1993) Praxis International, in *Democracy*, ed Philip Green, New Jersey: Humanities Press

| [QQC 8: Due November 24: 11:10am](#)

**Part IV: Conclusion**

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Week Twelve: December 1: Review

*Take-Home Exam Questions Released*

*Exam Due Date: December 11th*

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## POSC 2502

### Community Development Policy

Political Science Program  
Faculty of Social Science and Humanities  
University of Ontario Institute of Technology  
City Idea Lab

Class: Tuesdays, 2:10-5 pm

Location: Teaching City Hub 1 Mary Street (corner of Mary St and Bond)/DTB 108

**Instructor: Dr. Shanti Fernando**

Office: DTB 509

Office Hours: Mondays and Wednesdays 2:30-3:30 pm or by appointment

Email: shanti.fernando@uoit.ca

Telephone: 905-721- 8668 x3809

#### **Course Description:**

This course is an introduction to community development policies and practices. We look at community, meaning common purpose and commitment, can be created through policymaking and community development activities. This course is an introduction to the development of community and how policies, policymakers and community organizations and community members can respond and help in this development. Some of the topics covered include: local community economic development, the history and perspectives on Canadian community development, the process and skills for community development, as well as looking at Canadian case studies of community development.

One of the exciting experiential aspects of this is that I will be teaching much of it at the City Idea Lab. This will give students will have an opportunity to participate in the design and development of a possible initiative and to work directly with policymakers in the City of Oshawa. Students will work in groups to co-design a proto-type solution to a real-world urban challenge with the guidance of City of Oshawa staff experts. This will mean addressing a challenge question that is geared towards our course learning outcomes and will provide students with a better understanding of the challenges and opportunities for community development policies.

#### **Challenge Question:**

*How might the City engage the community to help to change the perception of Oshawa and build community pride?*

#### **Learning Outcomes:**

On the successful completion of the course, students will be able to:

1. Understand the history and process of community development in Canada and the importance of this to public policy
2. Understand different perspectives on good community development
3. Understand the issues that policymakers need to address to support community development
4. Understand how community development can reduce inequality and promote community engagement

5. Understand the basics and parameters of city community policy development.

**Evaluation Method:**

- |                                      |  |
|--------------------------------------|--|
| 1. Attendance and Participation: 10% |  |
| 2. Annotated Bibliography: 10%       | February 1 submit online                         |
| 3. City Idea Lab Project: 30%        | Individual/Group Assessments (online submission) |
| 4. In Class Exam: 25%                | March 12th                                       |
| 5. Final Paper: 25%                  | April 8 submit online                            |

**Attendance and Participation**

You are expected to complete each week’s required readings and actively contribute to class discussions. Unexcused absences will result in a grade of “zero” (0) for that class. Other factors to be taken into consideration in evaluating the quality of your participation include preparation for class, being attentive during class discussions, and raising thoughtful comments and questions. In addition, students may be required to address various electronic questions during each lecture to assess their level of engagement and comprehension.

**Annotated Bibliography (SUBMITTED ONLINE)**

Your first assignment is to look at the resources related to community development. Students will be asked to submit an annotated bibliography that contains 6-8 sources that discuss the meaning of community development. The question is: WHAT IS A GOOD DEFINITION OF COMMUNITY DEVELOPMENT? This helps us to understand WHY IT IS IMPORTANT TO HAVE POLICY SUPPORT TO DEVELOP COMMUNITIES. This is an individual assignment. A detailed assignment sheet will be posted on Blackboard and handed out in class.

For an annotated bibliography, use standard APA format for the citations, then add a brief abstract for each entry, including:

- 2 to 4 sentences to summarize the main idea(s) of the item
- 1 or 2 sentences each to relate the material to your research topic and to evaluate the material.

See assignment sheet and the NOOL website <https://nool.uoit.ca/writing/types-of-writing/all-types-of-writing/annotated-bibliography.php>

<b>City Idea Lab Project</b>	<b>SUBMITTED IN CLASS</b>
<p>Each student has been randomly placed into five different groups, which are displayed on Blackboard. Working in their groups students will co-design a prototype solution to a real-world urban challenge with City of Oshawa staff experts.</p> <p>Each group will design a poster that captures and briefly outlines the contours of their ‘experiment’ and present their solution at the end of the term, both in class and at the <i>Idea Showcase</i>. Poster presentations will be accompanied by a 2-3 page project briefing report. Groups will also be submitting action items and a proposed budget.</p> <p>Final grades will reflect the overall substance of the proposed solution, including 1)the group presentation and report ( see Group Grading Matrix), as well as 2)individual contributions to the group assignment as assessed by the 4 individual progress reports handed in throughout the term. Further information will be provided in class.</p>	



### **In Class Exam**

You will have a 2 hour in class exam (in our 55 Bond classroom 108). The exam is based on course material and required readings and is separate from the city idea lab project. A list of all possible questions will be posted on Blackboard.

### **Final Paper ( SUBMITTED ONLINE)**

This paper builds on your initial annotated bibliography and the feedback that you received. Students are required to write a 6-8 page essay exploring their original community development policy definition. In developing their papers, students should consider both the major themes and theories that they have learned through their reading and the preparation of their annotated bibliography as well as the practical experiences they gained co-designing policy through City Idea Lab.

The goal of the paper is to explore the idea of community development policy in an academic sense AND community development in a political sense (in the way that you have explored the social, political and institutional challenges/barriers to community development policy with the city receptors). This will show the realities of the policy process as well as the practices of citizen engagement that provide (or potentially provide) space for the development of communities. Connect your original definition to your City Idea Lab experience to define community development (as your thesis/argument) and use research and your experience to support this argument.

Note: This is an essay assignment and, as such, it must be fully cited and presented in proper essay form. Late papers submitted without proper supporting documentation will be **penalized 5% a day** (including weekends).

A detailed assignment sheet will be on Blackboard.

#### **Formatting and style guide for written work**

Text: Times Roman 12 point, left justified, double spaced

Paragraphs: either indent or have one extra line space between paragraphs.

page number

APA reference style (also see pdf on Blackboard page for details):

If the author's name occurs naturally in the sentence, the year is given in parentheses:

In a popular study Harvey (1992) argued...

If the name does not occur naturally in the sentence, both name and year are given in parentheses at the end of the sentence before the period:

Theory rises out of practice, and once validated, returns to direct or explain the practice (Stevens 1998).

List references to all documents cited in the text, under the heading **References**. They are listed in alphabetical order of authors' names.

*Include a full title page*

#### **Policies on Missed Tests/Examinations**

Unexcused absence from the in class test will result in a failing grade for that test or examination. If you are unable to attend the midterm test or final examination, you must inform me of your absence before the missed test. Be prepared to provide appropriate written proof of medical emergencies and doctor's appointments. See the Medical excuse form on our Blackboard page.

#### **Academic Integrity**

Students and faculty at UOIT share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with UOIT's regulations on Academic Conduct (Section 5.15 of the Academic Calendar) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, and other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a written reprimand to permanent expulsion from the university. A lack of familiarity with UOIT's regulations on academic conduct does not constitute a defense against its application. Further information about academic misconduct can be found in the Academic Integrity link on your laptop. Also I draw your attention to the Academic Integrity link on the UOIT website:

[www.uoit.ca/main/current-students/academics-and-programs/programs-andresources/academic-integrity/](http://www.uoit.ca/main/current-students/academics-and-programs/programs-andresources/academic-integrity/)

### **TURNITIN.COM**

The Annotated Bibliography and final paper will be handed in online through Blackboard and will go through Turnitin.com

UOIT and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to UOIT's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must inform their instructor at the time the work is assigned and provide, with their assignment, a signed Turnitin.com [Assignment Cover sheet](#) along with rough notes and drafts of their essay.

Further information about Turnitin can be found on the Academic Integrity link on your laptop.

### **Students with Special Needs**

Students with disabilities may request to be considered for formal academic accommodation in accordance with the Ontario Human Rights Code. Students seeking accommodation must make their requests through the **Centre for Students with Disabilities** in a timely manner, and provide relevant and recent documentation to verify the effect of their disability and to allow the University to determine appropriate accommodations. In compliance with University of Ontario Institute of Technology policy and disability laws, I am available to discuss appropriate academic accommodations that you may require as a student with a disability. Requests for academic accommodations need to be made during the first week of the semester so arrangements can be made. Accommodations will be consistent with and supportive of the essential requirements of courses and programs, and provided in a way that respects

the dignity of students with disabilities and encourages integration and equality of opportunity. Reasonable academic accommodation may require instructors to exercise creativity and flexibility in responding to the needs of students with disabilities while maintaining academic integrity. I encourage you to register with The Centre for Students with Disabilities for disability verification and for determination of reasonable academic accommodations.

#### **Other Accommodation**

Should you need any accommodation for religious or other University approved reasons you must come and see me about any problems as early as possible. I will strive to accommodate reasonable requests for accommodation to the best of my ability

#### **Classroom Policy**

This is a large class and therefore respect for others is extremely important to the success of this class. Please be courteous to myself and your fellow students by being on time, not leaving during the lecture or making unnecessary noise. Disruptive or rude behaviour will not be tolerated. Please see the UOIT Student Code of Conduct Policy on the Blackboard page

#### **Email Policy**

Emails must be appropriately and professionally addressed and must be sent to shanti.fernando@uoit.ca. Please consult Blackboard and your outline first to see if the answer to your question might be answered by course material before emailing me. Any email that is professional correspondence and as such must be respectful and pertinent to this class or will not be answered.

### **REQUIRED TEXTS AND READINGS**

Required Text available at the University bookstore:

Title	<b>Community Development in Canada 2nd Edition</b>
Author	James D. Brown and David Hannis
ISBN	978-0-205-75470-0
Publisher	Pearson (2012)

Also on reserve at Social Science and Humanities Library

Ask for text by name; course name and Call Number: **HN110 .Z9 C6 2012**

Additional readings are also on Blackboard under Course Readings or are provided as links under required readings on this course outline

### **TOPICS AND REQUIRED READINGS**

<b>Week One</b>	<b>January 8<sup>th</sup></b>	<i>Introduction to the Course/Importance of Community</i>	<i>DTB 108</i>
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**Readings:** course outline

Text Chapter 1

Chapter 1 in *Doing Community Economic Development* Eds Loxley, Silver and Sexsmith

How do communities affect our lives and well-being?

What is the function of a community?

What are the ways in which policy can help develop communities?

**\*We will be walking over to City Idea Lab at the Teaching City Hub during this class**

<b>Week Two</b>	<b>January 15th</b>	<i>Importance of Community Development Policy</i>	City Idea Lab
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**Readings:** Text Chapter 2

Oshawa Strategic Plan: [https://www.oshawa.ca/cityhall/resources/OSP\\_Access\\_2015\\_2019.pdf](https://www.oshawa.ca/cityhall/resources/OSP_Access_2015_2019.pdf)

Our Oshawa: <https://www.oshawa.ca/city-hall/Our-Oshawa.asp>

What are the main features of community development?

What is the difference between top down and bottom up approaches?

What types of qualities represent the strengths and weaknesses in communities?

*City Idea Lab (1.5 hr) 2:10- 3:30– City Staff Presentation*

- This lecture will provide an overview of the City of Oshawa from both a social and political lens and introduce students to the general theme of their specific challenge question. Specific focus will be placed on the practices and programs related to the challenge question of interest. The presentation will be followed by a Q + A session where students will further explore City objectives, priorities and capacities. Following the presentation students will have a clearer idea of the ‘challenge question’ guiding their involvement in City Idea Lab and their work with the City of Oshawa

<b>Week 3</b>	<b>January 22nd</b>	City Tour	Meet at City Idea Lab
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**Readings:**

Plan 20Twenty – Oshawa’s Downtown Plan: [https://www.oshawa.ca/business-andinvestment/resources/oshawa\\_downtown\\_plan\\_20twentyaccessible-for-web.pdf](https://www.oshawa.ca/business-andinvestment/resources/oshawa_downtown_plan_20twentyaccessible-for-web.pdf)

Diversity and Inclusion Plan: <https://www.oshawa.ca/city-hall/resources/Research-Report--Diversity-and-Inclusion-Plan.pdf>

Culture Counts: Oshawa’s Arts, Culture and Heritage Plan: [https://www.oshawa.ca/things-to-do/arts-culture-and-heritage-plan.asp?\\_mid=436](https://www.oshawa.ca/things-to-do/arts-culture-and-heritage-plan.asp?_mid=436)

**City Tour 2:10-5:00**

We will be taking a tour of Oshawa arranged by the City of Oshawa to get to know the heritage of the city a bit better. We will also have lectures from City staff and partners.

This tour will introduce students to the City of Oshawa and will highlight any areas, programs, or places that are pertinent to their challenge question.

<b>Week 4</b>	<b>Jan 29<sup>th</sup></b>	<i>Community Development: History and Approaches</i>	City Idea Lab
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**Readings:** Text Chapter 3 and 4

How did the role of government and local communities in community development change in post-World War II Canada?

How have individuals developed the field of Community Development?

How does political ideology affect perspectives on community development?

What are the different approaches and models to community development?  
How does engaging the community help community development?

*City Idea Lab: Working in their assigned groups, students will start to develop three project proposals addressing the 'challenge question' (see project proposal template)*

Week 5	Feb 5	Participatory Process in Cities	City Idea Lab
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**Readings: selections from Chapter 6 in *Planning Canada* Edited by Ren Thomas**

6.0 "Participatory Processes: Introduction"

6.3 Lisa Brideau and Amanda Mitchell "Taking it Online: How the City of Vancouver Became Comfortable with Engaging Residents in the PJs: Vancouver's Use of Online Crowdsourcing to Engage Residents during the Development of the Greenest City Action Plan"

6.4 Juan Torres and Natasha Blanchet-Cohen "Reaching Youth: Tools for Participating in the Upgrading and Evaluation of Municipal Equipment and Services"

6.5 Pamela Robinson and Michael DeRuyter "I 'Like' You, You Make My Heart Twitter, But.... Reflections for Urban Planners from an Early Assessment of Social Media Deployment by Canadian Local Governments"

**City Idea Lab:** *Students will continue to work towards developing three project proposals*

*Proposals sent in to Dr. Fernando who will forward them to the city receptors so they can look them over before meeting with groups in Week 6*

**Individual Progress Reports Due**

Week 6	Feb 12	Building Relationships with the Community	City Idea Lab
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**Readings: Text Chapter 5**

How does systems theory help our understanding of community relationships?

How does relationship development relate to community development? What are the different types of relationships?

What types of power affect community development and how are these effects felt?

**\*City Idea Lab:** *Student groups will present their project proposals to the City receptor – the City receptor will select one proposal for further development and provide specific guidance, noting potential problems and limitations*

<b>Feb 18-22 Winter Reading Week</b>			
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No class

Week 7:	Feb 26	Processes of Community Development	City Idea Lab
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**Reading: Text Chapter 6**

What are the different steps in the process of community development?

How is seeing community development as an ongoing process helpful to policymakers?  
How is adult education related to community Development?

*City Idea Lab: Co-design and project development (work on Action Items List to discuss with City receptor next week)*

**Individual Progress Reports Due**

Week 8	March 5	Skills for Working In Communities	City Idea Lab
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**Reading: Text Chapter 7**

What challenges are presented for communities by bureaucracies? What skills are most important to overcome challenges?

*City Idea Lab: Co-design and project development*

*\*City Receptor in Attendance to work with students*

Week 9	March 12	Exam	Held in DTB 108 classroom
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There will be a two hour exam taking place in our 55 Bond classroom 108  
The EXAM is based on course material and readings and is separate from the city idea lab project.

Week 10	March 19	Canadian Case Studies: Policy Experiments	City Idea Lab
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**Reading: Text Chapter 8**

Why do we use case studies?  
How can they be helpful to future community developers in Canada?  
How do holistic approaches differ from cookie cutter approaches?  
Why are they helpful for policy development?

*City Idea Lab: Co-design and project development*

*\*City Receptor in attendance to work with groups*

**Individual Progress Reports Due**

Week 11	March 26	City Idea Lab Project Development Day	City Idea Lab
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***This class should be part of finalizing your poster and report which will be presented next week.***

*City Idea Lab: Co-design and project development*

*\*Present to City Receptor in attendance to work with groups*

**Individual Progress Reports Due**

Week 12	April 2	City Idea Lab Presentation Day	City Idea Lab
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*Groups will be presenting their posters and reports: all group members should attend*

*City Idea Lab: Group poster and report presentations*

POSC3000 (44683)  
**Policy, Democracy, and Governance**

**Political Science Program**  
Faculty of Social Science and Humanities  
University of Ontario Institute of Technology

**Vital Statistics**

Instructor: Dr. **Scott M. Aquanno**

Office: DTB 423

Office Hours: Thursdays 10-12pm, by appointment

Email: [scott.aquanno@ontariotechu.ca](mailto:scott.aquanno@ontariotechu.ca)

Telephone: 905-721-8668 x5855

Class: Wednesdays, 11:10 am– 2:00 pm

Location: Online

**Course Description & Objective**

This course explores the theory and practice of democratic governance, with focus on Canada, the United States, and other developed countries. It introduces students to different decision-making practices and forms of political organization, from social democracy to fascism, as well as the forces shaping government policy, while also considering the relationship between liberal democracy and popular sovereignty. The course examines the state of contemporary democracy in light of the rise of left and right forms of populism, and the erosion of democratic practices during the neoliberal period, and asks students to consider various opportunities for democratic renewal.

**Learning Outcomes:**

On the successful completion of this course, students will be able to:

- Understand the nature of liberal democracy, and its institutional and political limitations, as compared to other forms of democratic organization
- Understand the difference between social democracy, neoliberal democracy, fascism, and democratic socialism
- Understand different patterns of democratic exclusion and some of the forces shaping the evolution of democracy in recent decades.



- Discuss the relationship between liberalism, fascism, and populism, especially with reference to the current political conjuncture.
- Critically evaluate different proposals for democratic renewal

**Pedagogical Goal:**

The syllabus has been designed to engage several types of students - Those whose are interested in understanding the recent evolution of democratic governance - Those who have an explicitly professional, job-finding goal will have the opportunity to examine the decision-making process and different patterns of institutional organization - For those wanting a course with strong scholarly content, this will encourage students to critically evaluate arguments, assumptions, procedures and data gathering techniques and will give them the opportunity to carry out original evidence-based research.

**Course Requirements and Grading**

Response Posts: 25%  
 Discussion and Exchange: 10%  
 Mid-Term Test: 25%  
 Final Take-Home Assignment: 40%

**Discussion and Exchange**

Students will be given various opportunities to engage in informed dialogue regarding the course material.

**Response Posts**

Students are expected to submit seven (7) response posts throughout the term. Each post will address a specific question or set of questions relating to the weekly material. Each post should be approximately 300 words, and no less than 200 words. While there is no maximum word count, posts should be succinct and directly address the questions using only the most relevant material. Embedded citations (and quotations) are required. Completed posts – those meeting the word and citation requirements and demonstrating an independent and thoughtful consideration of the material - will be awarded a grade of 2.5. A final grade out of 7.5 will also be provided at the end of the term, reflecting the overall quality of work.

**Mid-Term Test**

One section of the test will focus on the US election. More information will be provided in class.

**Final Assignment** (questions will be released December 2<sup>nd</sup>)

Students are strongly advised to keep an electronic and hard copy of their assignment. They should be kept until the marked assignment has been returned. Late assignments submitted without proper supporting documentation will be **penalized 5% a day** (including weekends).

**\*\*NOTE:** This is a written assignment and, as such, it must be **fully cited** and presented in proper paragraph form. A full title page is also required.

Due Date: **December 12<sup>th</sup>**

## **Formatting and style guide for written work**

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Text: Times Roman 12 point, left justified, double spaced

Paragraphs: either indent or have one extra line space between paragraphs.

Header or footer in Times Roman 10 point: left: your FIRST and last name such as BETTY Jones; centre: brief subject in italics such as AIDS in Africa right: page number

### APA reference style:

If the author's name occurs naturally in the sentence, the year is given in parentheses:

In a popular study Harvey (1992) argued...

If the name does not occur naturally in the sentence, both name and year are given in parentheses at the end of the sentence before the period:

Theory rises out of practice, and once validated, returns to direct or explain the practice (Stevens 1998).

List references to all documents cited in the text, under the heading References. They are listed in alphabetical order of authors' names.

### **Book.**

Cutler, T., Williams, K. and Williams, J. (1986), *Keynes, Beveridge and beyond* (London: Routledge).

Spacing at beginning of new subsection: two line spaces before a new section head; none between section head and first paragraph.

All numbers under 100 are spelled out. Those larger than 99 are not spelled out unless they come at the beginning of a sentence.

Italicize words in other languages that are not commonly used in English such as maquiladoras but not in the case of titles or organizations

Oxford Canadian spelling: program not programme, sceptical not skeptical, labour not labor, defence not defense, cigarette not cigaret, practise as a verb, practice as a noun, globalization not globalisation.

Bilateral, binational, transborder, and neoconservative; not bi-lateral, bi-national, transborder, or neo-conservative

### **Policies on Missed Tests/Examinations**

If a student has missed coursework (e.g., quizzes, in-class exercises, assignments) that is less than 26% of the final grade due to physical or psychological illness, she or he must submit a UOIT Medical Statement Form directly to the course instructor within 3 days of the missed due date. Note: The medical statement form must be signed by the treating physician or licensed practitioner within 24hrs of the missed date or deadline. If a student has missed coursework (e.g., quizzes, in-class exercises, assignments) that is less than 26% of the final grade due to exceptional circumstances, she or he must submit a UOIT Academic Consideration Form, along with supporting documentation, directly to the course instructor within 3 days of the missed due date. Course instructors will review the documentation and inform the student of the outcome of their request in writing via email or blackboard. All missed coursework worth less than 26% will be handled directly by the course instructor for consideration and resolution. It will be at the course instructor's discretion to determine how the missed work will be addressed and resolved (e.g., penalties, re-writes, make-ups, extension, alternate assignment, etc.).

If a student has missed coursework (e.g., quizzes, in-class exercises, assignments) that is equal to or higher than 26% of the final grade due to physical or psychological illness, she or he must submit a UOIT Medical Statement Form to the FSSH Academic Advising Office within 3 working days of the missed due date. Note: The medical statement form must be signed by the treating physician or licensed practitioner within 24hrs of the missed date or deadline. If a student has missed coursework (e.g., quizzes, in-class exercises, assignments) that is equal to or higher than 26% of the final grade due to exceptional circumstances, she or he must submit an Academic Consideration Form, along with supporting documentation, to the FSSH Academic Advising Office within 3 days of the missed due date. The Academic Advising Office will review the documentation and inform the student of the outcome of his or her request in writing via email. It will be at the course instructor's discretion to determine how the missed in-term exam will be addressed and resolved (e.g., make-ups). The most recent version of all forms can be found on MyCampus under the 'UOIT Documents' tab or on the website at [www.uoit.ca/studentforms](http://www.uoit.ca/studentforms). The UOIT grading policy can be found at the following: <https://usgc.uoit.ca/policy/policy-library/policies/academic/examination-and-grading-policy.php>

### **Religious Observance**

If a student is requesting consideration for a religious observance for missed coursework (e.g., quizzes, in-class exercises, assignments) that is less than 26% of the final grade, she or he must submit a UOIT Academic Consideration Form directly to the course instructor 7 working days prior to the due date. Course instructors will review the form and inform the student of the outcome of their request in writing via email or blackboard. All missed coursework worth less than 26% will be handled directly by the course instructor for consideration and resolution. It will be at the course instructor's discretion to determine how the missed work will be addressed and resolved.

If a student is requesting consideration for a religious observance for any in-term exam (irrespective of weight) or missed coursework (e.g., quizzes, in-class exercises, assignments) that is equal to or higher than 26% of the final grade, she or he must submit a UOIT Academic Consideration Form to the FSSH Academic Advising Office 15 working days prior to the exam date. The Academic Advising Office will review the form and inform the student of the outcome of his or her request in writing via email. It will be at the course instructor's discretion to determine how the missed in-term exam will be addressed and resolved (e.g., make-ups).

If a student is requesting consideration for a religious observance for a final exam/assignment, she or he must apply for a deferral using the Application for Deferred Final Examination and a UOIT Academic Consideration Form 15 working days prior to the first final examination date. The most recent version of all forms can be found on MyCampus under the 'UOIT Documents' tab or on the website at [www.uoit.ca/studentforms](http://www.uoit.ca/studentforms).

### **Accessibility**

Your success in this course is important to me. If there are circumstances that may affect your performance in this class please let me know as soon as possible so that we may collaborate on developing adapted assignments to meet both your needs and the requirements of this course. Students with disabilities may request to be considered for formal academic accommodation in accordance with the Ontario Human Rights Code. Students seeking accommodation must make their requests through [Student Accessibility Services](#) in a timely manner, and provide relevant and recent documentation to verify the effect of their disability and to allow the University to determine appropriate accommodations. Accommodation decisions will be made in accordance with the Ontario Human Rights Code. Accommodations will be consistent with and supportive of the essential requirements of courses and programs, and provided in a way that respects the dignity of students with disabilities and encourages integration and equality of opportunity.

### **Academic Integrity**

Students and faculty at UOIT share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with UOIT's regulations on Academic Conduct (Section 5.15 of the Academic Calendar) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying, or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, and other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a written reprimand to permanent expulsion from the university. A lack of familiarity with UOIT's regulations on academic conduct does not constitute a defense against its application. Further information about academic misconduct can be

found in the Academic Integrity link on your laptop. Also I draw your attention to the Academic Integrity link on the UOIT website:

[www.uoit.ca/main/current-students/academics-and-programs/programs-and-resources/academic-integrity/](http://www.uoit.ca/main/current-students/academics-and-programs/programs-and-resources/academic-integrity/)

### **Students with Special Needs**

Students with disabilities may request to be considered for formal academic accommodation in accordance with the Ontario Human Rights Code. Students seeking accommodation must make their requests through the **Centre for Students with Disabilities** in a timely manner, and provide relevant and recent documentation to verify the effect of their disability and to allow the University to determine appropriate accommodations. In compliance with University of Ontario Institute of Technology policy and disability laws, I am available to discuss appropriate academic accommodations that you may require as a student with a disability. Requests for academic accommodations need to be made during the first week of the semester so arrangements can be made. Accommodations will be consistent with and supportive of the essential requirements of courses and programs, and provided in a way that respects the dignity of students with disabilities and encourages integration and equality of opportunity. Reasonable academic accommodation may require instructors to exercise creativity and flexibility in responding to the needs of students with disabilities while maintaining academic integrity. I encourage you to register with The Centre for Students with Disabilities for disability verification and for determination of reasonable academic accommodations.

### **Other Accommodation**

Should you need any accommodation for religious or other University approved reasons you must come and see me about any problems as early as possible. I will strive to accommodate reasonable requests for accommodation to the best of my ability

### **Online Classroom Policy**

This is a large class and therefore respect for others is extremely important to the success of this class. Please be courteous to myself and your fellow students by being on time, not leaving during the lecture or making unnecessary noise. Disruptive or rude behaviour will not be tolerated.

### **Email Policy**

Emails must be appropriately and professionally addressed and must be sent to [scott.aquanno@ontariotechu.ca](mailto:scott.aquanno@ontariotechu.ca).

### **Canvas**

Please consult the course Intranet site regularly. I will post the outlines of my lectures, along with the course syllabus and handouts. Email correspondence should be sent directly to the email address provided above. You can access the Kultura Virtual Classroom through the Canvas course page

**Relevant Periodicals and Other Electronic Resources**

Policy Sciences Policy Studies Journal  
Journal of Public Policy  
Canadian Public Policy  
Canadian Journal of Political Science

**Required Texts**

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Taylor, Keeanga-Yamahtta (2016) From #Blacklivesmatter to Black Liberation, Chicago: Haymarket Books

Sunkara, Bhaskar (2019) The Socialist Manifesto: The Case for Radical Politics in an Era of Extreme Inequality, New York: Basic Books

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## Schedule of Topics and Readings

**Week One:** September 9: Introduction

### **Part I: Capitalism and Democracy: Limits and Opportunities**

**Week Two:** September 16: Liberal Democracy

- Therborn, Goran (1977) The Rule of Capital and the Rise of Democracy, New Left Review, May/June (103)

-Wood, Ellen Meiksins (1995) Democracy Against Capitalism, New York: Cambridge University Press, Chapter 1

| *Weekly Response 1 (due: September 15<sup>th</sup> 11:59pm)*

**Week Three:** September 23: Social Democracy

- Esping-Anderson, Gosta (1990) Three Worlds of Welfare Capitalism, New Jersey: Princeton University Press, Chapter 1

-Bruenig, Matt (2016) The Meidner Plan for Socialism, MattBruenig Politics, April 3.  
<http://mattbruening.com/2016/04/03/the-meidner-plan-for-socialism/>

| *Weekly Response 2 (due: September 22<sup>nd</sup> 11:59pm)*

### **Part II: Neoliberalism and Democratic Decline**

**Week Four:** September 30: Legitimacy and Debt

-Streeck, Wolfgang (2014) Buying Time: The Delayed Crisis of Democratic Capitalism, New York: Verso, Chapters 1, 2

| *Weekly Response 3 (due: September 29<sup>th</sup> 11:59pm)*

**Week Five:** October 7: Authoritarianism and Technocratic Power

-Kiely, Ray (2017) From Authoritarian Liberalism to Economic Technocracy: Neoliberalism, Politics and De-democratization, Critical Sociology 43(4-5): 725-745.

| *Weekly Response 4 (due: October 6<sup>th</sup> 11:59pm)*

**Week Six:** October 21: Inequality

- Therborn, Goran (2013) *The Killing Fields of Inequality*, Cambridge: Polity Press, Chapters 1, 4, 7, 8

**Week Seven:** October 28: Depoliticization and Exclusion

-Brown, Wendy (2015) *Undoing the Demos: Neoliberalism Stealth Revolution*, New York: Zone Books, Chapters 1,2

-Wolf, Stephen (2016) These three maps show just how effectively gerrymandering can swing election outcomes, Daily Kos, October 27.

<https://www.dailykos.com/stories/2018/1/1/1725879/-These-three-maps-show-just-how-effectively-gerrymandering-can-swing-election-outcomes>

-Jackson, Jesse L and Daley, David (2020) Voter Suppression Is Still One of the Greatest Obstacles to a More Just America, Time Magazine, June 12.

| *Weekly Response 5 (due: October 27<sup>th</sup> 11:59pm)*

| **Mid-Term Test Questions Released**

**Week Eight:** November 4: Mid-Term Test Due

**Part III: After Neoliberalism?**

**Week Nine:** November 11: Populism and Fascism

-Blyth, Mark (2016) Global Trumpism, Foreign Affairs, November 15.

<https://www.foreignaffairs.com/articles/2016-11-15/global-trumpism>

-Eley, Geoff (2016) Fascism then and now. In Leo Panitch and Greg Albo (eds) *The Socialist Register*, London: Merlin Press.

-Hopkin, Jonathan and Rosamond, Ben (2018) Post-truth Politics, Bullshit and Bad Ideas, *New Political Economy*, 23(6): 641-655

**Week Ten:** November 18: Protest and Democratic Localism

-Taylor, Keeanga-Yamahtta (2016) *From #Blacklivesmatter to Black Liberation*, Chicago: Haymarket Books, Chapters 1,2,3

| *Weekly Response 6 (due: November 17<sup>th</sup> 11:59pm)*

**Week Eleven:** November 25: Democratic Socialism



-Sunkara, Bhaskar (2019) *The Socialist Manifesto: The Case for Radical Politics in an Era of Extreme Inequality*, New York: Basic Books, Chapters 1,2

*Weekly Response 7 (due: November 24<sup>th</sup> 11:59pm)*

<b>Week Twelve: December 2: Review</b>
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***Final Assignment Questions Released***

***Due Date: December 12<sup>th</sup>***

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End



FACULTY OF SOCIAL SCIENCE AND HUMANITIES

**POSC 3100U Political Economy of Global Development**

Course outline for Fall 2020

**1. Course Details & Important Dates\***

Term	Course Type	Day	Time
Fall	Lecture	Thursday	11:00 am – 2:00 pm EST

CRN #	Classes Start	Classes End
44696	September 8, 2020	December 7, 2020

\* For other important dates go to: <https://uoit.ca/current-students/academics/important-dates-and-deadlines.php>

**2. Instructor Contact Information**

Instructor Name	Email
Ruth Felder	ruth.felder@ontariotechu.ca
Online office hours by appointment	

UOIT is proud to acknowledge the lands and people of the Mississaugas of Scugog Island First Nation. We are situated on the Traditional Territory of the Mississaugas, a branch of the greater Anishinaabeg Nation, which includes Ojibway, Odawa and Pottawatomi.

**3. Course Description**

Students taking this course will learn to analyze the social, economic, and political facets that underlie the dynamics and policies of international development. Furthermore, students will gain an in-depth knowledge of the history of international monetary and trade relations that encompass contemporary efforts to advance developing countries and cities. Special

attention in the course content will be paid to changes in both political and corporate ideology, as well as financial regulations and monetary relations over the last forty years.

#### **4. Learning Outcomes**

On the successful completion of the course, students will be able to:

- Develop a critical understanding of theoretical notions and debates about development, and the relations between theoretical formulations, and the historical contexts and the relations of power in which they have emerged and acquired their meaning.
- Utilize different theoretical approaches to analyze problems, policies and events and identify the theoretical and epistemological foundations of scholarship on development issues and practices.
- Critically analyze development practices and the relations of power and patterns of allocation of resources associated with them.
- Hone their critical reading and writing skills. Present theoretically informed and empirically rigorous arguments about development.

#### **5. Course Design**

The course will be organized around a weekly discussion seminar. Students will read and watch lecture materials and assigned readings before the seminar. Each Thursday we will meet to discuss the topic at hand introduced by both students and the course director. During the meetings students will engage in individual and group work. They will also be able to ask questions, clarify doubts and share their views and reactions to the readings with their peers.

The main purpose of the meetings is to provide a context for gaining a critical understanding of the meanings of development, its dimensions, and the nature and implications of development projects. The weekly meetings will give us the opportunity to open discussions and examine different perspectives without necessarily reaching agreements. You will be able to present your own views informed by theoretical arguments and backed by evidence and will respectfully engage in discussion with your classmates. All of us will be active participants in building knowledge, exchange ideas and support each other.

This general format is flexible and may change depending on the topics and the dynamic of the group among other factors.

## 6. Outline of Topics, readings and important dates

1	Sept 10	<p><b>Introduction to the course</b></p> <p>No assigned readings.</p>
<b>Theoretical problems and approaches</b>		
2	Sept 17	<p><b>What is development?</b></p> <p>Gilbert Rist (2008) <i>The History of Development: from Western origins to global faith</i>, London and New York: Zed Books. Chapter 1.</p> <p>Michael Cowen, Robert Shenton (1995) <i>The invention of development</i>, In Jonathan Crush (Ed.), <i>Power of development</i> (pp. 25-41). Routledge.</p> <p>Veltmeyer, H. (2010). <i>A Synoptic of the Development Idea</i>. <i>Migración y Desarrollo</i> 14, 9-32.</p> <p><i>Suggested</i></p> <p>Cypher, J. M., &amp; Dietz, J. L. (2009). <i>The process of economic development</i> (3rd ed). Routledge. Chapter 3. <i>Development in historical perspective</i> (pp. 73-106).</p>
3	Sept 24	<p><b>How do we study development?</b></p> <p>Who produces development knowledge? Who is the object of knowledge production?</p> <p>Frans J Schuurman (2009) <i>Critical Development Theory: moving out of the twilight zone</i>. <i>Third World Quarterly</i> 30(5), 831–848.</p> <p>Broad, R. (2007) 'Knowledge management': a case study of the World Bank's research department. <i>Development in Practice</i> 17(4-5), 700-708.</p> <p><i>Suggested</i></p> <p>Connell, R. (2014). <i>Using southern theory: Decolonizing social thought in theory, research and application</i>. <i>Planning Theory</i> 13(2), 210–223.</p> <p>Laura Czerniewicz (2013) "Inequitable power dynamics of global knowledge production and exchange must be confronted head on" available at <a href="http://blogs.lse.ac.uk/impactofsocialsciences/2013/04/29/redraw">http://blogs.lse.ac.uk/impactofsocialsciences/2013/04/29/redraw</a></p>

		<a href="#">ing-the-map-from-access-to-participation/</a>
4	Oct 1	<p><b>Theoretical approaches to development and underdevelopment: an overview</b></p> <p>Hönke, J. &amp; Lederer, M. (2013). Development and international relations. In W. Carlsnaes, T. Risse and B. A. Simmons (eds.) Handbook of international relations (pp. 775-800). Sage Publications.</p> <p>Pieterse, J. 2010. Development Theory. Sage. Chapter 1 Trends in development theory.</p>
<b>Development practices in historical perspective</b>		
5	Oct 8	<p><b>The Cold War and the struggles over development</b></p> <p>Saldaña-Portillo, M.J. (2003) The Revolutionary Imagination in the Americas and the Age of Development. Duke University Press. Chapter 2: Development and Revolution: Narratives of Liberation and Regimes of Subjectivity in the Postwar Period.</p> <p>Hart, G. (2009). D/developments after the Meltdown.” Antipode 4 (1): 117–141.</p>
6	Oct 15	Fall reading week. No classes
7	Oct 22	<p><b>Neoliberalism</b></p> <p>Herrera, R. (2006). The neoliberal ‘rebirth’ of development economics. Monthly Review 58 (1). Available at <a href="https://monthlyreview.org/2006/05/01/the-neoliberal-rebirth-of-development-economics/">https://monthlyreview.org/2006/05/01/the-neoliberal-rebirth-of-development-economics/</a></p> <p>Babb, S. (2013) The Washington consensus as transnational policy paradigm: its origins, trajectory and likely successor. Review of International Political Economy 20(2), 268-297.</p> <p><i>Suggested</i></p> <p>Connell, R., &amp; Dados, N. (2014). Where in the world does neoliberalism come from?: The market agenda in southern perspective. Theory and Society, 43(2), 117-138.</p> <p>Harvey, D (2005). A Brief History of Neoliberalism. Oxford University Press.</p>

		<b>Actors in development</b>
8	Oct 29	<p><b>The role of the state in development</b></p> <p>Evans, P. (2008) In Search of the 21st Century Developmental State, The Centre for Global Political Economy, University of Sussex, Working Paper No. 4, Available online at <a href="http://www.sussex.ac.uk/cgpe/documents/cgpe-wp04-peter-evans.pdf">www.sussex.ac.uk/cgpe/documents/cgpe-wp04-peter-evans.pdf</a>.</p> <p>Fine, B (2006) The Developmental State and the Political Economy of Development. In Jomo K.S. and B. Fine (eds.), The New Development Economics After the Washington Consensus, (pp. 101-22). Zed Books.</p> <p>Harrison, G. (2005) Economic Faith, Social Project and a Misreading of African Society: the travails of neoliberalism in Africa. Third World Quarterly 26 (8), 1303-1320.</p> <p><i>Suggested</i></p> <p>MacDonald, S. and J. Lemco. (2015) State capitalism's uncertain future. Praeger. Chapter 2 A short history of state capitalism (pp. 17-42).</p> <p><b>Exam questions available by the end of the class</b></p>
	Nov 2	<b>Take-home mid term exam due</b>
9	Nov 5	<p><b>The aid industry</b></p> <p>de Haan, A. How the aid industry works: An introduction to international development. Kumarian Press. Chapter 2: The aid industry defined (pp. 21-62).</p> <p>Hyndman, J. (2009). Acts of Aid: Neoliberalism in a War Zone. Antipode, 41(5), 867–889. <a href="https://doi.org/10.1111/j.1467-8330.2009.00700.x">https://doi.org/10.1111/j.1467-8330.2009.00700.x</a></p> <p><i>Suggested</i></p> <p>Kane, M. (2013). International NGOs and the Aid Industry: constraints on international solidarity. Third World Quarterly, 34(8), 1505–1515. <a href="https://doi.org/10.1080/01436597.2013.841393">https://doi.org/10.1080/01436597.2013.841393</a></p>

10	Nov 12	<p><b>Gender issues and gendered perspectives about development</b></p> <p>Verschuur, C. (2014) A History of Development Through a Gender Prism: Feminist and Decolonial Perspectives . In Verschuur, C., Guérin, I., &amp; Guetat-Bernard, H. (eds). Under development: Gender (pp. 17-41). Palgrave Macmillan.</p> <p>Moeller, K.(2014). Searching for Adolescent Girls in Brazil: The Transnational Politics of Poverty in “The Girl Effect.” Feminist Studies, 40(3), 575–601. <a href="https://ocul-it.primo.exlibrisgroup.com/permalink/01OCUL_IT/1nbm9s4/cdi_proquest_journals_1628646951">https://ocul-it.primo.exlibrisgroup.com/permalink/01OCUL_IT/1nbm9s4/cdi_proquest_journals_1628646951</a></p> <p><i>Suggested</i></p> <p>Nancy Fraser (2017): Crisis of Care: On the Social-Reproductive Contradictions of Contemporary Capitalism, pp. 21-36 in Tithi Bhattacharya (ed.): Social Reproduction Theory: Remapping Class, Recentring Oppression, London: Pluto Press.</p> <p>Aguinaga, Margarita, Miriam Lang, Dunia Mokrani, Alejandra Santillana. 2013 “Critiques and Alternatives to Development: a Feminist Perspective.” In M. Lang and Mokrani (eds). Beyond Development: Alternative Visions from Latin America (pp. 41-60). Transnational Institute. Available at <a href="https://www.tni.org/files/download/beyonddevelopment_complete.pdf">https://www.tni.org/files/download/beyonddevelopment_complete.pdf</a></p>
<b>Development issues</b>		
11	Nov 19	<p><b>Natural resources and the environment</b></p> <p>Bebbington, A., Hinojosa, L., Bebbington, D., Burneo, M., &amp; Warnars, X. (2008). Contention and Ambiguity: Mining and the Possibilities of Development. Development and Change, 39(6), 887–914.</p> <p>Heidrich, P. (2016). Determinants, Boundaries, and Patterns of Canadian Mining Investments in Latin America (1995–2015). Latin American Policy, 7(2), 195–214.</p> <p><i>Suggested</i></p> <p>Dietz, K. (2017). Politics of scale and struggles over mining in Colombia. In B. Engels and K. Dietz (eds.). Contested extractivism, society and the state: Struggles over mining and land (127-148). Palgrave MacMillan</p> <p>Roberts, C. (2015). The other resource curse: extractives as</p>

		development panacea. Cambridge Review of International Affairs 29(2), 283-307.
12	Nov 26	<p><b>Poverty and inequalities</b></p> <p>Murray Li, T. (2017) After Development: Surplus Population and the Politics of Entitlement. Development and Change 48 (6), 1247-1261.</p> <p>Sumner, A. (2019). Global Poverty and Inequality: Change and Continuity in Late Development. Development and Change, 50(2), 410–425.</p>
13	Dec. 3	<p><b>Workshop and course wrap-up</b></p> <p>No readings assigned</p> <p>Paper presentation video due</p>
	Dec 7	Research paper due

Readings are subject to change.

## 7. Required readings

Required readings will be available on Canvas or through the university library.

## 8. Evaluation method

### I. Reading reactions

At the end of each class from weeks 2 to 12 you will post a response to a prompt on the discussion section of Canvas. Your post will be between 70 and 150 words and informed by the readings, other class materials and class discussions. You will present your arguments in your own words, using proper citation when necessary.

### II. Mid-term exam

The exam will test your familiarity with complex theoretical concepts and discussions and help you expand your critical understanding of development theories and issues. It will include a combination of definitions and essay questions.

### III. Research paper

You will write a research paper analyzing one development theme in one country. The paper will articulate theoretical arguments and concepts based on the literature



discussed in the course and the collection and analysis of information about the issue and the context of the country.

The paper will be the result of four stages of writing and rewriting in which you will get feedback to help you develop your arguments.

### **III.a. Research proposal**

You will write a research proposal, which will include a research question, a brief summary of the theoretical approach you are going to apply to analyze the case of your choice, an annotated bibliography including at least five relevant scholarly sources, a tentative research thesis and a tentative outline of your research paper.

### **III.b. Paper presentation**

You will present a draft of your paper to a group of colleagues and you will get feedback and comments that will help you write the final version of your paper. Each group will record and submit their presentations and discussion.

### **III.c. Research paper**

You will write a 1800-2000 word research paper using the theoretical concepts and discussion from the class and applying them to a case. The final paper will test your critical understanding of theoretical concepts, your use of these concepts to specific cases, your skills to collect and critically analyze information and your writing skills.

## **IV. Participation**

Class participation and engagement with your peers' work and ideas is fundamental to build a supportive learning community. A supportive community requires that all of us are aware of our responsibilities to others, help to develop a group dynamics conducive to learning and find ways to engage with others in the face of the challenges posed by our online communication.

With this in mind, you will attend online classes and engage in class activities and participate in discussion forums. You will be graded for your individual and group work. Your participation will demonstrate your critical reading of class materials, your engagement with others' points of view, your willingness to rethink your own ideas, etc.

## 9. Assignments and grading

Assignment	% of the final grade	Due
Reading reaction	20% (2% each)	Due on Friday after the class by 11:59 PM EST
Take-home mid-term exam	20%	Nov 2 11:59 PM EST
Research proposal	10%	Nov 12 11:00 AM EST
Paper presentation video	10%	Dec 3 2:00 PM EST
Research paper	25	Dec 7 11:59 PM EST
Participation	15%	

*Final course grades may be adjusted to conform to program or Faculty grade distribution profiles.*

*Further information on grading can be found at:*

<http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Grading>

### Grading

Information on grading can be found at:

<http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Grading>

### Late assignments

You will have three grace days, which you can use to submit late assignments without penalty. You should include information about using your grace period of part of it when you submit your assignment.

If due to exceptional circumstances (certified medical illness or another similarly compelling reason, see rules below) you are unable to complete your assignment by the posted deadline contact me through Canvas or by email no later than 48 hours from the deadline. However do not wait for a response to submit your work – do so as soon as possible. Negotiated extensions where appropriate will be determined by the professor, and late penalties of 1 point per day including weekends apply. I will not accept assignments after 7 days past the due date.

If you are ill and already seeking medical attention you may submit medical documentation – however medical documentation is not a requirement at this time. In instances where extreme medical or personal circumstances require extended absence, or are impacting multiple courses please contact academic advising at [sshadvising@ontariotechu.ca](mailto:sshadvising@ontariotechu.ca) or SAS if applicable, for support related to missed work.

### Faculty rules on missed coursework

If a student has missed coursework (e.g., quizzes, in-class exercises, assignments) that is less than 26% of the final grade due to physical or psychological illness, she or he must submit a UOIT Medical Statement Form directly to the course instructor within 3

days of the missed due date. Note: The medical statement form must be signed by the treating physician or licensed practitioner within 24hrs of the missed date or deadline. If a student has missed coursework (e.g., quizzes, in-class exercises, assignments) that is less than 26% of the final grade due to exceptional circumstances, she or he must submit a UOIT Academic Consideration Form, along with supporting documentation, directly to the course instructor within 3 days of the missed due date. Course instructors will review the documentation and inform the student of the outcome of their request in writing via email or blackboard. All missed coursework worth less than 26% will be handled directly by the course instructor for consideration and resolution. It will be at the course instructor's discretion to determine how the missed work will be addressed and resolved (e.g., penalties, re-writes, make-ups, extension, alternate assignment, etc.).

If a student has missed coursework (e.g., quizzes, in-class exercises, assignments) that is equal to or higher than 26% of the final grade due to physical or psychological illness, she or he must submit a UOIT Medical Statement Form to the FSSH Academic Advising Office within 3 working days of the missed due date. Note: The medical statement form must be signed by the treating physician or licensed practitioner within 24hrs of the missed date or deadline. If a student has missed coursework (e.g., quizzes, in-class exercises, assignments) that is equal to or higher than 26% of the final grade due to exceptional circumstances, she or he must submit an Academic Consideration Form, along with supporting documentation, to the FSSH Academic Advising Office within 3 days of the missed due date. The Academic Advising Office will review the documentation and inform the student of the outcome of his or her request in writing via email. It will be at the course instructor's discretion to determine how the missed in-term exam will be addressed and resolved (e.g., make-ups). The most recent version of all forms can be found on MyCampus under the 'OT Documents' tab. The UOIT grading policy can be found at the following:

<https://usgc.uoit.ca/policy/policy-library/policies/academic/examination-and-grading-policy.php>

### **Religious Observance**

If a student is requesting consideration for a religious observance for missed coursework (e.g., quizzes, in-class exercises, assignments) that is less than 26% of the final grade, she or he must submit a UOIT Academic Consideration Form directly to the course instructor 7 working days prior to the due date. Course instructors will review the form and inform the student of the outcome of their request in writing via email or blackboard. All missed coursework worth less than 26% will be handled directly by the course instructor for consideration and resolution. It will be at the course instructor's discretion to determine how the missed work will be addressed and resolved.

If a student is requesting consideration for a religious observance for any in-term exam (irrespective of weight) or missed coursework (e.g., quizzes, in-class exercises, assignments) that is equal to or higher than 26% of the final grade, she or he must submit a UOIT Academic Consideration Form to the FSSH Academic Advising Office 15 working days prior to the exam date. The Academic Advising Office will review the form and inform the student of the outcome of his or her request in writing via email. It will be at the course instructor's discretion to determine how the missed in-term exam will be addressed and resolved (e.g., make-ups).

If a student is requesting consideration for a religious observance for a final exam, she or he must apply for a deferral using the Application for Deferred Final Examination and a UOIT Academic Consideration Form 15 working days prior to the first final examination date. The most recent version of all forms can be found on MyCampus under the 'OT Documents' tab.

## 10. Technology Requirements

To support online learning, the university recommends certain technology requirements for laptops, software and internet connectivity which are available at <https://itsc.ontariotechu.ca/remote-learning.php>.

Students experiencing technical difficulties such that they are unable to meet the technology requirements may contact the IT Service Help Desk at [servicedesk@dc-uoit.ca](mailto:servicedesk@dc-uoit.ca)

Students experiencing financial difficulties such that they are unable to meet the technology requirements may contact Student Awards and Financial Aid Office at [connect@ontariotechu.ca](mailto:connect@ontariotechu.ca).

By remaining enrolled in this course, you acknowledge that you have read, understand and agree to observe the Recommended Technology Requirements for accessing university online learning resources, including those minimum requirements that are specific to your faculty and program.

## 11. Sensitive/Offensive Subject Matter

The classroom (both physical and virtual) is intended to provide a safe, open space for the critical and civil exchange of ideas and opinions. Some articles, media and other course materials may contain sensitive content that is offensive and/or disturbing. For example, some articles or videos may contain [Instructors should provide examples that are applicable to the course subject matter – e.g. graphical depictions of violence, profanity, human anatomy, sexual acts, matters pertaining to race, gender, or sexuality]. The Course Instructor will try to identify such material and communicate warnings to students in advance of the distribution and use of such materials, affording students the choice to either emotionally prepare for, or not to view or interact with, the content.

## 12. Student Support

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact [studentlife@uoit.ca](mailto:studentlife@uoit.ca) for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

### 13. Sexual Violence Support and Education

Ontario Tech is committed to the prevention of sexual violence in all its forms. For any student who has experienced Sexual Violence, Ontario Tech can help. We will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.

**If you think you have been subjected to or witnessed sexual violence reach out to a Support Worker, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolution options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email [studentlife@uoit.ca](mailto:studentlife@uoit.ca)**

Learn more about your options at: <https://studentlife.uoit.ca/sexualviolence/>

### 14. Students with Disabilities

Accommodating students with disabilities at Ontario Tech is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with me as soon as possible. Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible. Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

When on campus access is allowed, students taking courses on north Oshawa campus can visit Student Accessibility Services in the Student Life Building, U5, East HUB (located in the Founders North parking lot). Students taking courses on the downtown Oshawa campus can visit Student Accessibility Services in the 61 Charles St. Building, 2nd Floor, Room DTA 225 in the Student Life Suite.

Disability-related and accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. Office hours are 8:30am-4:30pm, Monday to Friday, closed Wednesday's 8:30am – 10:00am. For more information on services provided, you can visit the SAS website at <https://studentlife.ontariotechu.ca/services/accessibility/index.php>. Students may contact Student Accessibility Services by calling 905-721-3266, or email [studentaccessibility@ontariotechu.ca](mailto:studentaccessibility@ontariotechu.ca).

When on campus access is allowed, students who require the use of the Test Centre to write tests, midterms, or quizzes MUST register online using the SAS test/exam sign-up module, found here <https://disabilityservices.ontariotechu.ca/uoitclockwork/custom/misc/home.aspx>. Students must sign up for tests, midterms, or quizzes AT LEAST seven (7) days before the date of the test.

Students must register for final exams by the registration deadline, which is typically two (2) weeks prior to the start of the final examination period. SAS will notify students of the registration deadline date.

## **15. Professional conduct**

### Use of Canvas

You will upload an electronic copy of your assignments (Microsoft Word) to Canvas. Canvas will also be our main communication tool for course content and announcements.

### E-mail

Emails should be written in a professional manner, including grammar and salutation (use Prof. Felder or Dr. Felder). Use your university email, refer to your question/problem in the subject line and sign your full name. Substantive course issues should be dealt with in class or during my office hours.

### Office hours

I strongly encourage you to sign for my virtual office hours to talk about the course, your expectations, your doubts and any other relevant issue. Keep in mind that it is extremely unprofessional to miss an appointment with your instructor. You should contact me ASAP if you are unable to make it.

### Class behaviour

You are expected to participate in class in a collegial and respectful manner. All of us will share our knowledge with the rest of the class and will learn from what other people have to say. We are dealing with controversial political and social issues about which we may have quite diverse positions and nobody should feel intimidated about intervening in our discussion.

### Attendance

Attendance is mandatory and will be taken each and every class. Unless your absences are justified, you lose 1 participation point for each missed class if you miss more than three classes. You should contact me as soon as possible if you have to miss a class.

Additional information on professional suitability can be found at [http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic\\_conduct](http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic_conduct)

## **16. Academic Integrity**

Students and faculty at Ontario Tech University share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by Ontario Tech University's regulations on Academic Conduct which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with these regulations on academic conduct does not constitute a defense against its application. This information can be found at [http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic\\_conduct](http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic_conduct)

Extra support services are available to all Ontario Tech University students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found at <https://studentlife.uoit.ca/services/academic-support/index.php>

## 17. Turnitin

Ontario Tech University and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to Ontario Tech University's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide with their assignment at the time of submission to the instructor a signed Turnitin.com Assignment Cover sheet: <https://shared.uoit.ca/shared/department/academic-integrity/Forms/assignment-cover-sheet.pdf>

Students whose assignments are submitted to Turnitin.com agree to abide by all the relevant Turnitin.com terms and conditions which may be found on the Turnitin.com website [https://help.turnitin.com/Privacy\\_and\\_Security/Privacy\\_and\\_Security.htm#Privacy\\_Policy](https://help.turnitin.com/Privacy_and_Security/Privacy_and_Security.htm#Privacy_Policy) which is subject to change from time to time.

## 18. Freedom of Information and Protection of Privacy Act

### Notice of Collection and Use of Personal Information

Throughout this course, personal information may be collected through the use of certain technologies under the authority of the University of Ontario Institute of Technology Act, SO 2002, c. 8, Sch. O. and will be collected, protected, used, disclosed and retained in compliance with Ontario's Freedom of Information and Protection of Privacy Act R.S.O. 1990, c. F.31.

This course will use the following technologies that may collect, use, disclose and retain personal information (including images) for the purposes described below:

- Kaltura Virtual Classroom and/or Google Meet to facilitate remote instruction and interactive learning.
- Peer-shared applications, services or technologies that may be reviewed, assessed, or used as part of coursework.

For more information relating to these technologies, we encourage you to visit: <https://tlc.ontariotechu.ca/learning-technology/index.php> Questions regarding personal information may be directed to: Ontario Tech University Access and Privacy Office, 2000 Simcoe Street North, Oshawa, ON L1G 0C5, email: [accessandprivacy@ontariotechu.ca](mailto:accessandprivacy@ontariotechu.ca).

By remaining enrolled in this course, you acknowledge that you have read, understand, and agree to the terms and conditions under which the technology provider(s) may collect, use, disclose and retain your personal information. You agree to the university using the technologies and using your personal information for the purposes described in this course outline.

## 19. Freedom of Expression

Pursuant to Ontario Tech's Freedom of Expression Policy all students are encouraged to express ideas and perspectives freely and respectfully in university space and in the online university environment, subject to certain limitations. Students are reminded that the limits on Freedom of Expression include speech or behaviour that: is illegal or interferes with the university's legal obligations; defames an individual or group; constitutes a threat, harassment or discrimination; is a breach of fiduciary, contractual, privacy or confidentiality obligations or commitments; and unduly disrupts and interferes with the functioning of the university. In the context of working online, different forms of communication are used. Where permitted, students using "chat" functions or other online forms of communication are encouraged to ensure that their communication complies with the Freedom of Expression Policy.



## **20. Student Course Feedback Surveys**

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech University's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News, and signage around the campus.

## **University Response to COVID-19**

The government response to the COVID-19 pandemic is continually evolving. As new information becomes available from federal and provincial public health authorities, the Province of Ontario and the Regional Municipality of Durham, Ontario Tech University will remain nimble and prepared to respond to government orders, directives, guidelines and changes in legislation to ensure the health and safety of all members of its campus community. In accordance with public health recommendations, the university may need to adjust the delivery of course instruction and the availability and delivery mode of campus services and co-curricular opportunities. Ontario Tech University appreciates the understanding and flexibility of our students, faculty, and staff as we continue to navigate the pandemic and work together to demonstrate our strong commitment to academic, research and service excellence during these challenging and unprecedented times.



Faculty of Social Science & Humanities

POSC 3101: Inequality & Development  
Course outline for Fall 2019

**Course Details & Important Dates\***

Term	Section	Course Type	Day	Time
F	001	Lecture	Monday	11:10-2:00

Location	CRN #	Classes Start	Classes End	Final Exam Period
DTA216	44530	Sept 9	Dec 2	Dec 6-15

\* for other important dates go to: [www.uoit.ca](http://www.uoit.ca) >Current Students >Important Dates

**Instructor Contact Information**

Instructor Name	Office	Phone	Email
Dr. Timothy MacNeill	DTB 317	N/A	Timothy.macneill@uoit.ca
Office Hours: T: 10:00-12; W: 10:00-1200 or by appointment			

Laboratory/Teaching Assistant Name	Office	Phone	Email
Office Hours:			

**Course Description and Objectives:**

In April of 2014, Pope Francis tweeted that “Inequality is the root of all social evil.” This idea is not new. Researchers and policy makers have made similar claims for decades – even centuries. Following such a line of thought, this course will focus on some of the most important issues of our time through the optics of inequality. We will see how inequality relates to the economy, gender, race, politics, the food system, and the environment, among other things. Students will develop a sense of how inequality can be targeted to create policies that address our most serious social problems. News reports on current events will be combined with academic, historical, and theoretical writings to keep students up to date on ever-changing issues. This information will be used by students to engage in policy discussions, and propose solutions, for the most pressing problems of our time.

**Required Text:**

There is no required text for this course. All readings will be available either online, via the UOIT library website, or on Blackboard. Readings consist of chapters from various text books, publications from governments and think-tanks, journal articles, summaries of academic research in periodicals, and some news stories.

**Evaluation:**

- 1) **Reading tests** – There will be a sort reading test administered at the beginning of each class. These tests will be based only on the week’s assigned readings. The lowest mark of these will be dropped.
  - **Value: 20%** (2 points each test)
- 2) **Participation** – students will be expected to participate fully in class discussions and work groups, be professional, arrive on time, concentrate only on class material, and stay for the duration of classes. STUDENTS ARE REQUIRED TO FOLLOW the COMPETENCY AND PROFESSIONALISM GUIDELINES POSTED ON BLACKBOARD.
  - **Value: 10%**
- 3) **Group Assignments** –students will take part in weekly in-class group tasks and submit related documents to be evaluated. The lowest of these marks will be dropped.
  - **Value 10%** (1 point per assignment)
- 4) **Mid-term** – There will one mid-term exam that will consist of essay-style questions. You will be tested on your knowledge of lectures and readings.
  - **Value: 20%**
- 5) **Final Exam** – The final exam will be cumulative (it will cover all material covered in the course) and will be essay-style questions. Questions will be based on lectures and readings.
  - **Value: 40%**

**Content of Exams:** Information that does not appear in the assigned readings will appear in lecture and be generated by class discussions. Also, not all of the information in assigned readings will be covered in class. All of this material may appear on an exam however. Students are therefore advised to study all assigned readings and to attend all lectures (and take notes) to achieve the best mark they can.

**Missed Exams:** Exams must not be missed. No exceptions other than for SERIOUS and DOCUMENTED reasons. (Documentation must be in accordance with UIOT and use the official Medical Statement Form). Common cold, unless it is extremely serious, is not a valid excuse since it is very common for students to become ill during exam periods due to stress. Only ONE date will be scheduled for the make-up exam at the course director’s discretion. Students who cannot write the make-up on that date due to any reason, will not be given another opportunity.

**INEQUALITY FOR ALL LINK:**  
<https://vimeo.com/141725998>

Password: bernie2016

**READING AND LECTURE SCHEDULE**

**1) INTRODUCTION (NO CLASS – at confrence) Sep 9**

Read over the syllabus on your own time

Who are the rich?

<https://www.givingwhatwecan.org/get-involved/how-rich-am-i/>

**2) HISTORY, BIOLOGY, AND SOCIAL-PSYCHOLOGY OF INEQUALITY Sep 16**

Serneau, "The Development of Inequality," in *Social Inequality in a Global Age*. London: Sage.  
**pages 12-23 only**

Diamond, *Worst Mistake in History*, **3 pages**

<http://discovermagazine.com/1987/may/02-the-worst-mistake-in-the-history-of-the-human-race>

Turchin, *Return of the Oppressed*, **5 pages**

<http://aeon.co/magazine/society/peter-turchin-wealth-poverty/>

Szalavitz, Maia. (2012). Is Human Nature Fundamentally Selfish or Altruistic? Time. **(2 pages)**

<http://healthland.time.com/2012/10/08/is-human-nature-fundamentally-selfish-or-altruistic/>

Grant, A. More Evidence that Economics Makes You Selfish (3 pages).

<http://evonomics.com/more-evidence-that-learning-economics-makes-you-selfish/>

**3) WHY INEQUALITY MATTERS Sep 23**

**NO CLASS – I WILL BE AT UN GENERAL ASSEMBLY AND INTERNATONAL CONFERENCE ON SUSTAINABLE DEVELOPMENT**

**WATCH THIS FILM: Inequality matters (Robert Reich)**

Available online: <https://vimeo.com/141725998>

Password: bernie2016

Goerner, Sally. (2017). "The Science of Flow Says Extreme Inequality Causes Economic Collapse", *Evonomics*. <http://evonomics.com/science-flow-says-extreme-inequality-causes-economic-collapse/>

UNDP. (2014). "Inequality of What? For Whom?" In *Humanity Divided*. Chapter 1 only **(26 pages)**  
<http://www.undp.org/content/undp/en/home/librarypage/poverty-reduction/humanity-divided--confronting-inequality-in-developing-countries.html>

Beach, Charles. (2007). "Why Does Inequality Matter" in *Why Inequality Matters in 1000 Words or Less*. Ottawa: Canadian Centre for Policy alternatives, **p. 13-15**  
[http://www.policyalternatives.ca/sites/default/files/uploads/publications/National\\_Office\\_Pubs/2008/Why\\_Inequality\\_Matters\\_in\\_1000\\_Words\\_or\\_Less.pdf](http://www.policyalternatives.ca/sites/default/files/uploads/publications/National_Office_Pubs/2008/Why_Inequality_Matters_in_1000_Words_or_Less.pdf)

Cunningham, Frank. (2007). "What's Wrong with Inequality?" " in *Why Inequality Matters in 1000 Words or Less*. Ottawa: Canadian Centre for Policy alternatives, **p.22-24**  
[http://www.policyalternatives.ca/sites/default/files/uploads/publications/National\\_Office\\_Pubs/2008/Why\\_Inequality\\_Matters\\_in\\_1000\\_Words\\_or\\_Less.pdf](http://www.policyalternatives.ca/sites/default/files/uploads/publications/National_Office_Pubs/2008/Why_Inequality_Matters_in_1000_Words_or_Less.pdf)

Broadbent Institute. (2012). "2: Implications of Rising Inequality" in *Towards a More Equal Canada: A Report on Canada's Economic & Social Inequality*. Ottawa: Broadbent Institute. **(4 Pages)** [https://www.broadbentinstitute.ca/towards\\_a\\_more\\_equal\\_canada](https://www.broadbentinstitute.ca/towards_a_more_equal_canada)

#### **4) INEQUALITY AND ECONOMY**

**Sep 30**

Ostry et. Al. (2014). *Redistribution, Inequality, and Growth*. Washington: International Monetary Fund. **(focus on executive summary and conclusion)**  
<http://www.imf.org/external/pubs/ft/sdn/2014/sdn1402.pdf>

Broadbent Institute. (2012). "3: Facts about Economic Inequality and 4: What is Causing the Increase in Inequality?" in *Towards a More Equal Canada: A Report on Canada's Economic & Social Inequality*. Ottawa: Broadbent Institute. **(8 Pages)**  
[https://www.broadbentinstitute.ca/towards\\_a\\_more\\_equal\\_canada](https://www.broadbentinstitute.ca/towards_a_more_equal_canada)

Conference Board of Canada. (2014). "Canadian Income Inequality," in *How Canada Performs*. **(6 Pages)** <http://www.conferenceboard.ca/hcp/hot-topics/caninequality.aspx>

Hickel, J. (2013). "The Truth about Extreme Global Inequality," in Aljazeera, April 14, 2013. **(2 Pages)**. <http://www.commondreams.org/views/2013/04/15/truth-about-extreme-global-inequality>

Hickel, Jason. (2014). Exposing the Great Poverty Reduction Lie.  
<http://www.aljazeera.com/indepth/opinion/2014/08/exposing-great-poverty-reductio-201481211590729809.html>

Fun charts on Inequality in the US  
<http://www.motherjones.com/politics/2011/02/income-inequality-in-america-chart-graph>

## 5) INEQUALITY AND POLITICS

Oct 7

OXFAM. (2014). *Working For The Few: Political Capture and Economic Inequality*. (Pages 1-4 only). [http://www.oxfam.org/sites/www.oxfam.org/files/file\\_attachments/bp-working-for-few-political-capture-economic-inequality-200114-en\\_3.pdf](http://www.oxfam.org/sites/www.oxfam.org/files/file_attachments/bp-working-for-few-political-capture-economic-inequality-200114-en_3.pdf)

Myles, J. (2007). "Income Inequality and Democracy" in *Why Inequality Matters in 100 Words or Less*. Ottawa: Canadian Centre for Policy Alternatives. (Pages 16-18)  
[http://www.policyalternatives.ca/sites/default/files/uploads/publications/National\\_Office\\_Pubs/2008/Why\\_Inequality\\_Matters\\_in\\_1000\\_Words\\_or\\_Less.pdf](http://www.policyalternatives.ca/sites/default/files/uploads/publications/National_Office_Pubs/2008/Why_Inequality_Matters_in_1000_Words_or_Less.pdf)

Domhoff, William. (2002). *Power in America: The Class Domination Theory of power*. Mimeo: University of California Santa Cruz. (About 14 Pages)  
[http://www2.ucsc.edu/whorulesamerica/power/class\\_domination.html](http://www2.ucsc.edu/whorulesamerica/power/class_domination.html)

Monbiot, George. (2016). The Deep History Behind Trump's Rise. (3 pages)  
<http://www.monbiot.com/2016/11/15/the-deep-history-behind-trumps-rise/>.

## 6) BREAK – NO CLASS

Oct 14

## MID-TERM EXAM (30%) – NO CLASS

Oct 21

-This take-home midterm will actually be due Oct 23<sup>rd</sup>, at 11:59pm, online (Blackboard)

## 7) INEQUALITY THE SOCIAL ECONOMY

Oct 28

Stockhammer, Engelbert. (2012). "Rising Inequality as the Root Cause of the Present Crisis"  
[http://www.peri.umass.edu/fileadmin/pdf/working\\_papers/working\\_papers\\_251-300/WP282.pdf](http://www.peri.umass.edu/fileadmin/pdf/working_papers/working_papers_251-300/WP282.pdf)  
(22 Pages)

Christine Page (1992). "A History of Conspicuous Consumption", in *SV - Meaning, Measure, and Morality of Materialism*, eds. Floyd W. Rudmin and Marsha Richins, Provo, UT : Association for Consumer Research, (Pages: 82-87)

<http://www.acrwebsite.org/search/view-conference-proceedings.aspx?id=12197>

Frank, RH. (2010). "Income Inequality: Too Big to Ignore," *New York Times*, Oct. 16, 2010. (3 pages) [http://www.nytimes.com/2010/10/17/business/17view.html?\\_r=0](http://www.nytimes.com/2010/10/17/business/17view.html?_r=0)

[Nailya Ordabayeva](#) and [Pierre Chandon](#). (2012). "When Spending Hurts," in *The European Business Review*. July 22, 2012. (3 Pages)

<http://www.europeanbusinessreview.com/?p=2578>

Cock, Jackeline. (2014). "Inequality, Consumption and Some Damaging Misconceptions" in *Rethinking Development and Inequality*, Vol. 3. (12 Pages) – **Available on Blackboard.**

## 8) **INEQUALITY AND ENVIRONMENT**

**Nov 4**

OXFAM. (2015). *Extreme Carbon Inequality*. Available on Blackboard. **(13 pages)**

Cimons, Marlene. (2017). Economic Inequality Drives Climate Change. **(4 pages)**  
<https://thinkprogress.org/economic-inequality-drives-climate-change-economist-finds-ebdbfb3126ca/>

Bell, K. (2015). Can the Capitalist System Deliver Environmental Justice? *Environmental Research Letters*, 10(12). <http://iopscience.iop.org/article/10.1088/1748-9326/10/12/125017> **(7pages)**

Keller, D. (2008). "Deep Ecology", in *The Encyclopaedia of Environmental Ethics and Philosophy*. **(6 Pages)**. <http://www.uky.edu/OtherOrgs/AppalFor/Readings/240%20-%20Reading%20-%20Deep%20Ecology.pdf>

Hance, Jeremy. (2015). How Humans are Driving the 6<sup>th</sup> Great Extinction. **(3 pages)**  
<https://www.theguardian.com/environment/radical-conservation/2015/oct/20/the-four-horsemen-of-the-sixth-mass-extinction>

Hopper, T. (2017). Report: The Only Thing that is Stopping Dolphins from Destroying us is Lack of Hands. *The National Post*, Oct 19, 2017. <http://nationalpost.com/news/report-the-only-thing-stopping-dolphins-from-destroying-us-is-a-lack-of-hands>

## 9) **INEQUALITY, HEALTH, AND FOOD**

**Nov 11**

PROOF. (2013). Food Insecurity: How Big is the Problem? **(4 pages)**  
<https://proof.utoronto.ca/food-insecurity/>

Ferdman, Roberto. (2014). America's Growing Food Inequality Problem. *Washington Post*, September, 2014). **(2 pages)**  
<https://www.washingtonpost.com/news/wonk/wp/2014/09/02/americas-growing-food-inequality-problem/>

Stiglitz, Joseph. (2015). Inequality is Now Killing Middle America. *The Guardian*. **(2 pages)**  
[http://www.theguardian.com/business/2015/dec/08/inequality-is-now-killing-middle-america-joseph-stiglitz?CMP=share\\_btn\\_fb](http://www.theguardian.com/business/2015/dec/08/inequality-is-now-killing-middle-america-joseph-stiglitz?CMP=share_btn_fb)

Richardson. B. (2015). Our Unhealthy Addiction to Sugar is Harming the Poor and Making the Rich Richer. *Alternet*. **(about 6 Pages)**

<https://www.alternet.org/books/our-unhealthy-addiction-sugar-harming-poor-and-making-rich-richer>

World Bank. (2013). *The Effects of High Food Prices in Africa*. (2 pages)

<http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/AFRICAEXT/0,,contentMDK:21753440~menuPK:258657~pagePK:2865106~piPK:2865128~theSitePK:258644,00.html>

Vidal, J. (2010). "10 Ways that Vegetarianism Can Help Save the Planet," *The Guardian*, July 18, 2010, 3 pages.

<http://www.theguardian.com/lifeandstyle/2010/jul/18/vegetarianism-save-planet-environment>

Steinbock, B. (1978). "Speciesism and the Idea of Equality," *Philosophy*, Vol 23, no. 204, pp. 247-256 (9 pages)

<http://facultypages.morris.umn.edu/~mcollier/International%20Ethics/steinbock.pdf>

## **10) INEQUALITY AND CULTURE**

**Nov 18**

Lull, J. (2003). "Hegemony" in "Gender, Race, and Class in Media" " in *Gender, Race, and Class in Media*. Boston: Sage. (pp 61-67). – Available on Blackboard

Schor, J. (2003). "The New Politics of Consumption" in *Gender, Race, and Class in Media*. Boston: Sage. (pp 183-196). – Available on Blackboard

Ghosal, Sayantan. (2013). Raise Aspirations to Break the Poverty Trap. *The Conversation*.

<http://theconversation.com/raise-aspirations-to-break-the-poverty-trap-16499> (2 pages)

Appadurai, A. (2004). The Capacity to Aspire: Culture and the Terms of Recognition. From Rao & Walton (eds.) *Culture and public Action*. World Bank Press.

<http://www.gsdrc.org/document-library/the-capacity-to-aspire-culture-and-the-terms-of-recognition/> (1 page)

Schlitz, M., C. Veiten and E. Miller(2010). "Worldview Transformations and the Development of Social Consciousness," *Journal of Consciousness Studies*, Vol. 17, No. 7-8, pp. 18-36.

<http://marjadevries.nl/artikelen/WorldviewTransformation.pdf>

## **11) INEQUALITY, RACE, AND ETHNICITY**

**Nov 25**

Winant, H. (2007). "Race and Racism: Towards a Global Future," *Ethnic and Racial Studies*, 29:5, pages 986-1003 – Available through UOIT Library Webpage.

Galabuzi, GE. (2011). "The Persistence of Racial Inequality in Canada," *Toronto Star*, Dec 15, 2011. 2 Pages.

[http://www.thestar.com/opinion/editorialopinion/2012/03/20/the\\_persistence\\_of\\_racial\\_inequality\\_in\\_canada.html](http://www.thestar.com/opinion/editorialopinion/2012/03/20/the_persistence_of_racial_inequality_in_canada.html)



Pruitt, LR. (2016). "Welfare Queens and White Trash." *Southern California Interdisciplinary Law Journal*, Vol 25. Pp. 289-310.

<http://gould.usc.edu/why/students/orgs/ilj/assets/docs/25-2-Pruitt.pdf>

Baltch, O. (2013). "Buen Vivir: The Social Responsibility Inspiring Movements in South America,"

in *The Guardian*, Feb 4, 2013. 3 pages. <http://www.theguardian.com/sustainable-business/blog/buen-vivir-philosophy-south-america-eduardo-gudynas>

## 12) INEQUALITY AND GENDER

Dec 4

Devlin, H. (2015) Early Men and Women were Equal, Say Scientists. *The Guardian*.

<https://www.theguardian.com/science/2015/may/14/early-men-women-equal-scientists>.

2 Pages

UNDP. (2014). "Chapter 5: Gender Inequality," In *Humanity Divided*. Pages 162-186.

[http://www.undp.org/content/dam/undp/library/Poverty%20Reduction/Inclusive%20development/Humanity%20Divided/HumanityDivided\\_Ch5\\_low.pdf](http://www.undp.org/content/dam/undp/library/Poverty%20Reduction/Inclusive%20development/Humanity%20Divided/HumanityDivided_Ch5_low.pdf)

Serneau, S. (2014). "Gender and Sexuality Inequality," in *Social Inequality in a Global Age*.

London: Sage. pages 141-158 – Available on Blackboard.

Kilbourne, J. (2003). "The More you Subtract, the More you Add: Cutting Girls Down to Size," in

Dines & Humes, *Gender, Race, and Class in Media*. London: Sage. Pages 258-267 – Available on Blackboard.

## FINAL EXAM

During Exam Period (40) – Cumulative

Note: I reserve the right to make changes to this reading outline or the schedule. As noted earlier, you may be required to do additional readings.

## Faculty of Social Science and Humanities Statement on Inclusivity

*The Faculty of Social Science and Humanities is committed to building a truly inclusive educational community where faculty, students, and staff share the responsibility for promoting the values of fairness, justice, and non-discrimination, and for ensuring myriad voices, faces, and experiences are recognized and represented. We embrace and honour the dignity of individuals and groups, and believe that diversity, in all its complex dimensions, lays the foundation for academic excellence and creative learning. The Faculty is, therefore, dedicated to creating a welcoming and supportive campus culture and to challenging all forms of systemic discrimination experienced by historically disadvantaged groups, including but not limited to groups marked by race, ethnicity, sex, religion, age, disability, sexuality, gender identity and expression, and socioeconomic status.*

**Missed Course Work**

If, due to incapacitating illness, you are unable to complete any portion of the term work, you must submit a completed [UOIT Medical Statement](#) to the Academic Advising Office within 5 business days of the missed exam/deadline. Please note: All UOIT Medical Statement forms must be completed, signed and dated by the treating physician no later than 24 hrs. after the missed exam/deadline. If the missed work is due to extreme compassionate circumstances (e.g., death in the family, etc.), relevant documentation is required. Please contact the Academic Advising Office for details.

If your documentation is approved, the student and the professor will be notified by email. All communication will be sent to the official UOIT.net email. It is the student's responsibility to follow up with the professor within 48 hrs. of receiving the approval from Academic Advising. It will be at the Professor's discretion to determine how the missed work will be addressed (e.g., re-writes, re-weight, extension, alternate assignment, etc.) and any late penalties (if applicable).

**Missed Final Exam**

If, due to exceptional circumstances, a student has missed a final examination he or she may apply for a deferral using the [Application for Deferred Final Examination](#). Supporting documentation (Medical Statement, etc., as listed above) is also required, and must be submitted to the Academic Advising Office within 5 business days of the missed exam. Further information can be found in section 5.25 in the Academic Calendar.

Academic Advising Office  
55 Bond St East Rm 403  
E: [sshadvising@uoit.ca](mailto:sshadvising@uoit.ca)  
T: 905-721-8668 x 3838  
F: 905-721-3372

## Accessibility

Students with disabilities may request to be considered for formal academic accommodation in accordance with the Ontario Human Rights Code. Students seeking accommodation must make their requests through [Student Accessibility Services](#) in a timely manner, and provide relevant and recent documentation to verify the effect of their disability and to allow the University to determine appropriate accommodations.

Accommodation decisions will be made in accordance with the Ontario Human Rights Code. Accommodations will be consistent with and supportive of the essential requirements of courses and programs, and provided in a way that respects the dignity of students with disabilities and encourages integration and equality of opportunity. [NOTE: Reasonable academic accommodation may require instructors to exercise creativity and flexibility in responding to the needs of students with disabilities while maintaining academic integrity.]

## Professional Conduct

- I expect students to attend classes, **be on time**, be prepared and not disrupt class by arriving or leaving in the middle of lectures. I will be on time, prepared, and return papers as promptly as possible.
- There will be some overlap between class lectures and the required reading, but there will be much material provided in class that will not be found in the reading assignments. Therefore, it is important for you to show up and take notes in class. If you must miss a class, you are responsible for getting notes from a classmate. My lecture notes and the PowerPoint files will be made available on WebCT, but these are only outlines containing part of the lecture content – you need to show up to lecture and to take notes to be successful in the course.
- Any in-class and homework exercises are designed to enrich your sociological thinking skills and are not graded. Extra credit work will not be assigned.
- Please turn off your cell phones when you come to class.
- Laptops must be used only for note-taking – no FB or email etc.
- Two other points: First, many of the issues we will explore in this class are controversial and may make some of you feel uncomfortable. That's good, because being uncomfortable is part of learning. Second, I am not interested in opinions that cannot be backed up by evidence or are founded on illogical statements. Social science is not about "political correctness," but is instead a scientific approach to the

ebb and flow of social life. Put differently, this is not an “opinion” course, it is a social science course. Opinions and beliefs are different from knowledge.

## **Academic Integrity**

Students and faculty at UOIT share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aims and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with UOIT’s regulations on Academic Conduct (Section 5.16 of the Academic Calendar) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one’s own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, and other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a written reprimand to permanent expulsion from the university. A lack of familiarity with UOIT’s regulations on academic conduct does not constitute a defense against its application.

Further information about academic misconduct can be found in the Academic Integrity link on your laptop. Extra support services are available to all UOIT students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found in the Academic Calendar (Section 8).

## **Turnitin**

We will use Turnitin to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to UOIT's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must inform their instructor at the time the work is assigned and provide, with their assignment, a signed Turnitin.com [Assignment Cover sheet](#).

Further information about Turnitin can be found on the Academic Integrity link on your laptop.

## **Final Examinations**

Final examinations are held during the final examination period at the end of the semester and may take place in a different room and on a different day from the regularly scheduled class. Check the published Examination Schedule for a complete list of days and times.

Students are advised to obtain their Student ID Card well in advance of the examination period as they will not be able to write their examinations without it. Student ID cards can be obtained at the Campus ID Services, in G1004 in the Campus Recreation and Wellness Centre.

Students who are unable to write a final examination when scheduled due to religious obligations may make arrangements to write a deferred examination. These students are required to submit a Request for Accommodation for Religious Obligations to the Faculty concerned as soon as possible and no later than three weeks prior to the first day of the final examination period.

Further information on final examinations can be found in Section 5.25 of the Academic Calendar.

## Freedom of Information and Protection of Privacy Act

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Social Science & Humanities.

UOIT is governed by the *Freedom of Information and Protection of Privacy Act* (“FIPPA”). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that UOIT not disclose the personal information of its students without their consent.

FIPPA’s definition of “personal information” includes, among other things, documents that contain both your name and your Banner ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Social Science & Humanities encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that UOIT will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact the UOIT Chief Privacy Officer at [accessandprivacy@uoit.ca](mailto:accessandprivacy@uoit.ca).

## Course Evaluations

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of UOIT’s programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News and signage around the campus.



The University of Ontario Institute of Technology  
Faculty of Social Science & Humanities

Fall Term 2018

## POSC 3203 Urban Development

**CLASS: Wednesdays 11:10 am - 2:00 pm, 61 Charles DTA 214**

INSTRUCTOR	CONTACT INFORMATION	OFFICE HOURS
Gregory D. Malandrucco, Ph.D.	OFFICE: DTB 307 Gregory.Malandrucco@uoit.ca	<i>Mondays 2:30 - 4:30 pm or by appointment</i>

### Course Description

Students taking this course will learn to analyze different urban issues and learn best practices for empowering local grass roots initiatives in urban centres. Furthermore, students will learn best practices for helping create and foster new initiatives for urban development. The course content provides insight into different debates and controversies surrounding urban gentrification projects.

### Learning Outcomes

- to gain a general knowledge of urban agglomerations, which humans alone develop;
- to develop an understanding of the relationship between the built environment and socio-economic and historical contexts;
- to form a basic understanding of key concepts and issues in the contemporary urban development;
- to develop an awareness of the role of major public and private actors in determining the planning, design, function, and development of urban environments;

### Required Text

The following reading material will be available in the campus bookstore:

- *The City Reader*, 6th edition. Richard T. LeGates and Frederic Stout, eds. (Routledge, 2015).

The remaining required reading materials will be made available in PDF format on Blackboard or can be found online at the URL posted under the Course Schedule below.

### Course Requirements

1. **Participation & Professionalism (25%)**
2. **'City Writes' (3 x 10% each), due in-class on September 26, October 24, and November 28**
3. **Group Presentation (10%)**
4. **Final Take-home Exam (35%):** Distributed on November 28 in class; **DUE December 10, 9 am (online)**

### Requirements Details

**1. Participation & Professionalism (25%):** Grade is calculated based **active participation** in class. Active participation in class requires doing the readings prior to class and taking part in all in-class activities. NOTE: Missing 4 or more classes will result in a zero for this component since you are not participating in class.

**2. City Writes (10% each for 30% total):** Each “City Writes” assignment will require you, in one single-spaced page, to write about a recent experience or interaction that you have had with or within an urban setting, whether it be downtown Oshawa or some other space. Your submission should place your experience in direct reference to one of the reading assignments for class. The **in-class due dates for the “City Writes” submissions are September 26, October 24, and November 28.**

**3. Group Presentation (10%):** in week one you will join a group to present on a week’s assigned readings along with 3 or 4 colleagues. Each presentation should run about 15 to 20 minutes.

**4. Final Take-home Exam (35%):** Distributed on November 26 in class; **DUE December 10, 9 am (online):** the final take-home essay will cover all material from the full term and will require you to form an argument and synthesize ideas and information. You are not required to do additional research; you must use course materials in your essay, **6 to 7 pages.**

### Using Your Laptop

The laptop should be brought to every class meeting, but is only to be used for note-taking, class-directed activities and completing assignments *for THIS COURSE ONLY*. Students using a laptop for anything other than this course during class time may be asked to leave class and this penalty counts as an absence. If you are experiencing problems with your laptop, please contact the IT Service Desk at either the North or Downtown campuses.

### Email and Electronic Communication

Emails to the professor should be written in a professional manner, including salutation, proper use of English, punctuation, spelling, capitalization, etc. Emails without proper grammar or tone will not receive a response. Please see the Course Resources section in WebCT to review appropriate form for emails and discussions. Emails sent before 5 pm will usually be answered within 24 hours. Most emails will be answered within 48 hours. Remember that others in the class may have similar questions and they may also have the answer to your questions.

### Disclaimer

This outline documents the instructor’s intentions for this course. Over the period of the academic year it may become clear that some modifications may be necessary. Any modifications that may influence student success or the marking scheme will be made only after frank discussion with the students and the prior approval of the dean.

## Course Schedule

Please find below an outline of course topics and readings for the term. Please note that there may be some adjustments as the term progresses.

### Week One: *Course Overview*

September 12<sup>th</sup>: Overview of the Course

Reflections on the Urban Experience:

Poetry by Baudelaire, Maria Terrone, Black Star, “Respiration” (1998);

<https://www.youtube.com/watch?v=eeTnog5RRQo>

(Lyrics: <https://genius.com/Black-star-respiration-lyrics>)

Jay-Z Ft. Alicia Keys, “Empire State of Mind” (2009); <https://genius.com/Jay-z-empire-state-of-mind-lyrics>

Select Groups for Presentations



**Week Two: *Early Cities***

September 19<sup>th</sup>: Kingsley Davis, "The Urbanization of the Human Population," *The City Reader*, 21-29.

V. Gordon Childe, "The Urban Revolution," *The City Reader*, 32-38.

Perry Anderson, "The Slave Mode of Production," *Passages from Antiquity to Feudalism*, 17-25.

Douglas Butterworth and John K. Chance, "The City in History," *Latin American Urbanization* (Cambridge University Press, 1981), 1-4, 7-8.

Mawuna Koutonin, "Benin City, the mighty medieval capital now lost without trace," *The Guardian*, 18 March 2016;

<https://www.theguardian.com/cities/2016/mar/18/story-of-cities-5-benin-city-edonigeria-mighty-medieval-capital-lost-without-trace>

**Week Three: *Capitalism and the Great Urban Boom***

September 26<sup>th</sup>: Henri Pirenne, "City Origins" and "Cities and European Civilization," *The City Reader*, 46-52.

Friedrich Engels, "The Great Towns," *The City Reader*, 55-62.

Sam Bass Warner, "Evolution and Transformation: The American Industrial Metropolis, 1840–1940," *The City Reader*, 64-71.

David Harvey, "The Organization of Space Relations," *Paris, Capital of Modernity*, 102-112.

**City Writes piece due in class (10%).**

**Week Four: *The Subject in Built Space***

October 3<sup>rd</sup>: Walter Benjamin, "Paris, the Capital of the Nineteenth Century," *The Writer of Modern Life: Essays on Charles Baudelaire*, (Harvard University Press, 2006), 30-45; 67-72.

Fredric Jameson, "Postmodernism, or the Cultural Logic of Late Capitalism," *New Left Review* (1984), 80-84.

Le Corbusier, "A Contemporary City," *The City Reader*, 380-387.

**Week Five: *Reading Week, No Class***

October 10<sup>th</sup>: No Class

**Week Six: *The Carceral City***

October 17<sup>th</sup>: Michel Foucault, "Panopticism," *Discipline and Punish* (Vintage Press, 1977), 196-228.

**Week Seven: *The North American "Inner City"***

October 24<sup>th</sup>: W.E.B. DuBois, "The Negro Problems of Philadelphia," "The Question of Earning a Living" and "Color Prejudice," *The City Reader*, 125-130.

Elijah Anderson, "The Code of the Street," and "Decent and Street Families," *The City Reader*, 133-138.

Loic Wacquant, "A Janus-Faced Institution of Ethnoracial Closure: A Sociological Specification of the Ghetto," *The Ghetto: Contemporary Global Issues and Controversies* (Westview Press, 2012), 1-25.

Adam Mansbach, "The Stupidity Of New York's Long, Expensive (And Ongoing) War On Graffiti," *The Awl*, 15 January 2013;

<https://www.theawl.com/2013/01/the-stupidity-of-new-yorks-long-expensive-and-ongoing-war-on-graffiti/>

**In Class:** Eric B. & Rakim, "The Ghetto" (1990); <https://vimeo.com/56403800>;  
(Lyrics: <https://genius.com/Eric-b-and-rakim-in-the-ghetto-lyrics>)

**In Class Viewing:** *Style Wars* (1983)

### **City Writes piece due in class (10%)**

#### **Week Eight:** *Exclusions*

October 31<sup>st</sup>: Mike Davis, "Fortress L.A.," *City of Quartz: Excavating the Future in Los Angeles* (Vintage, 1992), 223-260.

Rowan Moore, "An Inversion of Nature: How Air Conditioning Created the Modern City," *The Guardian*, 14 August 2018;

<https://www.theguardian.com/cities/2018/aug/14/how-air-conditioning-created-modern-city>

#### **Week Nine:** "Whose Streets?"

November 7<sup>th</sup>: David Harvey, "The Right to the City," *The City Reader*, 272-278.

Andrea Cornwall, "Whose Voices? Whose Choices? Reflections on Gender and Participatory Development," *Cities of the Global South Reader* (Routledge, 2015), 265-268.

Antònia Casellas, Esteve Dot-Jutgla and Montserrat Pallares-Barbera, "Artists, Cultural Gentrification and Public Policy," *Urbani Izq̄iv* 23 (2012), 104-114.

Rebecca Salima Krisel, "Gentrifying a Superfund Site Why Gowanus, Brooklyn is Becoming a Real Estate Hot Spot," *Consilience* 14 (2015), 214-224.

**In Class:** Mos Def, "Brooklyn" (1999); <https://vimeo.com/56403800>; (Lyrics: <https://genius.com/Eric-b-and-rakim-in-the-ghetto-lyrics>)

**In Class Viewing:** *My Brooklyn* (2012)

#### **Week Ten:** *The Global City*

November 14<sup>th</sup>: Saskia Sassen, "The Impact of the New Technologies and Globalization on Cities," *The City Reader*, 652-658.

Neil Brenner and Roger Keil, "From Global Cities to Globalized Urbanization," *The City Reader*, 667-676.

Manuel Castells, "Space of Flows, Space of Places: Materials for a Theory of Urbanism in the Information Age," *The City Reader*, 231-240.

Richard Florida, "Which Cities Have the Most Global Clout?" *Citylab*, 4 April 2012; <https://www.citylab.com/life/2012/04/which-cities-have-most-global-clout/1653/>

**Week Eleven:** *Urbanization in the Global South*

- November 21<sup>st</sup>: Roberto Vallarino, "Ciudad Nezahualcoyotl: Souls on the Run," *The Mexico Reader: History, Culture, Politics*. Edited by Gilbert M. Joseph and Timothy J. Henderson. (Duke University Press, 2002), 536-544.  
Doug Saunders, "The Place Where Everything Changes," *The City Reader*, 678-686.  
Yasser Elshestawy, "The New Arab City," *The City Reader*, 330-337.  
Filip De Boeck, "Spectral Kinshasa: Building the City through an Architecture of Words," *The City Reader*, 395-403.  
Francis Alys, "Ambulantes: Street Vendors I (1995-2001)," *The Mexico City Reader*, Ruben Gallo, editor (The University of Wisconsin Press, 2004), 210-211.

**Week Twelve:** *Sprawl*

- November 28<sup>th</sup>: Myron Orfield, "Metropolitics and Fiscal Equity," *The City Reader*, 340-356.  
David Owen, "Green Manhattan: Everywhere Should Be More Like New York," *The City Reader*, 415-421.  
Alana Semuels, "Why are Developers Still Building Sprawl?" *The Atlantic*, 24 February 2015;  
Anthony Alfonsin, "A Defense of the Suburbs," *The Atlantic*, 6 June 2018; <https://www.theatlantic.com/technology/archive/2018/06/a-defense-of-the-suburbs/562136/>  
David Suzuki and Faisal Moola, "Urban Sprawl is Destroying Ontario's Farmland," *Toronto Star*, 21 February 2013; [https://www.thestar.com/opinion/editorialopinion/2013/02/21/urban\\_sprawl\\_is\\_destroying\\_ontarios\\_farmland.html](https://www.thestar.com/opinion/editorialopinion/2013/02/21/urban_sprawl_is_destroying_ontarios_farmland.html)  
Sean Marshall, "A Walk Through Downtown Brampton," *Spacing Toronto*, 12 May 2008; <http://spacing.ca/toronto/2008/05/12/a-walk-through-downtown-brampton/>

***In Class Viewing:*** *Growing Pains (by The Globe and Mail)*, 2016; <https://www.theglobeandmail.com/news/toronto/growing-pains-how-toronto-and-the-gta-are-battling-urban-sprawl/article30506518/>

***City Writes piece due in class (10%).***

**\*\*Final Paper Topics Distributed\*\***

**Week Thirteen:** *Urban Resilience*

- December 5<sup>th</sup>: Joel Simon, "The Sinking City," *The Mexico Reader: History, Culture, Politics*. Edited by Gilbert M. Joseph and Timothy J. Henderson (Duke University Press, 2002), 520-535.

Nick Van Mead, “Expect the Unexpected: How to Measure and Improve a City’s Resilience,” *The Guardian*, 18 May 2016;  
<https://www.theguardian.com/cities/2016/may/18/city-resilience-index-expect-unexpected-how-measure-improve>

Jane Jacobs, “The Uses of Sidewalks: Safety,” *The City Reader*, 150-153.

*In Class Viewing: Citizen Jane: Battle for the City (2016)*  
*Conclusions on the Term*

**Final Take-home Exam (35%):** Distributed on November 28 in class  
**DUE December 10, 9 am (online)**

## Individual Needs and Diversity

If you have any concerns about the course as a result of any special needs, please talk to me as soon as possible. I have designed this course in an effort to meet the various ways that individuals learn. I will be using a lecture format requiring participation. Because this is a university-level course, you are required to do a substantial amount of reading each week. **Plan your time accordingly.** Make-up quizzes will only be given to those with medical notes (or other similar documentation).

## Important Matters Regarding Essays

1. Essays must be double-spaced and typed. Please use 12 pt font (Times New Roman is preferred). Pages must be numbered. Proper scholarly form must be used.
2. PLAGIARISM is an extremely serious academic offence and carries penalties varying from failure in an assignment to suspension from the University. Definitions, penalties and procedures for dealing with plagiarism are set out in the UOIT's "Academic Conduct Policy" which is printed in section 5.15 of the UOIT Calendar. It outlines what Academic Misconduct and Professional Unsuitability means and the penalties for violating this policy. Please also see the Academic Integrity website: <http://uoit.ca/main/current-students/academics-and-programs/programs-and-resources/academic-integrity/index.php>.
3. All work must be original, produced by you, and prepared for this course alone. An essay prepared for or used in another course will be failed automatically. If you are drawing from assignments done for previous or current courses, you must notify me beforehand.

Late exams will be accepted for a reasonable period of time after the deadline, but are subject to a late penalty of half a letter grade per day. Midterm and final essays are to be submitted electronically.

## Policy for Late Submission

### Non-negotiated Late Submission

An assignment that has been handed in late without prior agreement between the student and the professor to extend the time for the assignment to be handed in will be considered a **non-negotiated late assignment** and will receive a grade deduction of **5% per day** (including weekends). Such late assignments will only be accepted for a reasonable period of time after the deadline.

### Negotiated Late Submission

An assignment that has been handed in late in accordance with a mutually agreed deadline and penalty (if applicable) will be considered a **negotiated late assignment** and will be marked in accordance with the mutually agreed terms.

### *Extenuating Circumstances*

The professor will consider individually, rare extenuating circumstances, which may cause an assignment to be late. Examples of extenuating circumstances include hospitalization, death of a loved one, traffic accidents, etc. The student must provide documentation to validate the extenuating circumstance. It will be at the professor's discretion to work out the extension in this situation.

### Disclaimer

This outline documents the instructor's intentions for this course. Over the period of the term, it may become clear that some modifications are necessary. Any modifications that may influence student success or the marking scheme will be made only after frank discussion with students and the prior approval of the dean.

## TURNITIN.COM

UOIT is committed to the fundamental values of preserving academic integrity as defined in UOIT policies and contained in the UOIT Calendar. UOIT and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review to Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The faculty member may require students to submit their assignments electronically to Turnitin.com or the faculty member may submit questionable text on behalf of a student. The terms that apply to UOIT's use of the Turnitin.com service are described on the Turnitin.com website. **If a student does object to the use of Turnitin.com, that student must sign and submit the Assignment Cover Sheet attached to this policy as Appendix A with each assignment submitted for assessment.** You must inform me and submit this form ONE (1) week before the due date and submit all notes and rough drafts with your final assignment.

### ASSIGNMENT COVER SHEET

I declare that this assignment is original and has not been submitted for assessment elsewhere.

**I DO NOT agree that the assessor(s) of the assignments may, for the purpose of assessing the assignments: communicate a copy of the assignments to the electronic plagiarism detection service known as Turnitin.com.**

I accept the option of using an alternate method acceptable to UOIT for verifying the originality and integrity of the assignments (e.g., the submission of all rough work, electronic files and an annotated bibliography of all sources consulted).

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of Student (Please print)

\_\_\_\_\_  
Student ID Number

\_\_\_\_\_  
Signature of Student



Faculty of Social Science & Humanities

POSC 3300: Building Sustainable Communities  
Course outline for Winter 2019

**1. Course Details & Important Dates\***

Term	Section	Course Type	Day	Time
W	001	Experiential In-class	Thursday	2:10-5:00

Location	CRN #	Classes Start	Classes End	Final Exam Period
DTB205	74582	January 10	April 4	April 8-20

\* for other important dates go to: [www.uoit.ca](http://www.uoit.ca) >Current Students >Important Dates

**2. Instructor Contact Information**

Instructor Name	Office	Phone	Email
Dr. Timothy MacNeill	DTB 313	N/A	Timothy.macneill@uoit.ca
Office Hours: Mon/Fri 2:00-4:00, After Lecture or by appointment			

**3. Course Description**

In this course, we will interact with the concept of sustainable development at multiple scales of "community." We will explore the dilemmas sustainability at the household, town, city, state, and international levels. This will be done through an experiential learning that uses in-class simulations of local and global sustainability issues. Instead of being the recipients of a lecture, students will engage creatively with the topic as they try to find solutions to different development and sustainability problems. Through the solving of these problems via self-directed research and simulated scenarios, students will gain tangible knowledge of, and insights into, some of the world's most pressing political, economic, social, and environmental issues.

#### 4. Learning Outcomes

Students will, through the experience of negotiating sustainable development policy within simulations, come to understand the contested terrain of sustainable development. They will understand the concepts of development and sustainability, but also the political, economic, and social difficulties involved in negotiating solutions to related problems at multiple levels.

#### 5. Course Design

Students will attend class each week where they will be presented with a number of games, simulations, and dilemmas that they will work through as a group. This group work will be guided by the instructor. Evaluation will be based on participation, presentation, synthesis and reflection. The latter two elements will be exhibited both via in class discussion and required synthesis/reflection papers and exams. **Students should bring a computer to class each week, as every class will require self-directed research to be undertaken.**

#### 6. Outline of Topics in the Course



<b><u>DATE</u></b>	<b><u>LECTURE TOPIC</u></b>
Jan 10	<b>Introduction</b>
Jan 17	<p><b>Free-riders and Cooperators (Games for Bonus Points)</b>            -Stewart, J. (2014). The Direction of Evolution: The Rise of Cooperative Organization. <i>Biosystems</i>, 123: 27-36.  <a href="https://www.sciencedirect.com/science/article/pii/S030326471400080X?via%3Dihub">https://www.sciencedirect.com/science/article/pii/S030326471400080X?via%3Dihub</a></p>
Jan 24	<p><b>International Climate Negotiation (Research and Setup)</b>            -International Panel on Climate Change Report 2018, Technical Summary  <a href="http://www.ipcc.ch/report/sr15/">http://www.ipcc.ch/report/sr15/</a>            -Students' own research</p>
Jan 31	<p><b>International Climate Negotiation (Simulation)</b>            -Falkner, R. (2016). The Paris Agreement and the New Logic of International Climate Politics. <i>International Affairs</i>, 92(5): 1107-1125. Available on Blackboard.            -Country briefing papers will be made available on Blackboard</p>
Feb 7	<p><b>Life in the Village Simulation</b>            Carter, M. R., &amp; Barrett, C. B. (2006). The economics of poverty traps and persistent poverty: An asset-based approach. <i>The Journal of Development Studies</i>, 42(2), 178-199. Available on Blackboard.</p>
Feb 14	Midterm Exam (open-book)
Feb 21	Break – No Class
Feb 28	<p><b>Honduras Community Development Simulation (Info Gathering)</b>            -MacNeill, T. (2017). Development as Imperialism: Power and the Perpetuation of Poverty in Afro-Indigenous Honduras. <i>Humanity &amp; Society</i>, 41(2). Available on Blackboard            -Students' own research</p>
Mar 7	<p><b>Honduras Community Development Simulation (Team Preparation)</b>            -MacNeill, T &amp; D. Wozniak. The Economic, Social, and Environmental Impacts of Cruise Tourism. <i>Tourism Management</i>, 66: 387-404. Available on Blackboard.            -Students' own research</p>
Mar 14	<p><b>Honduras Community Development Simulation (Negotiation)</b>            -Lee S.J., Kim Y., Phillips R. (2015) Exploring the Intersection of Community Well-Being and Community Development. In: Lee S., Kim Y., Phillips R. (eds) <i>Community Well-Being and Community Development</i>. SpringerBriefs in Well-Being and Quality of Life Research. Springer  <a href="https://link.springer.com/chapter/10.1007/978-3-319-12421-6_1">https://link.springer.com/chapter/10.1007/978-3-319-12421-6_1</a></p>

Mar 21	<p><b>Sustainable Development Simulation</b> (Preparation)          -World Wildlife Fund. (2018). Living Planet Report.  <a href="https://wwf.panda.org/knowledge_hub/all_publications/living_planet_report_2018/">https://wwf.panda.org/knowledge_hub/all_publications/living_planet_report_2018/</a></p>
Mar 28	<p><b>Sustainable Development Simulation</b> (Negotiation)          Tukker, A., Emmert, S., Charter, M., Vezzoli, C., Sto, E., Andersen, M. M., ... &amp; Lahlou, S. (2008). Fostering change to sustainable consumption and production: an evidence based view. <i>Journal of cleaner production</i>, 16(11), 1218- 1225. Available on Blackboard.</p>
Apr 4	<p><b>Synthesis, Discussion, Debrief</b>          Kallis, G. (2015). The Degrowth Alternative. In <i>The Transition Initiative: Toward a Transformative Vision and Praxis</i>. February, 2015.  <a href="https://community-wealth.org/sites/clone.community-wealth.org/files/downloads/paper-kallis.pdf">https://community-wealth.org/sites/clone.community-wealth.org/files/downloads/paper-kallis.pdf</a></p> <p>Rowe &amp; Bollier. (2016). It's Time to Replace the Economics of "Me" with the Economics of "We." <i>Economics</i>, Jan. 30, 2016.  <a href="file:///C:/Users/100475774/Dropbox/My%20Documents/Winter%202019/POSC3300/It's%20Time%20to%20Repl ace%20the%20Economics%20of%20Me'%20with%20the%20Economics%20of%20We'%20-%20Economics.html">file:///C:/Users/100475774/Dropbox/My%20Documents/Winter%202019/POSC3300/It's%20Time%20to%20Repl ace%20the%20Economics%20of%20Me'%20with%20the%20Economics%20of%20We'%20-%20Economics.html</a></p>
<p><b>Open Book FINAL EXAM TBA; 40%; Cumulative</b></p>	

## 7. Required Texts/Readings

All readings will be made available via links in the syllabus or they will be posted on Blackboard. There is no textbook to purchase for this course.

## 8. Evaluation Method

**Participation (20%)** – This is an experiential course, not a lecture-based course. You will learn by physically taking part in simulations and exercises in the classroom. Therefore attendance is extremely important. Classes should only be missed in case of emergency. **Attendance will be taken at the beginning and end of each class, and individual participation will be noted.**

**Group Presentations (18%)** – Most simulations involve a group presentation at some point. Groups will be marked together for this, but individual marks will be weighted according to their contributions. **Preparation for these presentations will mostly be done in class**, but groups can also work outside of class time if they like.

Presentations will occur on: (IT IS VERY IMPORTANT NOT TO MISS THESE)

- Jan 31** (Climate change negotiation)
- March 14** (Community Development in Honduras)
- March 28** (Sustainable development negotiation)

Mid-term exam (22%) – “Open book”

Final Exam (40%) – “Open book”

## 9. Assignments and Tests

Will encourage the following skills:

The midterm and final exams will be “open’book” and will be done “take-home” style. The goal will be to integrate reflections from the experiential tasks of the classroom with the theory and understandings from the readings. Students that weave the readings with in-class observations and discussions eloquently, producing new insights, will receive the highest marks. Those who receive the highest marks will have meaningfully included elements from all in-class activities and readings. The final exam will be comprehensive.

**Missed Course Work**

If, due to incapacitating illness, you are unable to complete any portion of the term work, you must submit a completed [UOIT Medical Statement](#) to the Academic Advising Office within 5 business days of the missed exam/deadline. Please note: All UOIT Medical Statement forms must be completed, signed and dated by the treating physician no later than 24 hrs. after the missed exam/deadline. If the missed work is due to extreme compassionate circumstances (e.g., death in the family, etc.), relevant documentation is required. Please contact the Academic Advising Office for details.

If your documentation is approved, the student and the professor will be notified by email. All communication will be sent to the official UOIT.net email. It is the student's responsibility to follow up with the professor within 48 hrs. of receiving the approval from Academic Advising. It will be at the Professor's discretion to determine how the missed work will be addressed (e.g., re-writes, re-weight, extension, alternate assignment, etc.) and any late penalties (if applicable).

**Missed Final Exam**

If, due to exceptional circumstances, a student has missed a final examination he or she may apply for a deferral using the [Application for Deferred Final Examination](#). Supporting documentation (Medical Statement, etc., as listed above) is also required, and must be submitted to the Academic Advising Office within 5 business days of the missed exam. Further information can be found in section 5.25 in the Academic Calendar.

Academic Advising Office  
55 Bond St East Rm 403  
E: [sshadvising@uoit.ca](mailto:sshadvising@uoit.ca)  
T: 905-721-8668 x 3838  
F: 905-721-3372

## 10. Accessibility

Students with disabilities may request to be considered for formal academic accommodation in accordance with the Ontario Human Rights Code. Students seeking accommodation must make their requests through [Student Accessibility Services](#) in a timely manner, and provide relevant and recent documentation to verify the effect of their disability and to allow the University to determine appropriate accommodations.

Accommodation decisions will be made in accordance with the Ontario Human Rights Code. Accommodations will be consistent with and supportive of the essential requirements of courses and programs, and provided in a way that respects the dignity of students with disabilities and encourages integration and equality of opportunity. [NOTE: Reasonable academic accommodation may require instructors to exercise creativity and flexibility in responding to the needs of students with disabilities while maintaining academic integrity.]

## 11. Professional Conduct

- I expect students to attend classes, **be on time**, be prepared and not disrupt class by arriving or leaving in the middle of lectures. I will be on time, prepared, and return papers as promptly as possible.
- There will be some overlap between class lectures and the required reading, but there will be much material provided in class that will not be found in the reading assignments. Therefore, it is important for you to show up and take notes in class. If you must miss a class, you are responsible for getting notes from a classmate. My lecture notes and the PowerPoint files will be made available on WebCT, but these are only outlines containing part of the lecture content – you need to show up to lecture and to take notes to be successful in the course.
- Any in-class and homework exercises are designed to enrich your sociological thinking skills and are not graded. Extra credit work will not be assigned.
- Please turn off your cell phones when you come to class.
- Laptops must be used only for note-taking – no FB or email etc.
- Two other points: First, many of the issues we will explore in this class are controversial and may make some of you feel uncomfortable. That's good, because being uncomfortable is part of learning. Second, I am not interested in opinions that cannot be backed up by evidence or are founded on illogical statements. Social science is not about "political correctness," but is instead a scientific approach to the ebb and flow of social life. Put differently, this is not an "opinion" course, it is a social science course. Opinions and beliefs are different from knowledge.

## 12. Academic Integrity

Students and faculty at UOIT share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aims and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with UOIT's regulations on Academic Conduct (Section 5.16 of the Academic Calendar) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, and other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a written reprimand to permanent expulsion from the university. A lack of familiarity with UOIT's regulations on academic conduct does not constitute a defense against its application.

Further information about academic misconduct can be found in the Academic Integrity link on your laptop. Extra support services are available to all UOIT students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found in the Academic Calendar (Section 8).

## 13. Turnitin

We will use Turnitin to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to UOIT's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must inform their instructor at the time the work is assigned and provide, with their assignment, a signed Turnitin.com [Assignment Cover sheet](#).

Further information about Turnitin can be found on the Academic Integrity link on your laptop.

## 14. Final Examinations

Final examinations are held during the final examination period at the end of the semester and may take place in a different room and on a different day from the regularly scheduled class. Check the published Examination Schedule for a complete list of days and times.

Students are advised to obtain their Student ID Card well in advance of the examination period as they will not be able to write their examinations without it. Student ID cards can be obtained at the Campus ID Services, in G1004 in the Campus Recreation and Wellness Centre.

Students who are unable to write a final examination when scheduled due to religious obligations may make arrangements to write a deferred examination. These students are required to submit a Request for Accommodation for Religious Obligations to the Faculty concerned as soon as possible and no later than three weeks prior to the first day of the final examination period.

Further information on final examinations can be found in Section 5.25 of the Academic Calendar.

## 15. Freedom of Information and Protection of Privacy Act

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Social Science & Humanities.

UOIT is governed by the *Freedom of Information and Protection of Privacy Act* (“FIPPA”). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that UOIT not disclose the personal information of its students without their consent.

FIPPA’s definition of “personal information” includes, among other things, documents that contain both your name and your Banner ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Social Science & Humanities encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that UOIT will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact the UOIT Chief Privacy Officer at [accessandprivacy@uoit.ca](mailto:accessandprivacy@uoit.ca).

## 16. Course Evaluations

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of UOIT’s programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News and signage around the campus.





FACULTY OF SOCIAL SCIENCE AND HUMANITIES

**POSC 3303U – Policies for Sustainability  
Course outline for Winter 2020**

**1. Course Details & Important Dates\***

Term	Course Type	Day	Time
Winter 2020	Lecture	Monday	11:00 am-2:00 pm

Location	CRN #	Classes Start	Classes End
DTB 210	74724	Jan 06, 2020	April 04, 2020

\* For other important dates go to: <https://uoit.ca/current-students/academics/important-dates-and-deadlines.php>

**2. Instructor Contact Information**

Instructor Name	Office	Phone	Email
Ruth Felder	DTB 313	905-721-9668 ext 5858	ruth.felder@uoit.ca

Office Hours: Mondays and Thursdays 2:30-3:30 pm or by appointment.  
**Online office hours by appointment.**

UOIT is proud to acknowledge the lands and people of the Mississaugas of Scugog Island First Nation. We are situated on the Traditional Territory of the Mississaugas, a branch of the greater Anishinaabeg Nation, which includes Ojibway, Odawa and Pottawatomi.

### **3. Course Description**

Students will apply their knowledge and skills to solve practical problems that will help to develop policies for a more sustainable global society. Students will participate in small and large group activities, using case studies, to develop problem-solving skills and the ability to analyze complex challenges to various aspects of sustainability (social, economic and environmental). Students will work individually and in teams to research and analyze a chosen problem to produce a workable solution and policy. Students will be expected to present their findings in oral and written formats.

### **4. Learning Outcomes**

By the end of the term students will be able to:

- Define sustainability, recognizing controversies around the definition, the multiple dimensions of sustainability and the complex relations between these dimensions.
- Recognize the political, economic, social and cultural dimensions of sustainability and the role of state and non-state actors in various forms of sustainability governance.
- Identify inequalities and relations of power underlying definitions and policy initiatives.
- Connect sustainability concepts to real-world challenges, including social needs and political choices.
- Present complex material in a clear and effective manner combining rigorous evidence-based research and creative approaches to address sustainability issues.
- Develop teamwork skills

### **5. Course Design**

The course is divided into two main parts: 1. Concepts and debates on sustainability; and 2. Sustainable cities and their dimensions. The course combines lectures and class discussions focusing on the required readings. The course includes several in-class exercises (case studies, simulations and cartographies). Students are expected to do the assigned readings before the class, and to actively engage in various forms of individual and group work.

### **6. Required Readings**

Required readings will be available online or posted on the course Blackboard site.

## 7. Schedule of topics and readings

1	Jan 6	<b>Introduction to the course</b>
2	Jan 13	<p><b>Making sense of sustainability</b></p> <p>United Nations (2015) “Transforming our World: the 2030 Agenda for Sustainable Development.” Retrieved from <a href="https://sustainabledevelopment.un.org/post2015/transformingourworld/publication">https://sustainabledevelopment.un.org/post2015/transformingourworld/publication</a></p> <p>Joseph, J. M., and A. McGregor (2020). <i>Wellbeing, Resilience and Sustainability: The new trinity of governance</i>. Cham: Springer. Chapter 4. “Sustainability”.</p> <p>Boström, M. (2012). A missing pillar? Challenges in theorizing and practicing social sustainability: introduction to the special issue. <i>Sustainability: Science, Practice and Policy</i>, 8(1), 3–14.</p> <p><i>Suggested</i></p> <p>Rau, Henrike. (2018) Minding the mundane: everyday practices as central pillar of sustainability thinking and research. In M. Boström &amp; D. J. Davidson (Eds.). <i>Environment and society: Concepts and challenges</i>. Cham, Switzerland: Palgrave Macmillan.</p> <p>Patterson, J. F. Koch and K. Bowen (2015). “How can we prevent the UN’s Sustainable Development Goals from failing?” The Conversation. Retrieved from <a href="https://theconversation.com/how-can-we-prevent-the-uns-sustainable-development-goals-from-failing-45282">https://theconversation.com/how-can-we-prevent-the-uns-sustainable-development-goals-from-failing-45282</a></p> <p>Hickel, J. (2015) Five Reasons to Think Twice about the UN’s Sustainable Development Goals. Africa at LSE. Retrieved from <a href="https://blogs.lse.ac.uk/africaatlse/2015/09/23/five-reasons-to-think-twice-about-the-uns-sustainable-development-goals/">https://blogs.lse.ac.uk/africaatlse/2015/09/23/five-reasons-to-think-twice-about-the-uns-sustainable-development-goals/</a></p>
3	Jan 20	<p><b>Green growth and its critics</b></p> <p><u>Read at least three of the following pieces including at least one document and one scholarly article or chapter.</u></p> <p><i>Documents</i></p> <p>Government of Canada (2016) Pan-Canadian Framework on Clean Growth and Climate Change (2016) Retrieved from:</p>

		<p><a href="https://www.canada.ca/content/dam/themes/environment/documents/weather1/20170125-en.pdf">https://www.canada.ca/content/dam/themes/environment/documents/weather1/20170125-en.pdf</a></p> <p>Scott, W. and R. Samson (2019) Eight Reasons for Canada to Build a Clean Economy Now. Smart Prosperity Institute. Retrieved from:  <a href="https://institute.smartprosperity.ca/sites/default/files/8reasonsforcanadatobuildacleaneconomynow.pdf">https://institute.smartprosperity.ca/sites/default/files/8reasonsforcanadatobuildacleaneconomynow.pdf</a></p> <p>The Pact for a Green New Deal (n.d.) What did we hear at The Pact for a Green New Deal Town Halls? Retrieved from:  <a href="https://act.greennewdealcanada.ca/what-we-heard/">https://act.greennewdealcanada.ca/what-we-heard/</a></p> <p><i>Articles and chapters</i></p> <p>Hickel, J. &amp; G. Kallis (2019): Is Green Growth Possible? New Political Economy. Advance online publication.  <a href="https://doi.org/10.1080/13563467.2019.1598964">doi.org/10.1080/13563467.2019.1598964</a></p> <p>Prudham, S. (2009). Pimping Climate Change: Richard Branson, Global Warming, and the Performance of Green Capitalism. <i>Environment and Planning A: Economy and Space</i>, 41(7), 1594–1613.</p> <p>Ervine, K. (2018). <i>Carbon</i>. Cambridge, UK: Polity Press. Chapter 5: The future of carbon politics.</p>
4	Jan 27	<p><b>Sustainability, governance and policymaking</b></p> <p>Dryzek, J. S. (2013). <i>The politics of the earth: Environmental discourses</i> (Third edition). Oxford: Oxford University Press. Part III: "Solving Environmental problems."</p> <p>Heinrichs, H., &amp; Biermann, F. (2016). Sustainability: Politics and Governance. In H. Heinrichs, P. Martens, G. Michelsen, &amp; A. Wiek (Eds.), <i>Sustainability Science: An Introduction</i> (pp. 129–137).</p>
5	Feb 3	<p><b>Cities and sustainability</b></p> <p>Marcotullio, P. and W. Solecki What Is a City? An Essential Definition for Sustainability. In Urbanization and sustainability. In C. G. Boone (Ed.), <i>Urbanization and sustainability: Linking urban ecology, environmental justice and global environmental change</i> (pp. 11-25). New York: Springer.</p> <p>Mark Whitehead (2012) The sustainable city: an obituary? On the future form and prospects of sustainable urbanism. In J. Flint (Ed.). <i>The future of sustainable cities: Critical reflections</i> (29-</p>

		<p>46). Bristol: Policy.</p> <p><u>Suggested</u></p> <p>Campbell, S. (1996). Green cities, growing cities, just cities?: Urban planning and the contradictions of sustainable development. <i>Journal of the American Planning Association</i>, 62(3), 296-312.</p> <p>McGranahan, G., &amp; Satterthwaite, D. (2003). Urban centers: an assessment of sustainability. <i>Annual Review of Environment and Resources</i>, 28(1), 243-274.</p>
6	Feb 10	<p><b>Climate change, climate mitigation, climate adaptation</b></p> <p>McBride et al (2014) Cities, Climate Change and the Green Economy: A Thematic Literature Survey. Working paper. Work in a Warming World. Retrieved from <a href="http://warming.apps01.yorku.ca/wp-content/uploads/WP_2014-01_McBride_Shields_Cities-Climate-Change-and-Green-Economy.pdf">http://warming.apps01.yorku.ca/wp-content/uploads/WP_2014-01_McBride_Shields_Cities-Climate-Change-and-Green-Economy.pdf</a></p> <p>Eriksen, S. H., Nightingale, A. J., &amp; Eakin, H. (2015). Reframing adaptation: The political nature of climate change adaptation. <i>Global Environmental Change</i>, 35, 523–533.</p> <p><u>Suggested</u></p> <p>Ehrhardt-Martinez, K. et al (2015) Mitigating Climate Change. In R. Dunlap &amp; R. Brulle (2015). <i>Climate change and society: Sociological perspectives</i> (pp. 164-198). New York, NY: Oxford University Press.</p>
7	Feb 17	<p><b>Study week</b></p>
8	Feb 24	<p><b>Food systems and urban hunger</b></p> <p>Heynen, N. (2006). Justice of eating in the city: the political ecology of urban hunger. In N. Heynen, M. Kaika &amp; E. Swyngedoww (Eds.), <i>In the nature of cities: urban political ecology and the politics of urban metabolism</i>. (pp. 129-142). Routledge.</p> <p>Garnett, T. (2014). Three perspectives on sustainable food security: efficiency , demand restraint , food system transformation . What role for LCA? <i>Journal of Cleaner Production</i> 73: 10-18.</p>
9	March 2	<p><b>Case study: sustainable food security in Oshawa</b></p>
10	March 9	<p><b>Environmental justice and just transition</b></p>

		<p><b>Mertin-Kirkwood, H. (2018)</b> <i>Making decarbonization work for workers: Policies for a just transition to a zero-carbon economy in Canada</i>. Ottawa: Canadian Centre for Policy Alternatives. Retrieved from <a href="https://www.policyalternatives.ca/sites/default/files/uploads/publications/National%20Office/2018/01/Making%20Decarbonization%20Work.pdf">https://www.policyalternatives.ca/sites/default/files/uploads/publications/National%20Office/2018/01/Making%20Decarbonization%20Work.pdf</a></p> <p>Christianson, R. (2019) Triple Bottom Line Preliminary Feasibility Study of the GM Oshawa Facility: Possibilities for Sustainable Community Wealth. Oshawa: Green Jobs Oshawa. Retrieved from <a href="http://www.greenjobsoshawa.ca/feasibility.html">http://www.greenjobsoshawa.ca/feasibility.html</a></p> <p><u>Suggested</u></p> <p>International Labour Organization (2018) <i>World Employment Social Outlook 2018</i>. Geneva: International Labour Office. Retrieved from: <a href="https://www.ilo.org/weso-greening/documents/WESO_Greening_EN_web2.pdf">https://www.ilo.org/weso-greening/documents/WESO_Greening_EN_web2.pdf</a>. Selected sections.</p>
11	March 16	<p><b>Transport and mobility</b></p> <p>Docherty, I. &amp; J. Shaw (2012) Transport in a sustainable urban future. In J. Flint, J. (Ed.). <i>The future of sustainable cities: Critical reflections</i>. Bristol: Policy.</p> <p>Manaugh, K., Badami, M., &amp; El-Geneidy, A. (2015). Integrating Social Equity into Urban Transportation Planning: A Review of Metropolitan Transportation Plans in North America. <i>Transport Policy</i>, 37, 167-176.</p> <p><u>Suggested</u></p> <p>Newman, P., Beatley, T., &amp; Boyer, H. (2009). <i>Resilient cities: Responding to peak oil and climate change</i>. Washington, DC: Island Press. Chapter 5. Hope for resilient cities: Transportation.</p>
12	March 23	<p><b>Case study: transport and mobility in Oshawa.</b></p> <p>Remote group work.</p>
13	March 30	<p><b>Course wrap-up</b></p> <p>Remote discussion on mobility and transportation in Oshawa and course wrap-up</p>

*Additional readings may be assigned or recommended during the course*

## 8. Assignments and grading

Assignment	Percentage of the final grade	Due
Critical comparative analysis	13	January 27, 2020 11:00AM
Assessment of Oshawa Strategic Planning	18	February 10, 2020 11:00AM
Case study report: food security	18	March 9, 2020 11:00AM
Case study report: transport and mobility	18	March 30, 2020 11:00 AM
Final reflection paper	23	April 10, 2020 11:59 PM
Participation	10	

### a. Critical comparative analysis of approaches to sustainability

You will write a two-to-three page comparative critical analysis of the different approaches to sustainability discussed in class. You will present a very brief synthesis of at least three of these approaches. Do these two approaches have anything in common? Is there anything that is central for one of them but does not seem to be relevant from the point of view of the other?

### b. Assessment of Oshawa Strategic Planning

You will write a three-to-four page report on Oshawa's strategic planning assessing the relevance of sustainability goals and the notions of sustainability underlying it.

You will explore the Strategic Planning for the City of Oshawa's site [<https://www.oshawa.ca/city-hall/strategic-planning.asp>] and one of the following plans of your choice [<https://www.oshawa.ca/city-hall/other-strategic-plans.asp>]:

- Diversity and Inclusion Downtown Oshawa Plan 20Twenty
- Economic Development
- Emergency Master Plan
- Parks, Recreation and Culture Strategy: Vision 2020.

### c. Case study reports

You will work in groups on analyzing and/or offering solutions to two key issues: 1) Food security and 2) Transport and mobility with a focus on Oshawa. You will read a series of documents in advance, do further research on the issue and work in class on the case. After the class the group will submit a two-to-three page report presenting the results of its work

#### **d. Final reflection paper**

You will write a six-to-eight page final reflection paper integrating the main themes of the class and your classroom experience and reflecting on how both have informed your thinking and practices.

#### **e. Class participation**

Participation in class is always crucial to learn and understand concepts and it is even more important in a course focused on applying theoretical concepts to real-life situations and solving problems. You are expected to attend classes regularly, complete the required readings before the class, and actively and respectfully engage in debates in class. The grade pertaining to participation will be based on your ability to answer questions and engage in discussions about the readings and on the quality of your contribution to the two case studies and the collaborative map. The expression of general ideas or opinions will not alone suffice for a satisfactory grade.

You will not get any points for participation if you miss more than three classes unless your absences are justified. There are no exceptions to this rule.

There are NO substitute assignments.

### **Grading**

Information on grading can be found at:

<http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Grading>

### **Late assignments**

For each day including weekends the assignment is late after the due date, 10% will be deducted from the assignment grade. I will not accept assignments after 7 days past the due date. I will not accept assignments after 7 days past the due date.

The only exception is for certified medical illness or another similarly compelling reason. You should contact me within 3 days of the missed deadline (see rules below). Time management problems are not an acceptable excuse.

### **Faculty rules on missed coursework**

If a student has missed coursework (e.g., quizzes, in-class exercises, assignments) that is less than 26% of the final grade due to physical or psychological illness, she



or he must submit a UOIT Medical Statement Form directly to the course instructor within 3 days of the missed due date. Note: The medical statement form must be signed by the treating physician or licensed practitioner within 24hrs of the missed date or deadline. If a student has missed coursework (e.g., quizzes, in-class exercises, assignments) that is less than 26% of the final grade due to exceptional circumstances, she or he must submit a UOIT Academic Consideration Form, along with supporting documentation, directly to the course instructor within 3 days of the missed due date. Course instructors will review the documentation and inform the student of the outcome of their request in writing via email or blackboard. All missed coursework worth less than 26% will be handled directly by the course instructor for consideration and resolution. It will be at the course instructor's discretion to determine how the missed work will be addressed and resolved (e.g., penalties, re-writes, make-ups, extension, alternate assignment, etc.).

If a student has missed coursework (e.g., quizzes, in-class exercises, assignments) that is equal to or higher than 26% of the final grade due to physical or psychological illness, she or he must submit a UOIT Medical Statement Form to the FSSH Academic Advising Office within 3 working days of the missed due date. Note: The medical statement form must be signed by the treating physician or licensed practitioner within 24hrs of the missed date or deadline. If a student has missed coursework (e.g., quizzes, in-class exercises, assignments) that is equal to or higher than 26% of the final grade due to exceptional circumstances, she or he must submit an Academic Consideration Form, along with supporting documentation, to the FSSH Academic Advising Office within 3 days of the missed due date. The Academic Advising Office will review the documentation and inform the student of the outcome of his or her request in writing via email. It will be at the course instructor's discretion to determine how the missed in-term exam will be addressed and resolved (e.g., make-ups). The most recent version of all forms can be found on MyCampus under the 'OT Documents' tab.

## **Religious Observance**

If a student is requesting consideration for a religious observance for missed coursework (e.g., quizzes, in-class exercises, assignments) that is less than 26% of the final grade, she or he must submit a UOIT Academic Consideration Form directly to the course instructor 7 working days prior to the due date. Course instructors will review the form and inform the student of the outcome of their request in writing via email or blackboard. All missed coursework worth less than 26% will be handled directly by the course instructor for consideration and resolution. It will be at the course instructor's discretion to determine how the missed work will be addressed and resolved.

If a student is requesting consideration for a religious observance for any in-term exam (irrespective of weight) or missed coursework (e.g., quizzes, in-class exercises, assignments) that is equal to or higher than 26% of the final grade, she or he must submit a UOIT Academic Consideration Form to the FSSH Academic Advising Office 15 working days prior to the exam date. The Academic Advising Office will review the form and inform the student of the outcome of his or her request in writing via email. It will be at the course instructor's discretion to determine how the missed in-term exam will be addressed and resolved (e.g., make-ups).

If a student is requesting consideration for a religious observance for a final exam, she or he must apply for a deferral using the Application for Deferred Final Examination and a UOIT Academic Consideration Form 15 working days prior to the first final examination date. The most recent version of all forms can be found on MyCampus under the 'OT Documents' tab.

## 9. Student Support

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact [studentlife@uoit.ca](mailto:studentlife@uoit.ca) for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

## 10. Sexual Violence Support and Education

Ontario Tech is committed to the prevention of sexual violence in all its forms. For any student who has experienced Sexual Violence, Ontario Tech can help. We will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.

If you think you have been subjected to or witnessed sexual violence reach out to a Support Worker, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolution options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email [studentlife@uoit.ca](mailto:studentlife@uoit.ca). Learn more about your options at: <https://studentlife.uoit.ca/sexualviolence/>

## 11. Students with Disabilities

Accommodating students with disabilities at Ontario Tech is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with me as soon as possible. **Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible.** Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

Students taking courses on **north Oshawa campus** can visit Student Accessibility Services in UL Building, Room 2 (located near the library). Students taking courses on the **downtown Oshawa campus** can visit Student Accessibility Services in the 61 Charles St. Building, 2<sup>nd</sup> Floor, Room DTA 225 in the Student Life Suite.

Disability-related and accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. Office

hours are 8:30am-4:30pm, Mon-Fri. For more information on services provided, you can visit the SAS website at

<https://studentlife.uoit.ca/services/accessibility/index.php>

Students may contact Student Accessibility Services by calling 905-721-3266, or email [studentaccessibility@uoit.ca](mailto:studentaccessibility@uoit.ca).

Students who require the use of the Test Centre to write tests, midterms, or quizzes MUST register online using the SAS test/exam sign-up module, found here <https://disabilityservices.uoit.ca/uoitclockwork/user/test/default.aspx>. Students must sign up for tests, midterms or quizzes AT LEAST seven (7) days before the date of the test.

Students must register for final exams by the registration deadline, which is typically two (2) weeks prior to the start of the final examination period. SAS will notify students of the registration deadline date.

## **12. Class rules and professional conduct**

### **Use of blackboard**

You will hand in a hard copy of your assignments at the beginning of the class and upload an electronic copy (Microsoft Word) to Blackboard. Blackboard will also be our main communication tool for course content and announcements.

### **E-mail**

Emails should be written in a professional manner, including salutation and grammar. Use your university email, refer to your question/problem in the subject line and sign your full name. Substantive course issues should be dealt with in class or during my office hours.

### **Office hours**

I strongly encourage you to drop by during my office hours to talk about the course, your expectations, your doubts and any other relevant issue. You can also request an appointment. Keep in mind that it is extremely unprofessional to miss an appointment with your instructor. You should contact me ASAP if you are unable to make it.

### **Class behavior**

You are expected to participate in class in a collegial and respectful manner. All of us will share our knowledge with the rest of the class and will learn from what other people have to say. We are dealing with controversial political and social issues about which we may have quite diverse positions and nobody should feel intimidated about intervening in our discussion.

### **Technology**

You will bring your laptop to the class and you will use it only for note taking and class activities for this course only. Your cell phone will be silent before entering the class and you will not text or check messages during class. I reserve the right to ask you to leave the class and consider you absent.

## Attendance

Attendance is mandatory and will be taken each and every class. Signing the attendance sheet is your responsibility. Unless your absences are justified, you will not get participation points if you miss more than three classes. You should contact me in advance or within three days of the missed class.

Late arrivals and early leavings do not only affect your own learning but are also disruptive for your classmates. Unless you have a compelling reason to arrive late or leave early, you will not be able to sign the attendance sheet if you arrive more than 10 minutes after the beginning of the class and I will consider you absent if you leave before the end of the class. Contact me if you have to come in late or leave early.

## 13. Academic Integrity

Students and faculty at Ontario Tech University share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by Ontario Tech University's regulations on Academic Conduct which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with these regulations on academic conduct does not constitute a defense against its application. This information can be found at [http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic\\_conduct](http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic_conduct)

Extra support services are available to all Ontario Tech University students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found at <https://studentlife.uoit.ca/services/academic-support/index.php>

## 14. Turnitin

Ontario Tech University and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. The instructor may require students to

submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to Ontario Tech University's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide with their assignment at the time of submission to the instructor a signed Turnitin.com Assignment Cover sheet:  
<https://shared.uoit.ca/shared/departement/academic-integrity/Forms/assignment-cover-sheet.pdf>

Students whose assignments are submitted to Turnitin.com agree to abide by all the relevant Turnitin.com terms and conditions which may be found on the Turnitin.com website  
[https://help.turnitin.com/Privacy\\_and\\_Security/Privacy\\_and\\_Security.htm#Privacy\\_Policy](https://help.turnitin.com/Privacy_and_Security/Privacy_and_Security.htm#Privacy_Policy) which is subject to change from time to time.

## **15. Freedom of Information and Protection of Privacy Act**

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Social Science and Humanities

As you may know, Ontario Tech University is governed by the *Freedom of Information and Protection of Privacy Act* ("FIPPA"). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that the University not disclose the personal information of its students without their consent.

FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner (student) ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Social Science and Humanities encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that Ontario Tech University will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact [accessandprivacy@uoit.ca](mailto:accessandprivacy@uoit.ca)

## **16. Student Course Feedback Surveys**

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech University's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News, and signage around the campus.

FACULTY OF SOCIAL SCIENCE AND HUMANITIES

POSC 3501: POVERTY AND PUBLIC POLICY Course outline for FALL 2020

**1. Course Details & Important Dates\***

Term	Course Type	Day	Time
F	lecture	Thursdays	2:10-3:30 EST

\*Synchronous live lecture every Thursday; Asynchronous content available to view on Canvas

Location	CRN #	Classes Start	Classes End	Final Exam Period
Online in Media Gallery	44531	September 10	December 3	December 9 - 20

\* For other important dates go to: <https://ontariotechu.ca/current-students/academics/important-dates-and-deadlines.php>

**Instructor Contact Information**

Instructor Name	Email
Dr. Shanti Fernando	<a href="mailto:Shanti.fernando@ontariotechu.ca">Shanti.fernando@ontariotechu.ca</a>

**Course Description**

This course is an introduction to Canadian anti-poverty policies and the way in which poverty has been defined by competing narratives. Some of the areas that are covered include: the purpose of the welfare state and income support policies, the feminization of poverty, First Nations/Indigenous poverty, food insecurity and anti-poverty activism. Poverty has many effects including detrimental effects on public health and social health and community development. It also has devastating effects on individuals and their present and future happiness, mental and physical health as well as their life opportunities. Poverty is not only a social issue but an economic issue and a public health issue.

**Learning Outcomes:** On the successful completion of the course, students will be able to:

1. Understand poverty has been defined by a number of narratives
2. Understand the place of food and income insecurity in poverty.
3. Understand that poverty has differential effects based upon demographics including age, gender, ethnic background or region.
4. Understand some of the connections between poverty and mental and physical health.

## 5. Course Design

Due to current health regulations there are no in person classes for this course.

This course is a lecture and discussion-based course. There will be one weekly 1.5 hour **synchronous** live lecture in Canvas Kaltura Virtual Classroom on **Thursday from 2:10-3:30** (You can access this through the **Media Gallery** tab. You will be clicking on “Join meeting”). There will also be other **asynchronous** lectures and course content that can be accessed through your Canvas page.

This class is designed to be both accessible in a student’s own time as well as having a component that is there for live discussion and connection with other students and the professor. I will be available after the lecture to answer questions and will also be reachable by email and you can request an online meeting.

Students are advised to utilize the flexibility built into the course and work within the outlined deadlines and parameters. If due to exceptional circumstances you are unable to complete your course work by the posted deadline contact me by email no later than **48 hours** from the deadline. However do not wait for a response to submit your work – do so **as soon as possible**.

If you are ill and already seeking medical attention you may submit medical documentation – however medical documentation is **not a requirement** at this time. In instances where extreme medical or personal circumstances require extended absence, or are impacting multiple courses please contact academic advising at [sshadvising@ontariotechu.ca](mailto:sshadvising@ontariotechu.ca) or SAS if applicable, for support related to missed work.

**This is a challenging time for all of us so it is IMPERATIVE that you contact me if you are experiencing any difficulties in the course. Please ask for help if you need it.**

## 6. Required Texts/Readings

There is no required text for this course.

Each week there are required readings that are listed below in the **Outline of Topics**. There will also be asynchronous lecture material, along with recommendations for readings, video and weblinks listed on your Canvas page under “**Learning Modules**” which are organized by weeks

Required Readings from the library are also found on **Leganto Course Readings** on your Canvas Page and organized by week.



# Outline of Topics in the Course:

**Additional Material will be posted on Canvas on a weekly Basis under “Course Modules” which are organized by week. You should read the required reading and look at asynchronous material before your Thursday class in order to get the most out of the discussion.**

## **Week One      September 10      Introduction to Course**

*I will be introducing students to the course and talking about the topics we will be discussing this semester. I will also explain the different course structure this semester because of our transition to online learning and will be answering questions. I will explain the assignments and the main things I want to emphasize in this course.*

Required Reading: Course Syllabus and Canvas Home Page

Recommended Viewing: Welcome to Class Module

Synchronous Live Lecture Thursday September 10<sup>th</sup> 2:10 -3:30

## **Week Two      September 14- 18      Defining Poverty**

Required Reading:

Alain Noel “How Do We Measure Poverty” in Policy Options

Nedra, Peter; Polgar, Jan Miller. (2020) Social Assistance in Ontario: What is the Problem Represented to Be? *Journal of Poverty*

Synchronous Live Lecture Thursday September 17<sup>th</sup>

## **Week Three      September 21-25      Effects of Poverty**

Required Reading:

\*Sensitive Content\* Pamela D. Palmateer. (2011) Stretched Beyond Human Limits: Death By Poverty in First Nations. *Canadian Review of Social Policy/Revue canadienne de politique sociale*, No. 65/66

Tracey Smith-Carrier and Andrea, Lawlor (2017) Realising our (neoliberal) potential? A critical discourse analysis of the Poverty Reduction Strategy in Ontario, Canada. *Critical Social Policy*. Vol. 37(1): 105–127

Synchronous Live Lecture Thursday September 24<sup>th</sup>

## **Week Four      September 28- October 2      Food Insecurity**

Required Reading:

McIntyre, L., Patterson, P. B., Anderson, L. C., & Mah, C. L. (2016). Household food insecurity in Canada: problem definition and potential solutions in the public policy domain. *Canadian Public Policy*, 42(1), 83-93.

Synchronous Live Lecture Thursday October 1st

**Week Five      October 5- 9                      Food Insecurity**

Required Reading:

Black, J.L., Seto, D. (2018) Examining Patterns of Food Bank Use Over Twenty-Five Years in Vancouver, Canada. *Voluntas*. <https://doi.org/10.1007/s11266-018-0039-2>

Marshman, J., & Scott, S. (2019). Gleaning in the 21st Century: Urban food recovery and community food security in Ontario, Canada. *Canadian Food Studies / La Revue Canadienne Des études Sur L'alimentation*, 6(1), 100-119. <https://doi.org/10.15353/cfs-rcea.v6i1.264>

Synchronous Live Lecture Thursday October 8<sup>th</sup>

<b>Week Six</b>	<b>October 12-16</b>
<b>Fall Reading Week</b>	<b>NO CLASSES</b>

**Week Seven      October 19-23      Racialized Poverty**

Required Reading:

Nelson, R. (2019). Beyond Dependency: Economic Development, Capacity Building, and Generational Sustainability for Indigenous People in Canada. *SAGE Open*, 9(3), <https://doi.org/10.1177/2158244019879137>

Mohy-Dean Tabbara (2020) Dismantling vicious cycle of poverty and systemic racism should guide criminal justice reform. [Policy Options](#)

Synchronous Live Lecture Thursday October 22<sup>nd</sup>

**Week Eight      October 26-30      Gender and Poverty**

Required Reading:

Smith-Carrier, Tracy. (2017) "Reproducing social conditions of poverty: A critical feminist analysis of social assistance participation in Ontario, Canada." *Journal of Women, Politics & Policy* 38.4: 498-521.

Synchronous Live Lecture Thursday October 29th

**Week Nine      November 2-6      Health/COVID-19 and Poverty**

Required Reading:

Carolyn Shimmin (2015) Five things to know about the relationship between poverty and health in Canada [Policy Options](#)

Elizabeth Mullholand (2020) A more direct route to financial help is vital during the pandemic [Policy Options](#)

Synchronous Live Lecture Thursday Nov 5

**Week Ten      November 9-13      Comparative Anti-Poverty Policy (Country)**

Required Reading:

Beland, D., Medrano, A., & Rocco, P. (2018). Federalism and the Politics of Bottom-Up Social Policy Diffusion in the United States, Mexico, and Canada. *Political Science Quarterly*, 133(3), 527-561.

Synchronous Live Lecture Thursday Nov 12

**Week Eleven      November 16-20      Comparative Anti-poverty Policy (City)**

Required Reading:

R. Mahon, L. Macdonald (2010). Anti-poverty politics in Toronto and Mexico City. *Geoforum* 41 209–217.

Synchronous Live Lecture Thursday Nov 19

**Week Twelve      November 23-27      Canadian Anti-Poverty Policy**

Required Reading:

Brown, E. M., & Tarasuk, V. (2019). Money speaks: Reductions in severe food insecurity follow the Canada Child Benefit. *Preventive Medicine*, 129, 105876.

Synchronous Live Lecture Thursday Nov 26

**Week Thirteen      November 30-Dec 4      Using Research to Inform Government Policy**

Required Reading:

Hodge, L., Mayan, M., Lo, S., Richter, S., & Drummond, J. (2020). The Internal-External Dynamic: Using Research to Inform Government Policy about Poverty in Canada. *Collaborations: A Journal of Community-Based Research and Practice*, 3(1).

Synchronous Live Lecture Thursday Dec 3

## Evaluation Method

	% of final mark	Due Date
Assignment #1: The Meaning of Poverty	10%	September 25
Journal Entries x 4:	4 X10 =40%	October 9 October 23 November 6 December 4
Assignment #2: The Meaning of Poverty	20%	November 27
Final Take Home Exam (uploaded Dec 9)	30%	December 16

## 9. Assignments and Tests

### Assignment #1: The Meaning of Poverty

**Due September 25**

This assignment asks students to reflect on what they believe the meaning of poverty is without the use of course materials. The assignment is to explain the ideas that you have had regarding poverty before starting this course and where those ideas have originated. Either from things that you have read or heard or it is optional to speak from personal experience. It is not necessary to reveal any personal information.

### Journal Entries x 4

**Due Oct 9; Oct 23; Nov 7 and Dec 5**

These assignments ask students to pick a required course reading and present an analysis of it including: how it adds to an understanding of poverty in Canada, your reaction and assessment of the article and how it might help inform anti-poverty policy.

### Writing Assignment #2: The Meaning of Poverty

**November 27**

This assignment asks you to again reflect on the meaning of poverty but this time to look at how others have defined it in the media. You will be asked to look at major

newspapers ( Toronto Star, Globe and Mail, New York Times etc) and see the way in which their articles have reported on poverty. Is this from an anti-poverty perspective? Do they uphold myths about poverty or do they attempt to bust myths? Is the reporting informative? You can get the latest issues of major newspapers directly through the library [https://guides.library.uoit.ca/sb.php?subject\\_id=10519](https://guides.library.uoit.ca/sb.php?subject_id=10519)

## **Final Take Home Exam      Given out December 9<sup>th</sup> and Due December 16<sup>th</sup> online**

Your final exam will be posted online on December 9<sup>th</sup> and will be due on December 16<sup>th</sup>. You will be asked to analyze several articles using the required or recommended articles and course content from the semester.

### **10. Technology Requirements**

To support online learning, the university recommends certain technology requirements for laptops, software and internet connectivity which are available at:

<https://itsc.ontariotechu.ca/remote-learning.php>.

Students experiencing technical difficulties such that they are unable to meet the technology requirements may contact the IT Service Help Desk at: [servicedesk@dc-uoit.ca](mailto:servicedesk@dc-uoit.ca).

Students experiencing financial difficulties such that they are unable to meet the technology requirements may contact Student Awards and Financial Aid Office at:

[connect@ontariotechu.ca](mailto:connect@ontariotechu.ca).

By remaining enrolled in this course, you acknowledge that you have read, understand and agree to observe the Recommended Technology Requirements for accessing university online learning resources, including those minimum requirements that are specific to your faculty and program.

### **11. Student Support**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact [studentlife@ontariotechu.ca](mailto:studentlife@ontariotechu.ca) for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

### **12. Sexual Violence Support and Education**

Ontario Tech is committed to the prevention of sexual violence in all its forms. For any student who has experienced Sexual Violence, Ontario Tech can help. We will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.

If you think you have been subjected to or witnessed sexual violence:

- Reach out to a Support Worker, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can

offer help and resolution options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email [studentlife@ontariotechu.ca](mailto:studentlife@ontariotechu.ca)

- Learn more about your options at:  
<https://studentlife.ontariotechu.ca/sexualviolence/>

### 13. Students with Disabilities

Accommodating students with disabilities at Ontario Tech is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with me as soon as possible. Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible. Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

**When on campus access is allowed**, students taking courses on north Oshawa campus can visit Student Accessibility Services in the Student Life Building, U5, East HUB (located in the Founders North parking lot). Students taking courses on the downtown Oshawa campus can visit Student Accessibility Services in the 61 Charles St. Building, 2nd Floor, Room DTA 225 in the Student Life Suite.

Disability-related and accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. Office hours are 8:30am-4:30pm, Monday to Friday, closed Wednesday's 8:30am – 10:00am. For more information on services provided, you can visit the SAS website at <https://studentlife.ontariotechu.ca/services/accessibility/index.php>. Students may contact Student Accessibility Services by calling 905-721-3266, or email [studentaccessibility@ontariotechu.ca](mailto:studentaccessibility@ontariotechu.ca).

**When on campus access is allowed**, students who require the use of the Test Centre to write tests, midterms, or quizzes MUST register online using the SAS test/exam sign-up module, found here

<https://disabilityservices.ontariotechu.ca/uoitclockwork/custom/misc/home.aspx>.

Students must sign up for tests, midterms, or quizzes AT LEAST seven (7) days before the date of the test.

Students must register for final exams by the registration deadline, which is typically two (2) weeks prior to the start of the final examination period. SAS will notify students of the registration deadline date.

### 14. Academic Integrity

Students and faculty at Ontario Tech University share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the

pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by Ontario Tech University's regulations on Academic Conduct which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with these regulations on academic conduct does not constitute a defense against its application. This information can be found at [http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic\\_conduct](http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic_conduct)

Extra support services are available to all Ontario Tech University students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found at <https://studentlife.ontariotechu.ca/services/academic-support/index.php>

## **15. Turnitin**

Ontario Tech University and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to Ontario Tech University's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide with their assignment at the time of submission to the instructor a signed Turnitin.com Assignment Cover sheet:

<https://shared.uoit.ca/shared/department/academic-integrity/Forms/assignment-cover-sheet.pdf>

## **16. Freedom of Expression**

Pursuant to Ontario Tech's Freedom of Expression Policy all students are encouraged to express ideas and perspectives freely and respectfully in university space and in the online university environment, subject to certain limitations. Students are reminded that the limits on Freedom of Expression include speech or behaviour that: is illegal or interferes with the university's legal obligations; defames an individual or group;

constitutes a threat, harassment or discrimination; is a breach of fiduciary, contractual, privacy or confidentiality obligations or commitments; and unduly disrupts and interferes with the functioning of the university. In the context of working online, different forms of communication are used. Where permitted, students using “chat” functions or other online forms of communication are encouraged to ensure that their communication complies with the Freedom of Expression Policy.

## **17. Freedom of Information and Protection of Privacy Act**

### Notice of Collection and Use of Personal Information

Throughout this course, personal information may be collected through the use of certain technologies under the authority of the University of Ontario Institute of Technology Act, SO 2002, c. 8, Sch. O. and will be collected, protected, used, disclosed and retained in compliance with Ontario’s Freedom of Information and Protection of Privacy Act R.S.O. 1990, c. F.31.

This course will use the following technologies that may collect, use, disclose and retain personal information (including images) for the purposes described below:

- Google Meet and G Suite on Canvas and Kaltura Virtual Classroom to facilitate remote instruction and interactive learning.
- Peer-shared applications, services or technologies that may be reviewed, assessed, or used as part of coursework.

For more information relating to these technologies, we encourage you to visit:

<https://tlc.ontariotechu.ca/learning-technology/index.php> Questions regarding personal information may be directed to: Ontario Tech University Access and Privacy Office, 2000 Simcoe Street North, Oshawa, ON L1G 0C5, email: [accessandprivacy@ontariotechu.ca](mailto:accessandprivacy@ontariotechu.ca). By remaining enrolled in this course, you acknowledge that you have read, understand, and agree to the terms and conditions under which the technology provider(s) may collect, use, disclose and retain your personal information. You agree to the university using the technologies and using your personal information for the purposes described in this course outline.

## **18. Student Course Feedback Surveys**

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech University’s programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Canvas, Weekly News, and signage around the campus.

## **University Response to COVID-19 :**



The government response to the COVID-19 pandemic is continually evolving. As new information becomes available from federal and provincial public health authorities, the Province of Ontario and the Regional Municipality of Durham, Ontario Tech University will remain nimble and prepared to respond to government orders, directives, guidelines and changes in legislation to ensure the health and safety of all members of its campus community. In accordance with public health recommendations, the university may need to adjust the delivery of course instruction and the availability and delivery mode of campus services and co-curricular opportunities. Ontario Tech University appreciates the understanding and flexibility of our students, faculty, and staff as we continue to navigate the pandemic and work together to demonstrate our strong commitment to academic, research and service excellence during these challenging and unprecedented times.

The Accessibility for Ontarians with Disabilities Act (AODA) standards have been considered in the development of this model course template and it adheres to the principles outlined in the University's Accessibility Policy.



Faculty of Social Science & Humanities  
 Winter term 2020

## POSC 3600U Politics of Education in Canada

(CLASS: Tuesday 14:00-17:00, DTB108)

INSTRUCTOR	CONTACT INFORMATION	OFFICE HOURS
Alyson E. King, Ph.D.	OFFICE: DTB 307 Blackboard email (or Alyson.King@uoit.ca) 721-8668 x 3421 (messages)	Mondays: 3-4 Tuesdays 12:30-1:30 Wednesdays 12-1 (or by appointment)

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## Course Description

This course is an introduction to education politics and policies in Canada. Formal education is one of the most expensive and contentious areas of social policy. Some of the areas that may be covered include: the development of public education, post-secondary education, educational accessibility, education and social mobility, education and the workforce, lifelong learning, private education and training, public understanding of education issues, and public support for educational policies. 3 cr, 1.5 lec, 1.5 online. Prerequisite: POSC 2000U

## Class Structure

This three-hour class combines lectures, videos, and in-class activities, along with individual and small group work. Students will be expected to be prepared to **actively discuss** readings.

## Feminist- and Social Justice-Informed Classroom Interactions

This is a feminist- and social justice-oriented classroom, where we aim to engage with each other in **respectful and thoughtful conversations** about the relationship between social relations and injustices and social differences/identities including sex, class, race, age, culture, disability, indigeneity, sexuality, and health. Because part of the course will be online discussions, a major assignment is keeping up with readings, participating in dialogue an informed way, and providing ethical feedback to other students. **You should come to class not only having done the assigned reading, but also having thought about it and having prepared some points/questions for discussion.** Your responses to other students should not be negative. As an **engaged learner**, your job is to enter into conversations about what was read/heard, and your responses to the ideas presented. You are asked to structure your responses along the following:

- Identifying the ideas that engage you
  - *As you read texts or listen to the lectures, presentations, and discussions, which ideas caught your attention or captured your imagination? Which ones stuck a chord for you?*
- Describing the intentions of the writers or speakers
  - *What values and principles regarding people, their health and well-being, and the world more generally do these ideas evoke? What do the ideas suggest to you about the writers' or speakers' purposes and commitments?*
- Situating your responses
  - *What is it about your own life experiences or interests that account for why these ideas caught your attention? Do you have a sense of which aspects of you own experiences resonated with these ideas?*
- Identifying gaps and spaces
  - *What are some gaps and spaces that you notice in each reading? What areas do you think need further exploration in this topic area? What remains confusing, unclear, or underdeveloped? What suggestions in the form of other authors and ideas can you offer to help the analysis along?*
- Recognising your movement
  - *How have you been moved on account of engaging with these ideas? Where have these ideas taken you? How have you shifted as a result of listening to and participating in the development of these ideas?*

(Response guidelines adapted from White, M. (2002). Outsider witness responses. In *Narrative therapy*. Toronto: Gail Appel Institute. Thanks to Professor Gillian Einstein for sharing.)

## Learning Outcomes

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

1. understand education policies and practices;
2. critically evaluate the effectiveness and appropriateness of education policies;
3. effectively communicate concepts related to education policies.

## Required Text

Required readings are on reserve or available online at the UOIT library or are posted in Blackboard. Additional materials, electronic resources and links will be posted on the course Blackboard site throughout the term.

OPTIONAL: Rizvi, Fazal and Bob Lingard. (2009). *Globalizing Education Policy*. New York: Routledge. ISBN 978-0-415-41627-6

Davies, Scott & Neil Guppy. (2010). *The Schooled Society: An Introduction to the Sociology of Education*, 2<sup>nd</sup> Edition. Toronto: Oxford University Press. ISBN 978-0-19-543174-2

## Course Requirements

1. **Participation & Professionalism (15%)**: regular attendance and active participation in class requires doing the readings prior to class and taking part in all in class activities.  
NOTE: Missing 4 or more classes will result in a zero for this component.
2. **Essay Proposal and Annotated Bibliography (10%)**: **DUE January 28, 9 am**. 250-350 words + min. 8 scholarly sources with 50 word annotations
3. **Primary Research paper** (Choose one option) **(25%)**: **DUE February 25, 9 am** 1,000 words
  - a. **Case Study ~ Policy Analysis paper OR**
  - b. **Oral history interview**
4. **Final research essay (30%)**: **DUE March 24, 9 am**. 2000-2500 words
5. **Take-Home Exam (20%)**: Distributed on March 31 in class; **DUE April 14, 9 am (online)**

## Requirements Details

1. **Participation & Professionalism (20%)**: regular attendance and active participation in class, in addition to any assigned online activities. NOTE: Missing 4 or more classes will result in a zero for this component.
2. **Major Assignment (65% in total)**: The major assignment consists of 4 components, all on a related topic. Choose a topic of interest to you that is related to an issue of education policy. It can be a historical or current topic, as long as you can find adequate research on it.

*Possible topics:*

- a. Compulsory attendance laws & policies
- b. Professionalization of teachers (changing requirements to become a teacher)
- c. Kindergarten/Early Childhood Education/primary school
- d. Secondary school curriculum
- e. Special education policies
- f. Post-secondary education policies (colleges or universities)
- g. Special programs such as Sexual Education, Anti-Bullying, Gay-Straight Alliances, etc.

*Components of major assignment:*

**Essay Proposal and Annotated Bibliography (10%)**: The proposal must be between 300 and 350 words outlining the policy you will be analysing and a general overview of your theoretical framework. The

annotated bibliography must include at least 8 scholarly sources. Each entry in the bibliography must follow APA format and include an annotation of 50 words indicating the source's relevance to your topic. To allow you to see the general format, **an example from another course is posted in Blackboard.**

**Primary Source Research paper** (Choose one option) **(25%): DUE February 25, 9 am** 1,000 words

- a) **Case Study ~ Policy Analysis paper:** You will write and hand-in a policy analysis 1,000 words in length. You will analyse a policy document related to your main topic. Think of this paper as a case study that will become a part of your larger essay. **OR**
- b) **Oral history interview:** You will conduct and audio record an interview with a family member about their experience in the education system. To do this effectively, you will need to prepare a list of questions for your interviewee, but you also need to ensure that your interviewee has time to elaborate on his or her experiences. In other words, create open-ended questions that encourage your interviewee to tell interesting stories about experiences, rather than just "facts".

**Final research essay (30%): DUE March 24, 9am** Your final essay will include your policy analysis/oral history data, but it will be rewritten and integrated with contextual research. Context includes things such as historical information, regional analysis, theoretical analysis, and the like. Your final essay will be between 2500 and 3000 words, will follow APA formatting (with correct grammar, spelling, etc.) and will use a minimum of 8 scholarly sources.

**6. Take-Home Exam (20%):** Distributed on March 31 in class; **DUE April 14, 9 am (online)**

## Using Your Laptop

The laptop should be brought to every class meeting, but is only to be used for note-taking, class-directed activities and completing assignments *for THIS COURSE ONLY*. Students using a laptop for anything other than this course during class time may be asked to leave class and this penalty counts as an absence.

## Email and Electronic Communication

Emails to the professor should be written in a professional manner, including salutation, proper use of English, punctuation, spelling, capitalization, etc. Emails without proper grammar or tone will not receive a response. Please see the Course Resources section in WebCT to review appropriate form for emails and discussions. Emails sent before 5 pm will usually be answered within 24 hours. Most emails will be answered within 48 hours. Remember that others in the class may have similar questions and they may also have the answer to your questions. Use the Class discussion forum on Blackboard to ask non-personal questions.

***Note: Emails sent to the Instructor after 5 pm regarding an assignment due the following day will not be answered. Please plan accordingly.***

## Disclaimer

This outline documents the instructor's intentions for this course. Over the period of the academic year it may become clear that some modifications may be necessary. Any modifications that may influence student success or the marking scheme will be made only after frank discussion with the students and the prior approval of the dean.

## Course Schedule

**Important university dates:** <https://ontariotechu.ca/current-students/academics/important-dates-and-deadlines.php>

### 1. Tuesday, January 7, 2020: Introduction: Education in Canada

READ: Syllabus

### 2. January 14: Thinking about Education Policy

**GUEST: Fiona Munroe**, Changes to the university library

**READ: (1) Massey, D. (2013).** Vocabularies of the economy. *Soundings: A journal of politics and culture* 54, 9-22. <https://www.muse.jhu.edu/article/522125>.

**(2) Weaver-Hightower, M. (2008).** An Ecology Metaphor for Educational Policy Analysis: A Call to Complexity. *Educational Researcher*, 37(3), 153-167. Retrieved from <http://www.jstor.org.proxy.library.dc-uoit.ca/stable/30137956>

OPTIONAL: Rizvi & Lingard, Ch. 1

**REFLECT:** Why is it important to think about education policy in both a national and international context?

### 3. January 21: From the Beginnings of Schooling to Globalization of Policies

**READ: (1) Murphy, Michael F. (1997).** Unmaking and Remaking the "One Best System": London, Ontario, 1852-1860, *History of Education Quarterly*, 37(3), pp. 291-310. Stable URL: <https://www.jstor-org.proxy.library.dc-uoit.ca/stable/369447> ;

**(2) Egerton Ryerson biography** (<http://library.ryerson.ca/asc/archives/ryerson-history/ryerson-bio/> ), ([http://library.ryerson.ca/asc/archives/ryerson-history/#more\\_about\\_egerton](http://library.ryerson.ca/asc/archives/ryerson-history/#more_about_egerton) ), (<http://www.biographi.ca/009004-119.01-e.php?Bioid=39939> ) and

**(3) Lingard, B. (2009).** Researching education policy in a globalized world: Theoretical and methodological considerations. *Yearbook of the National Society for the Study of Education*, 108(2), 226-246.

doi:10.1111/j.1744-7984.2009.01170.x <https://doi-org.proxy.library.dc-uoit.ca/10.1111/j.1744-7984.2009.01170.x>;

**OPTIONAL:** Rizvi & Lingard, Ch. 2 and 3; Robertson, S., & Dale, R. (2013). The social justice implications of privatisation in education governance frameworks: a relational account. *Oxford Review of Education*, 39(4), 426-445. <https://doi-org.proxy.library.dc-uoit.ca/10.1080/03054985.2013.820465>

**DOCUMENT:** An Act for the better establishment and maintenance of Common Schools in Upper Canada. Statutes of Province of Canada, 9 Victoria, Chapter XX (1846).

<http://www.archives.gov.on.ca/en/explore/online/education/common-school-act-01.aspx>

**VIEW in class:** Growing Up Canadian: School (47min), [https://www.nfb-ca.proxy.library.dc-uoit.ca/film/growing\\_up\\_canadian\\_school/](https://www.nfb-ca.proxy.library.dc-uoit.ca/film/growing_up_canadian_school/)

**REFLECT:** How much and/or little has schooling changed over the last 100-150 years?

**Essay Proposal and Annotated Bibliography (10%): DUE January 28, 9 am**, 300-350 words + min. 8 scholarly sources

#### 4. January 28: Structure and Stratification

**READ: (1)** Griffiths, M. (2012). Why joy in education is an issue for socially just policies. *Journal of Education Policy*, 27(5), 655-670. <https://doi-org.uproxy.library.dc-uoit.ca/10.1080/02680939.2012.710019> ;  
**(2)** Nandy, Lisa. (2012). What would a socially just education system look like? *Journal of Education Policy*, 27(5), 677-680, <https://doi-org.uproxy.library.dc-uoit.ca/10.1080/02680939.2012.710021> ; and,  
**(3)** Bruno-Jofré, Rosa and Hills, George (Skip). (2011), Changing Visions of Excellence in Ontario School Policy: The Cases of *Living and Learning* and *For The Love Of Learning*. *Educational Theory* Volume 61 Number 3, pp. 335-349. <http://uproxy.library.dc-uoit.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=62960832&site=ehost-live&scope=site>

**OPTIONAL:** Rizvi & Lingard, Ch. 4

**DOCUMENTS:** For the Love of Learning, Vol. II (Royal Commission on Learning, 1994).

**FURTHER INFORMATION:** Curtis, B., Livingstone, D. W., & Smaller, H. (1992). *Stacking the Deck: The Streaming of Working-Class Kids in Ontario Schools*. Toronto: Our Schools/Our Selves Education Foundation. <http://books.google.ca/books?id=snFDhbFy43sC&pg=PP1&pg=PP4#v=onepage&q&f=false>

**VIEW in class?:** Dare to Care (29min), [https://www.nfb.ca.uproxy.library.dc-uoit.ca/film/dare\\_to\\_care/](https://www.nfb.ca.uproxy.library.dc-uoit.ca/film/dare_to_care/)

**REFLECT:** Is (are) Ontario's (or Canada's) education system(s) socially just? What are the pros and cons of the current method(s) of streaming? Would an older method (or a method from another country) work better? Now that you are finished high school, do you have any thoughts on the concept of streaming?

#### 5. February 4: Knowledge & Curriculum

**READ: (1)** Westbury, I., Aspfors, J., Fries, A., Hansén, S., Ohlhaber, F., Rosenmund, M., & Sivesind, K. (2016). Organizing curriculum change: an introduction. *Journal of Curriculum Studies*, 48:6, 729-743, <https://doi-org.uproxy.library.dc-uoit.ca/10.1080/00220272.2016.1186736> ;

**(2)** Rezai-Rashti, G., Segeren, A., & Martino, W. (2017). The new articulation of equity education in neoliberal times: the changing conception of social justice in Ontario. *Globalisation, Societies and Education*, 15:2, 160-174, <https://doi-org.uproxy.library.dc-uoit.ca/10.1080/14767724.2016.1169514> ; and,

**(3)** Ben Levin, Avis Glaze, and Michael Fullan. (2008). Results Without Rancor or Ranking Ontario's Success Story. *Phi Delta Kappan*. <http://uproxy.library.dc-uoit.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=fth&AN=35555831&site=ehost-live&scope=site>

**OPTIONAL:** Rizvi & Lingard, Ch.5

**DOCUMENT:** OSS Policy 1999; and, OS Policy 2011

**VIEW in class?:** Through These Eyes (55min), [https://www.nfb.ca/film/through\\_these\\_eyes/](https://www.nfb.ca/film/through_these_eyes/)

**REFLECT:** Thinking back on your schooling, can you think of examples of the 'hidden' curriculum? And/or, Compare the curriculum you followed in school with that of the curriculum of 50 or more years ago. Look at old textbooks to see what was taught to previous generations.

#### 6. February 11: Organization: Bureaucracy & Authority

**READ: (1)** Sellar, S. & Lingard, Bob. (2013). The OECD and global governance in education. *Journal of Education Policy*, 28:5, 710-725, <https://doi-org.uproxy.library.dc-uoit.ca/10.1080/02680939.2013.779791> ; and, **(2)** Lessard, Claude & André Brassard. Education Governance in Canada: Trends and Significance. Le Centre de recherche interuniversitaire sur la formation et la profession enseignante (CRIFPE). Accessed 11 Dec 2012. <http://www2.crifpe.ca/html/chaieres/lessard/pdf/AERAgouvernanceang3.pdf>

**OPTIONAL:** Rizvi & Lingard, Ch. 6

**DOCUMENT:** R.R.O. 1990, Regulation 298 Operation of Schools — General; and, Education Quality and Accountability Office Act, 1996.

**REFLECT:** Has the introduction of the EQAO Act improved education in Ontario? Why or why not?

**Primary Source (Case Study/Interview) paper (25%) DUE February 25, 9 am:** 1,000 words

**READING WEEK: FEBRUARY 18-21 (NO CLASSES)**

**7. February 25: Issues of Equity**

**READ:** (1) Ghosh, Ratna. (2004). Public Education and Multicultural Policy in Canada: The Special Case of Quebec. *International Review of Education* Vol. 50, no. 5–6, pp. 543–566. <https://rdu.be/bXje4>

**OPTIONAL:** Rizvi & Lingard, Ch. 7

**DOCUMENTS:** Ontario Regulation 374/10 Supervised Alternative Learning; and, Access, Persistence, and Barriers in Postsecondary Education; and, Ontario Ministry of Education (2009) Ontario’s Equity and Inclusive Education Strategy, Online: <http://www.edu.gov.on.ca/eng/policyfunding/equity.pdf>

**REFLECT:** Are the policies that are in place adequate for ensuring equality of access? What else should be done? How should access to university be determined? Is the process currently in place adequate?

**8. March 3: Post-secondary education, part 1: What and Why?**

**GUEST:** Brad MacIsaac, Assistant Vice President, Planning and Analysis

**READ:** King, A. (2004). The Glendon College Experiment. In *Escott Reid: Diplomat and Scholar*, Greg Donaghy and Stéphane Roussel, eds. Montreal & Kingston: McGill-Queen’s University Press.

**VIEW at home:** The Scholar in Society: Northrop Frye in Conversation (1984, 29min), [https://www-nfb-ca.uproxy.library.dc-uoit.ca/film/scholar\\_in\\_society/](https://www-nfb-ca.uproxy.library.dc-uoit.ca/film/scholar_in_society/)

**REFLECT:** What role should universities play in society? Do you agree or disagree with Northrop Frye about the role universities can (or should) play? What structure should universities have?

**9. March 10: Post-secondary education, part 2: Vision for the future?**

**READ:** (1) McKenzie, Sierra and Alyson E. King. (2016). “A Community College with Ivory Tower Pretensions”: Creating a University Identity. *Canadian Journal of Higher Education*, 46(1), 156-175.

**VIEW:** Whose University is it? (2003, 47min), <https://vimeo.com/65192208>; Changing the Course of Universities (2019, Paikin interview with Paul Gooch, 21 min), <https://www.tvu.org/video/changing-the-course-of-universities>

**REFLECT:** Looking to the future, what role and structure should universities have? What should the priority(ies) be? How should universities be financed?

**10. March 17: Socialization Role of Schools: The case of schools for Indigenous children**

**READ: (1)** Mosby, Ian. (2013). Administering Colonial Science: Nutrition Research and Human Biomedical Experimentation in Aboriginal Communities and Residential Schools, 1942–1952. *Histoire sociale/Social history* 46(1):145-172. <https://muse-jhu-edu.uproxy.library.dc-uoit.ca/article/512043>; and,

**(2)** Carr-Stewart, Sheila and Larry Steeves. (2009). First Nations Educational Governance: A Fractured Mirror. *Canadian Journal of Educational Administration and Policy*, Issue no. 97. <https://journalhosting.ucalgary.ca/index.php/cjeap/article/view/42778>

**OPTIONAL:** Rizvi & Lingard, Ch. 8 and 9.



**DOCUMENTS:** Davin Report, 1879; Policy/Program Memorandum No. 119 (Developing and implementing equity and inclusive education policies in Ontario schools)

**VIEW in class?:** We were children (1:23), [https://www-nfb-ca.uproxy.library.uct.ac.uk/film/we\\_were\\_children/](https://www-nfb-ca.uproxy.library.uct.ac.uk/film/we_were_children/)

**REFLECT:** How has the socialization role of schools changed (or not changed) over the last 150 years or so?

### 11. March 24: Teachers & Teaching

**READ: (1)** Davies & Guppy, Chapter 9 [on reserve]; and **(2)** Marianne A. Larsen. (2009). Stressful, Hectic, Daunting: A Critical Policy Study of the Ontario Teacher Performance Appraisal System. *Canadian Journal of Educational Administration and Policy* Issue no. 95, pp. 1-44.

<https://journalhosting.ucalgary.ca/index.php/cjeap/article/view/42776>

**OPTIONAL:** Larsen, M.A. (2010) Troubling the discourse of teacher centrality: a comparative perspective, *Journal of Education Policy*, 25(2), 207-231, <https://doi.org/10.1080/02680930903428622>

**DOCUMENT:** Ontario College of Teachers Act, 1996 (2 documents)

**REFLECT:** What effect has the OCT Act had on teachers? Has it improved teachers' lives? What other effects has it had? Who is in the best position to evaluate teachers – students, parents, other teachers, principals, or an external body?

**Final Research Essay (25%) Due: March 24, 9 am**

### 12. March 31: Wrapping up & Looking to the Future

**READ: (1)** Davies & Guppy, Chapter 12 [on reserve]; and, **(2)** Hess, Frederick M. (2008). When Education Research Matters. *Society* 45:534–539. DOI 10.1007/s12115-008-9142-0 .

<http://search.proquest.com.uproxy.library.uct.ac.uk/docview/206720805/fulltextPDF/13AFA9C69F24DDB1DB7/1?accountid=14694>

**REFLECT:** What do you think is important for the future of education in Canada/Ontario? If you were the Minister of Education, what would you prioritize?

**IN CLASS:** Final take-home exam distributed

**Final Take-home Exam (15%):** Distributed on March 31 in class; **DUE April 14, 9 am (online)**

## Other important information

### Technology

Throughout this course, we will be relying heavily on Blackboard as a central location for communicating ideas, resources, readings, and announcements, as well as for facilitating class discussions. You will also be using electronic journals regularly for your readings and links to supplementary readings available online that will be discussed in class. Blackboard will also help create community within our class. This is where we will be making announcements, posting grades, and so on. You are also encouraged to use this space to communicate, ideas, questions and concerns to your colleagues, as well as to myself and the other instructors. To ensure that you have access to the same information as your colleagues, please bring your laptop to every class and check the Blackboard site regularly.

## Individual Needs and Diversity

If you have any concerns about the course as a result of any special needs, please talk to an instructor as soon as possible. We have designed this course in an effort to meet the various ways that individuals learn. We will be using a lecture/workshop format with large and small group discussions. Lecture outlines will be posted prior to each lecture to aid in your note-taking. Because this is a university-level course, you are required to do a substantial amount of reading each week and complete several assignments. **Plan your time accordingly.** Make-up tests or assignments will only be given to those with medical notes (or other similar documentation).

## Important Matters Regarding Assignments

1. Essays and assignments must be double-spaced and typed. Please use 12 pt font (Times New Roman is preferred). Pages must be numbered. Proper scholarly form must be used. Please use APA style.
2. **PLAGIARISM** is an extremely serious academic offence and carries penalties varying from failure in an assignment to suspension from the University. Definitions, penalties and procedures for dealing with plagiarism are set out in the UOIT's "Academic Conduct Policy" which is printed in section 5.15 of the UOIT Calendar. It outlines what Academic Misconduct and Professional Unsuitability means and the penalties for violating this policy. Please also see the Academic Integrity website: <http://uoit.ca/main/current-students/academics-and-programs/programs-and-resources/academic-integrity/index.php>.
3. For your protection: because assignments sometimes get lost, and because questions of authorship sometimes arise, it is essential that you be able to document your creative process in producing assignments. You **must keep your research notes and rough drafts** for essays and assignments, even after the finished work has been graded and returned. When composing on a computer, preserve copies of work in progress at regular intervals so that you have a track record of how the assignment evolved. Print hard copies of the work at different stages, or use the 'save as' function on the computer to record successive drafts. The sequence of drafts should be carefully noted. An inability to provide these materials, if requested, will constitute grounds for failure on the assignment and will result in a report kept on file in the Faculty of Social Science & Humanities.
4. All assignments must be original, produced by you, and prepared for this course alone. An essay prepared for or used in another course will be failed automatically. If you are drawing from assignments done for previous or current courses, you must notify me beforehand.

Late assignments will be accepted for a reasonable period of time after the deadline, but are subject to a late penalty. Assignments are to be submitted electronically. If you submit an assignment in any other way, you assume all risk that it does not go astray.

## Policy for Late Assignments

### Non-negotiated Late Assignment

An assignment that has been handed in late without prior agreement between the student and the professor to extend the time for the assignment to be handed in will be considered a **non-negotiated late assignment** and will receive a grade deduction of **5% per day** (including weekends). Such late assignments will only be accepted for a reasonable period of time after the deadline.

### Negotiated Late Assignment

An assignment that has been handed in late in accordance with a mutually agreed deadline and penalty (if applicable) will be considered a **negotiated late assignment** and will be marked in accordance with the mutually agreed terms.

***Extenuating Circumstances***

The professor will consider individually, rare extenuating circumstances, which may cause an assignment to be late. Examples of extenuating circumstances include hospitalization, death of a loved one, traffic accidents, etc. The student must provide documentation to validate the extenuating circumstance. It will be at the professor's discretion to work out the extension in this situation.

## TURNITIN.COM

UOIT is committed to the fundamental values of preserving academic integrity as defined in UOIT policies and contained in the UOIT Calendar. UOIT and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review to Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The faculty member may require students to submit their assignments electronically to Turnitin.com or the faculty member may submit questionable text on behalf of a student. The terms that apply to UOIT's use of the Turnitin.com service are described on the Turnitin.com website. **If a student does object to the use of Turnitin.com, that student must sign and submit the Assignment Cover Sheet attached to this policy as Appendix A with each assignment submitted for assessment.** You must inform me and submit this form ONE (1) week before the due date and submit all notes and rough drafts with your final assignment.

### ASSIGNMENT COVER SHEET

I declare that this assignment is original and has not been submitted for assessment elsewhere.

**I DO NOT agree that the assessor(s) of the assignments may, for the purpose of assessing the assignments: communicate a copy of the assignments to the electronic plagiarism detection service known as Turnitin.com.**

I accept the option of using an alternate method acceptable to UOIT for verifying the originality and integrity of the assignments (e.g., the submission of all rough work, electronic files and an annotated bibliography of all sources consulted).

\_\_\_\_\_

Date

\_\_\_\_\_

Name of Student (Please print)

\_\_\_\_\_

Student ID Number

\_\_\_\_\_

Signature of Student



Faculty of Social Science & Humanities

**POSC3601U: The Politics of Health  
Course Outline for Fall 2019**

**1. Course Details & Important Dates\***

Term	Section	Course Type	Day	Time
F	001	In Class Lecture	Wednesday	11:10am-2:00pm

Location	CRN #	Classes Start	Classes End	Final Exam Period
DTB210	44869	September 5, 2019	December 4, 2019	December 6-15, 2019

\* for other important dates go to: [www.uoit.ca](http://www.uoit.ca) >Current Students >Important Dates

**September 18, 2019** - Last day to add or drop courses

**2. Instructor Contact Information**

Instructor Name	Office	Phone	Email
Dr. T. Bryant	DTB 311		Blackboard

Office Hours: By appointment only. Please email Prof. Bryant on Blackboard to arrange a meeting.

**3. Course Description**

This course is an introduction to health-related policies in the private and public sectors. Some of the areas that may be covered include: workplace health and safety, public health agencies, public and private health care, alternative medicines, public understanding of health issues, and public support for different approaches to health care.

**PREREQUISITE:** POSC2200U Fundamentals of Policy Theory

**Credit restriction(s):** CDPS 3601U, PUBP 3601U

**4. Learning Outcomes**

Following completion of this course, students should be able to:

- Describe the foundations of the Canadian healthcare system, its key components, and how it compares to selected other systems;
- Understand and critically analyse health policies;
- Understand the social determinants of health.

## 5. Course Design

The course consists of 10 critical comments on assigned readings, one short assignment (4 pages maximum), group presentation, and a final exam on the material covered during the term. Instruction will consist of weekly lectures, class discussion, small group work, and films.

Learning is a shared responsibility for everyone involved in the course: students and instructor. To ensure a culture of learning, it is expected and essential that students complete weekly readings and assignments in order to do well in the course. It also the responsibility of students to ask questions when they do not understand a concept or other course material. This will enhance your learning. Please email Prof. Bryant on Blackboard when you have questions or concerns.

## 6. Outline of Topics in the Course

Date	Topic	Assigned Readings	On-line Activity
1. Sept. 11, 2019	Introduction to course, evaluation methods, and expectations. Lecture 1: Introduction to Health Policy	<i>Introduction to Health Policy (IHP):</i> Ch.1	Post critical comment #1 on Chap. 1 on Blackboard by Friday, September 13, 5pm. Upload Political Compass Certificate in the Dropbox on course website by Sept. 12, 3pm.
2. Sept. 18, 2019	Lecture 2: Ways of Knowing and Health Policy	IHP: Chap. 2.	Post Critical Comment #2 on Chap. 2 by Sept. 18, 9am.
3. Sept. 25, 2019	Lecture 3: Theories of Public Policy & Policy Change	IHP: Chap. 3	Post a critical comment on Chap. 3 by Sept. 25, 9am.
4. October 2, 2019	Lecture 4: Policy Change	IHP: Chap. 4	Post a critical comment on Chap. 4 by Oct. 2, 9am.
5. October 9, 2019	Lecture 5: Influences on Public Policy	IHP: Chap. 5	Post a critical comment on Chap. 5 by Oct. 9, 9am. <b>Assignment 1 due in class.</b>
<b>October 14-18, 2019</b>	<b>FALL READING WEEK</b>	<b>NO CLASS</b>	
6. October 23, 2019	Lecture 6: Canadian Health Care System	IHP: Chap. 6	Post a critical comment on Chap. 6 by Oct. 23, 9am.
7. October 30, 2019	Lecture 7: Health Care Reform	IHP: Chap. 7	Post a critical comment on Chap. 7 by Oct. 30, 9am.
8. November 6, 2019	Lecture 8: Markets and Health Policy	IHP: Chap. 8	Post a critical comment on Chap. 8 by Nov. 6, 9am.
9. November 13, 2019	Lecture 9: Welfare State	IHP: Chap. 9	Post a critical comment on Chap. 9 by Nov. 13, 9am.
10. November 20, 2019	Lecture 10: Canadian Federalism	IHP: Chap. 10	Post a critical comment on Chap. 10 by Nov. 20, 9am.
11. November 27, 2019	Lecture 11: Economic Globalization	IHP: Chap. 11	
12. December 4, 2019	Lecture 12: Future of Health Policy	IHP: Chap. 12	Bonus Comment: Identify a health issue that you think future health policy should address and explain why.

## 7. Required Texts/Readings

Bryant, T. (2016). *Health Policy in Canada*. Second edition. Toronto: Canadian Scholars' Press, Inc.  
*Additional readings may be assigned or recommended during the course.*

American Psychological Association (2012). *Publication Manual of the American Psychological Association*. 6<sup>th</sup> Ed. Washington, DC: American Psychological Association. To be referred herein as APA.

## 8. Evaluation Method

<b>Evaluation Component</b>	<b>Due Date</b>	<b>Value</b>
10 weekly critical comments on assigned readings	Due each Wednesday by 9am	10%
Political Compass Quiz	Certificate due Sept. 12, 2019, 3pm	5%
Assignment 1 (4 pages maximum)	Wednesday, October 9, 2019	20%
Assignment 2 – Group Presentation	November 6-27, 2019	30%
Final Exam on material covered during term	To be held during regular fall exam period.	35%
<b>TOTAL</b>		<b>100%</b>

*Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found in Section 5 of the UOIT Academic Calendar.*

## 9. Assignments and Tests

**Critical Comments (10%):** Each week you will prepare a brief reflection on an assigned reading. Discuss one idea presented in the assigned chapter in about 100 words or 6 to 7 sentences explaining why it is interesting or important. **Do not summarize the reading.** Each comment is worth 1 point for a total of 10% of your final course mark. Preparing weekly reflections will strengthen your writing and critical analytic skills. Critical comments must be submitted each Wednesday by 9am to earn the point. **Do not upload a Word document. Please type your comment directly into the box that appears on your screen on the course website. If you upload a Word document or post after 9am, you will receive 0. The first comment is due Friday, September 13, 5pm. Plan to read assigned chapters early in the week and post early to avoid difficulties posting your comment on Blackboard.** The critical comments are a participation mark. Refer to the schedule for weekly assigned readings and your responsibilities each week. Watch 'Orientation to the course website' to see how to post the weekly journals.

**Political Compass 2018 Quiz (5%):** This quiz asks questions about your opinions on issues that were addressed – or not – during the recent federal election campaign. The link to this quiz -- <https://www.politicalcompass.org/test/> -- is posted for you on Blackboard. Please complete this quiz and save the certificate you receive. **Upload the certificate in the Political Compass dropbox in Content on the course website by Wednesday, September 12, 2019, 3pm to receive 5%.**

**Assignment 1 (20%) Four pages maximum, excluding title page and bibliography – Due Wednesday, October 9, 2019 in class:** Read: "Study shows how national pharmacare plan could work." Identify and discuss his main argument in a formal analytic essay. What are some of the specific claims Walkom presents? How do these compare with material presented in the course text? Discuss the implications for the federal and provincial governments if Pharmacare were implemented. A minimum 75% of your paper must draw on the course text and lecture material. You may use other material in addition to the course text and lecture material. This does not guarantee a higher mark. Follow the formatting instructions on Pages 12-13 of this course outline. Upload your assignment on [www.turnitin.com](http://www.turnitin.com) and submit a paper copy in class.

**Group Presentations (35%): Please choose one of the following topics:** Students will work in groups of five. They must sign up on a schedule (November 6, 13, 20, 27) to investigate and present on one of the following topics:

- Impact of privatization of health services
- Growth of precarious work and implication for health
- Impact of Increasing food Insecurity on health and social well-being
- Impact of housing affordability crisis on health
- Poverty among immigrants of colour
- Affordability of prescription medications
- Implications of national childcare program on child development
- Social exclusion and health
- Job security/insecurity and health
- Income as a social determinant of health

Your 15 min. presentation must discuss the health policy implications. Discuss the issue and what government (federal, provincial, municipal) should do. **In addition, Each group must prepare and submit the following items one week prior to their scheduled presentation:**

- Speaking notes with references in correct APA citation format that the presenters will use. **Only one or two students should be designated to present to the class.** Upload speaking notes on [www.turnitin.com](http://www.turnitin.com).
- Powerpoint slides to be used in the presentation.
- A log by chronological dates of group meetings specifying what was discussed at each meeting and responsibilities of each member. This may be typed in point form. No handwritten work.

**Final Exam (30%):** 75-100 multiple choice questions on the term's work will be held during the final exam period.



### **Missed Course Work**

If a student has missed coursework (e.g., quizzes, in-class exercises, assignments) that is less than 26% of the final grade due to physical or psychological illness, she or he must submit a UOIT Medical Statement Form directly to the course instructor within 3 days of the missed due date. Note: The medical statement form must be signed by the treating physician or licensed practitioner within 24hrs of the missed date or deadline. If a student has missed coursework (e.g., quizzes, in-class exercises, assignments) that is less than 26% of the final grade due to exceptional circumstances, she or he must submit a UOIT Academic Consideration Form, along with supporting documentation, directly to the course instructor within 3 days of the missed due date. Course instructors will review the documentation and inform the student of the outcome of their request in writing via email or blackboard. All missed coursework worth less than 26% will be handled directly by the course instructor for consideration and resolution. It will be at the course instructor's discretion to determine how the missed work will be addressed and resolved (e.g., penalties, re-writes, make-ups, extension, alternate assignment, etc.).

If a student has missed coursework (e.g., quizzes, in-class exercises, assignments) that is equal to or higher than 26% of the final grade due to physical or psychological illness, she or he must submit a UOIT Medical Statement Form to the FSSH Academic Advising Office within 3 working days of the missed due date. Note: The medical statement form must be signed by the treating physician or licensed practitioner within 24hrs of the missed date or deadline. If a student has missed coursework (e.g., quizzes, in-class exercises, assignments) that is equal to or higher than 26% of the final grade due to exceptional circumstances, she or he must submit an Academic Consideration Form, along with supporting documentation, to the FSSH Academic Advising Office within 3 days of the missed due date. The Academic Advising Office will review the documentation and inform the student of the outcome of his or her request in writing via email. It will be at the course instructor's discretion to determine how the missed in-term exam will be addressed and resolved (e.g., make-ups). The most recent version of all forms can be found on MyCampus under the 'UOIT Documents' tab or on the website at [www.uoit.ca/studentforms](http://www.uoit.ca/studentforms). The UOIT grading policy can be found at the following: <https://usgc.uoit.ca/policy/policy-library/policies/academic/examination-and-grading-policy.php>

Note to instructor: The course syllabus must include how missed coursework will be addressed.

### **Missed In-Term Exams and Tests**

If a student has missed a scheduled in-term exam (irrespective of weight) due to physical or psychological illness, she or he must submit a UOIT Medical Statement, along with supporting documentation, to the FSSH Academic Advising Office within 3 days of the missed exam date. Note: The medical statement form must be signed by the treating physician or licensed practitioner within 24hrs of the missed date or deadline. If a student has missed a scheduled in-term exam (irrespective of weight) due to exceptional circumstances, she or he must submit an Academic Consideration Form, along with supporting documentation, to the FSSH Academic Advising Office within 3 days of the missed exam date. The Academic Advising Office will review the documentation and inform the student of the outcome of his or her request in writing via email. It will be at the course instructor's discretion to determine how the missed in-term exam will be addressed and resolved (e.g., make-ups).

Note to instructor: If a student has missed an in-term exam, the deferral to the final exam should be no more than 25%. If there is a need for a higher percentage to be reweighted to the final examination, the course instructor must obtain approval from the Associate Dean of the FSSH.

**Missed Final Exam**

If a student has missed a scheduled final examination due to physical or psychological illness, she or he must apply for a deferral using the Application for Deferred Final Examination within 3 working days of the missed exam date. A UOIT Medical Statement, along with supporting documentation and a \$45 examination fee (per exam), must be submitted to the Registrar's Office. If a student has missed a scheduled final examination due to exceptional circumstances, she or he must apply for a deferral using the Application for Deferred Final Examination within 3 working days of the missed exam date. An Academic Consideration Form, along with supporting documentation, must be submitted to the Registrar's Office. The most recent version of all forms can be found on MyCampus under the 'UOIT Documents' tab or on the website at [www.uoit.ca/studentforms](http://www.uoit.ca/studentforms).

**Religious Observance**

If a student is requesting consideration for a religious observance for missed coursework (e.g., quizzes, in-class exercises, assignments) that is less than 26% of the final grade, she or he must submit a UOIT Academic Consideration Form directly to the course instructor 7 working days prior to the due date. Course instructors will review the form and inform the student of the outcome of their request in writing via email or blackboard. All missed coursework worth less than 26% will be handled directly by the course instructor for consideration and resolution. It will be at the course instructor's discretion to determine how the missed work will be addressed and resolved.

If a student is requesting consideration for a religious observance for any in-term exam (irrespective of weight) or missed coursework (e.g., quizzes, in-class exercises, assignments) that is equal to or higher than 26% of the final grade, she or he must submit a UOIT Academic Consideration Form to the FSSH Academic Advising Office 15 working days prior to the exam date. The Academic Advising Office will review the form and inform the student of the outcome of his or her request in writing via email. It will be at the course instructor's discretion to determine how the missed in-term exam will be addressed and resolved (e.g., make-ups).

If a student is requesting consideration for a religious observance for a final exam, she or he must apply for a deferral using the Application for Deferred Final Examination and a UOIT Academic Consideration Form 15 working days prior to the first final examination date. The most recent version of all forms can be found on MyCampus under the 'UOIT Documents' tab or on the website at [www.uoit.ca/studentforms](http://www.uoit.ca/studentforms).

Note to instructor: Students are not required to submit supporting documentation for religious observance and are not required to indicate what the religious observance or religion is.

## 10. Accessibility

Students with disabilities may request to be considered for formal academic accommodation in accordance with the Ontario Human Rights Code. Students seeking accommodation must make their requests through [Student Accessibility Services](#) in a timely manner, and provide relevant and recent documentation to verify the effect of their disability and to allow the University to determine appropriate accommodations.

Accommodation decisions will be made in accordance with the Ontario Human Rights Code. Accommodations will be consistent with and supportive of the essential requirements of courses and programs, and provided in a way that respects the dignity of students with disabilities and encourages integration and equality of opportunity.

## 11. Professional Conduct (if applicable)

Students have a responsibility to familiarize themselves with the university regulations and the conduct that is expected of them while studying at Ontario Tech University. Students are expected to respect the rights of other members of the university community who study, work and live within it and refraining from conduct that endangers the physical and mental well-being, health, safety, civil or human rights and property of self and/or others within the university community or visitors to the university. In general, the university believes that the creators of intellectual property should retain rights in it in cases where the creators are academic personnel. Therefore, students should not share or upload course material that course instructors have created for academic use onto third-party websites or others without their written permission.

## 12. Academic Integrity

Students and faculty at Ontario Tech University (OTU) share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aims and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with OTU's regulations on Academic Conduct (see Academic Calendar) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, and other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a written reprimand to permanent expulsion from the university. A lack of familiarity with OTU's regulations on academic conduct does not constitute a defense against its application.

Further information about academic misconduct can be found in the Academic Calendar. Extra support services are available to all OTU students in academic development, study skills, counseling, and peer mentorship. More information on academic integrity can be found at the following address: <http://academicintegrity.uoit.ca/students/learning-modules.php>

### 13. Turnitin

Ontario Tech University and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to Ontario Tech University's use of the Turnitin.com service are described on the Turnitin.com website.

**Class ID: 21853511**  
**Enrolment Key: Politics**

Students who do not wish to have their work submitted to Turnitin.com must inform their instructor at the time the work is assigned and provide their assignment and signed Turnitin.com [Assignment Cover sheet](#). Students must also provide in writing how each source used and cited contributed to their assignment.

Further information about Turnitin can be found at the following:

<http://academicintegrity.uoit.ca/policies-and-forms/course-outline-template.php>

### 14. Final Examinations

The Office of the Registrar has authority for the scheduling of Final Examinations. Final Examinations will only be scheduled during the Final Examination Period and will be scheduled in accordance with the Procedures for Final Examination Administration. Warning about other commitments: Final Examinations may be scheduled at any time during the Final Examination Period. Students are expected to avoid making travel or other professional or personal commitments during this time. As instructors are not required to be present at their Final Examination, they should be available should an emergency occur. Take-home Final Examination deadlines must fall within the Final Examination Period. The take-home Final Examination deadline must be noted in the course syllabus prior to the start of the Semester or Session.

Students are advised to obtain their Student ID Card well in advance of the examination period as they will not be able to write their examinations without it. Student ID cards can be obtained at the Campus ID Services.

## 15. Freedom of Information and Protection of Privacy Act

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Social Science & Humanities.

Ontario Tech University is governed by the *Freedom of Information and Protection of Privacy Act* (“FIPPA”). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that Ontario Tech University not disclose the personal information of its students without their consent.

FIPPA’s definition of “personal information” includes, among other things, documents that contain both your name and your Banner ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Social Science & Humanities encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that Ontario Tech University will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact the following: [accessandprivacy@uoit.ca](mailto:accessandprivacy@uoit.ca).

## 16. Course Evaluations

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech University’s programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News and signage around the campus.

## 17. Other (optional items to include at the discretion of the course instructor)

### **Faculty of Social Science and Humanities Statement on Inclusivity**

The Faculty of Social Science and Humanities is committed to building a truly inclusive educational community where faculty, students, and staff share the responsibility for promoting the values of fairness, justice, and non-discrimination, and for ensuring myriad voices, faces, and experiences are recognized and represented. We embrace and honour the dignity of individuals and groups, and believe that diversity, in all its complex dimensions, lays the foundation for academic excellence and creative learning. The Faculty is, therefore, dedicated to creating a welcoming and supportive campus culture and to challenging all forms of systemic discrimination experienced by historically disadvantaged groups, including but not limited to groups marked by race, ethnicity, sex, religion, age, disability, sexuality, gender identity and expression, and socioeconomic status.

### **Other Important Information: Please Read!**

- **Marks are not based on how hard you work.** Marks are based on the quality of your work. Hard work always pays off one way or another, but it might not be reflected in the mark you receive on an assignment if you have not met the assignment standards. If you are a hard worker, good for you. Keep working hard, and you will be rewarded. But, do not expect that you “deserve” a good grade because you worked hard on a particular assignment. Learning is accumulative. You will receive constructive feedback on assignments to help you achieve your goals. If you are meeting course requirements, you will likely receive a B-grade. A grade of A requires independent contributions to the field of study.
- **Manage your time:** Time management is important as you well know. And it is especially important for this course. If you experience difficulties, you are encouraged to contact the Student Learning Centre:  
<https://studentexperience.uoit.ca/academicSuccessCentre/bookAnAppointment.htm>
- You are responsible for readings, assignment instructions, the syllabus, and other material provided. If you need help, it is your responsibility to email the instructor on Blackboard to arrange to meet to discuss your concerns.
- **www.turnitin.com. Just a reminder:** As soon as you have finalized your assignment, upload your assignment on [www.turnitin.com](http://www.turnitin.com). Assignments not uploaded on [www.turnitin.com](http://www.turnitin.com) will receive a mark of zero. Please use the Class ID and password for this class provided in this syllabus to login to [www.turnitin.com](http://www.turnitin.com). You will not see your originality scores. Prof. Bryant will let you know if there are any concerns about your assignments.
- **Reassessment of marks.** We strive to be fair in marking all assignments and are not motivated to treat one student more favourably or harshly than another. If you think that an assignment mark should be higher (not because you “worked hard” on it or “wanted a better grade” but because you think the quality was strictly judged, you might

wish to have it re-assessed. **Please provide a type-written explanation as to why you think your paper deserves a better grade in a single paragraph.** Please attach/staple the note to your marked assignment and leave it under Prof. Bryant's office door (UA 2043). Please keep in mind, however, that a reassessment may result in: a) NO CHANGE in the mark, b) a HIGHER mark, or c) a LOWER mark. More likely, you will not receive a new grade, but constructive feedback on how to improve your grade on the next assignment.

**Late assignments:** The following policy guidelines apply to assignments submitted late:

- If, for any reason, a student misses an assignment deadline for a legitimate reason and provides appropriate documentation **within three (3) days of the deadline**, s/he will not be penalized. Appropriate documentation is an original UOIT Medical Statement: [http://www.science.uoit.ca/assets/Advising~Docs/Medical\\_Statement.pdf](http://www.science.uoit.ca/assets/Advising~Docs/Medical_Statement.pdf) signed by your health care provider; or if there has been a death in the family, please provide a photocopy of a death certificate. Once the instructor has authenticated the documentation, it is the responsibility of the student to make alternative arrangements with the instructor to set a deadline to complete and submit owed work.
  - If a student misses a set assignment deadline without a legitimate reason, or without speaking to the instructor within **at least three days of the deadline**, or does not provide the proper documentation s/he will be penalized 5% per calendar day (Saturday and Sunday are included). Assignments that are one week late (including weekends), and the student has not communicated with the instructor one week prior to the deadline, will not be accepted and a grade of "0" will apply.
  - If a student cannot complete a piece of academic work for any reason, it MUST be discussed with the course instructor at least one week BEFORE a piece of work is due. The course instructor will make a decision on a case by case basis.
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**\*\*\* Formatting for Assignment 1 and Group Presentation Materials \*\*\***

- 1½ line spacing with paragraph indentation, no spacing between paragraphs, 1 inch/2.54 cm. margins. Please use APA citation style and headings to help organize your assignment. The bibliography of sources you used to complete the assignment must appear at the end of your assignment. Please refer to 'The Analytic Essay' -- posted on Blackboard -- for guidance on how to structure your assignments.
- **Use Sub-headings to help organize your assignments.** Please use sub-headings in your assignments (e.g. "Introduction"; "Previous Research"; etc.). You can use the themes you identify in the research literature as headings.
- Course assignments are formal essays with an introduction, discussion and conclusion. They require full sentences, proper paragraphing, and punctuation, etc. Please do not use the first-person narrative (i.e. "I will argue that ..."). It is appropriate to state, "This paper will examine/argue ..."
- **Avoid using semi-colons.** This is not to be curmudgeonly, but to help strengthen your writing. Using semi-colons can lead to run-on sentences in which the main thread of what you want to convey can be lost. Aim to write simple, direct sentences. This will help make your writing clear.
- When citing information from the course text or from other sources, please explain the ideas of others in your own words and provide an in-text citation, E.G. (Armstrong & Armstrong, 2008). Provide a full reference for the sources used in the bibliography.  
  
E.G. Armstrong, P. & Armstrong, H. (2008). *About Canada: Health care*. Blackpoint, NS: Fernwood Publishing.
- **No direct quotes.** Please explain the ideas of others in your own words and provide an in-text reference using correct APA (6<sup>th</sup> edition) citation format.
- A bibliography in correct APA (6<sup>th</sup> edition) reference format should appear at the end of your assignment. Please ensure that your name, student number, the course code and title appear on your assignment so proper credit can be provided for your work.

If you wish to discuss your ideas for an assignment, please email Prof. Bryant on Blackboard to arrange a time to meet.

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## Important Notes

*Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact [studentlife@uoit.ca](mailto:studentlife@uoit.ca) for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.*

### **UOIT Statement on Sexual Violence**

UOIT is committed to the prevention of sexual violence in all its forms. For any UOIT student who has experienced Sexual Violence, UOIT can help. UOIT will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.

If you think you have been subjected to or witnessed sexual violence:

- Reach out to a Support Worker, who are specially trained individuals authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolutions options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email [supportworker@uoit.ca](mailto:supportworker@uoit.ca)
- Learn more about your options at: [www.uoit.ca/sexualviolence](http://www.uoit.ca/sexualviolence)

**The University of Ontario Institute of Technology**  
**Faculty of Social Science & Humanities**  
**Winter term 2018**

**POSC 3700U Technology, Politics & Social Theory**

**(CLASS: Mondays 2-5pm, DTB108)**

<b>INSTRUCTOR</b>	<b>CONTACT INFORMATION</b>	<b>OFFICE HOURS</b>
Alyson E. King, Ph.D.	OFFICE: DTB 307 Blackboard Message (or Alyson.King@uoit.ca) 721-8668 x 3421 (messages)	Mondays 12:00-1:30 (or by appointment)

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UOIT is proud to acknowledge the lands and people of the Mississaugas of Scugog Island First Nation. We are situated on the Traditional Territory of the Mississaugas, a branch of the greater Anishinaabeg Nation which includes Ojibway, Odawa and Pottawatomi.

## Course Description

This course will explore the interplay between technology and politics in the context of social theory and history. While technology has always impacted politics and society, the integration of complex technologies into every aspect of daily life has made it increasingly important to understand the nuances of technology's impact on how nations and communities are evolving. We will critically examine the role of technology in social and political conflict, on the environment, on social justice, and in community development. We will explore the role of technology through the lens of social theories such as feminist theory, paradigm theory, technoscience, evolutionary theories, technical communities, social systems theory, network theory, discourse analysis, the science wars, and postmodernism.

## Class Structure

This three-hour seminar class combines presentations, discussions, and in-class activities, along with individual and small group work. Students will be expected to be prepared to actively discuss readings and participate in every class.

## Learning Outcomes

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

- Identify social theories (such as Social Construction of Technology, Technological Determinism, Actor-Network Theory, and Critical Theory of Technology, among others) as they relate to technology, society, and global politics.
- Understand how social theories are applied in order to better understand the place of technology in society.
- Demonstrate the ability to analyse a technology's impact on society and how society and social norms affect the development and implementation of a technology.
- Demonstrate an understanding of the interplay between technology and global politics.
- Demonstrate an ability to make a sustained analysis of key concepts related to technology, social theory, and global politics.

## Required Texts

McCarthy, Daniel R., ed. (2018). *Technology and World Politics: An Introduction*. New York: Routledge.

**NOTE: Additional readings** are **available online at the UOIT library**. Additional materials, electronic resources and links will be posted on the course WebCT site throughout the term.

**HIGHLY RECOMMENDED:** *Publication Manual of the American Psychological Association*. 6th Edition. Washington, D.C.: American Psychological Association, 2010.

Graff, Gerald and Cathy Birkenstein. (2014). *They Say, I Say: The Moves That Matter in Academic Writing*. Third Edition. New York: W.W. Norton. ISBN 978-0393935841 [On reserve at the UOIT library: PE1431 .G73 2010]

## Course Requirements

Students are required to attend all class sessions and to be prepared to participate in discussions in which we seriously engage each text. Students are expected to help create a learning environment based on respect, personal motivation, and intellectual curiosity. You should be curious about the history of Indigenous-settler contact, the political efforts to disenfranchise Indigenous peoples around the world, and current events related to Indigenous rights.

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|--|-------------------------------|-----|
| 1. <b>Contribution to Class Learning</b>   | <b>Ongoing</b>                | 15% |
| (Roughly 1 point per class, plus 5 points for discussions during online class and presentations.)  |                               |     |
| 2. <b>Major Assignment</b> (3 components – totaling 65% of course grade)                           |                               |     |
| a. Proposal & Annotated Bibliography   | <b>DUE February 5, 9 a.m.</b> | 15% |
| Proposal of 250-350 words + at least <b>8 scholarly</b> sources (each with 50-60 word annotations) |                               |     |
| b. Research Essay (2,500-3,000 words)  | <b>DUE March 5, 2 p.m.</b>    | 30% |
| c. Presentation (7-10 mins)  | <b>DUE March 26, 9 a.m.</b>   | 20% |
| 3. Final Reflection paper  | <b>DUE April 16, 9 a.m.</b>   | 20% |

### Requirement Details

**Submitting Assignments:** Unless otherwise directed, all assignments will be submitted electronically in Blackboard. It is your responsibility to ensure that electronic files are not corrupt when submitted and that you submit the correct file the first time. **Always check your university email and Blackboard messages regularly to ensure you receive all important messages in a timely fashion. All essay assignments** must be submitted to Turnitin.com, unless the professor is notified one week prior to the due date and all notes and rough drafts are submitted with the final copy.

- |   |            |
|---|------------|
| 1. <b>Contribution to Class Learning</b>  | <b>15%</b> |
| Regular attendance and participation is essential. The participation component includes the informal presentation of a minimum of three current news items related to the course and/or a weekly topic and leading informal discussions in class. <u>Regarding the 3 news items</u> , please bring a paper copy or printout of the news report with your name printed on it and hand it in at the class during which you discuss it. DO NOT leave this to the last week or two of classes. You may only submit <u>one</u> news item per class. NOTE: Missing 4 or more classes will result in a zero for this component.  |            |
| 2. <b>Major Assignment</b> (3 components – totaling 65% of course grade)  |            |
| The major assignment consists of 3 components. Choose a topic of interest to you based on the class topics and guidelines in the Major Assignment Details document. It can be a historical or current topic, as long as you can find adequate, scholarly research on it. If you have an idea for a topic and you are not sure if it fits, please feel free to meet with me to discuss it. Remember that all topics must be <u>narrowed and refined</u> to make an argument and come to a conclusion; you must answer the questions of “so what” and “who cares”. In other words, why was/is your topic important and how has it impacted society (nationally or internationally)? |            |

**Components of the major assignment:**

*NOTE: Before submitting your written assignments, you must complete the **Academic Integrity learning modules** (do modules #1, 2, 4, 5) and submit your quiz score (min. score of 80%) to me with your proposal.*

- a. **Proposal & Annotated Bibliography**     **DUE February 5, 9 a.m.**     **15%**  
 The proposal must be between 250 and 350 words outlining the topic you will be analysing and a general overview of your theoretical framework. The annotated bibliography must include at least **8 scholarly** sources. Each entry in the bibliography must follow APA format and include an annotation of 50 words indicating the source's relevance to your topic. **NOTE: please see further details about topics in the Major Assignment Details document.**
  - b. **Research Essay** (2,500-3,000 words)     **DUE March 5, 2 p.m.**     **30%**  
 Your final essay will be on the topic of your proposal. Context includes things such as historical information, regional analysis, theoretical analysis, and the like. Your final essay will follow APA formatting (with correct grammar, spelling, etc.) and will use a minimum of 8 scholarly sources. [You may submit your essay to Turnitin as many times as you like until the deadline. Remember to allow adequate time for results to be returned to you.]
  - c. **Presentation** (7-10 mins)     **DUE March 26, 9 a.m.**     **20%**  
 Depending on the final size of the class, you may choose to do an in-class presentation or an e-Presentation. In either case, your presentation will be on the topic of your essay. Your presentation will provide a succinct, but informative recap or summary of your argument, the main points of your essay and your conclusion. It will be between 7-10 minutes. Any videos or other recordings that you need to use in your presentation must be very short; the majority of your presentation must be in your own words.
3. **Final Reflection paper** (1,250-1,500 words)     **DUE April 16, 9 a.m.**     **20%**  
 Reflect upon the readings and discussions of the past few weeks; describe and outline at least three new ideas and/or concepts and/or perspectives that you have learned and how your own ideas have changed. It must contain references to the class readings, presentations and discussions.

## Course Schedule

### 1. Monday, January 8, 2018 – Introduction: Challenging Determinism

*READ:* Syllabus, AND, In McCarthy, Ch. 1, Introduction

*CONSIDER:* Why is determinism not very useful in understanding the full impact and role of technology in politics and society?

### 2. Jan. 15 – Understanding technology in society: SCOT and ANT

*READ:* In McCarthy, Ch. 2, **Manjikian**, Social Construction of Technology AND, Ch. 3, **Bueger & Stockbruegger**, Actor-Network Theory; AND **Bueger**, C. (2015) Making things known: Epistemic

practices, the United Nations, and the translation of piracy. *International Political Sociology* 9(1), 1-18  
DOI: 10.1111/ips.12073

**CONSIDER:** Why is it important to consider “actors” in a broad sense when attempting to understand the role of technology and its relationship with politics? How can SCOT and ANT be applied to the role of the United Nations?

### 3. Jan. 22 – Critical Theory: adding levels of complexity

**READ:** In McCarthy, ch. 4, **McCarthy**, Critical Theory of Technology; AND **Feenberg**, Andrew. (2017). Critical theory of technology and STS. *Thesis Eleven* 138(1), 3–12 <https://doi-org.uproxy.library.dc-uoit.ca/10.1177/0725513616689388>

**CONSIDER:** How does critical theory expand the analytical possibilities for understanding technology?

### 4. Jan. 29 – New Materialism & Post-humanism: Understanding how we are changing?

**READ:** In McCarthy, ch. 5, **Smicek**, New Materialism and Posthumanism; AND **Chandler**, David. (2015). A World without Causation: Big Data and the Coming of Age of Posthumanism. *Millenium: Journal of International Studies* 43(3), 833-851 <https://doi-org.uproxy.library.dc-uoit.ca/10.1177/0305829815576817>

**CONSIDER:** According to Chandler, how may Big Data impact the ways in which we live? What other technologies could be analysed well using new materialism or post-humanism? What role does feminist theory play in understanding technology?

<b>Proposal &amp; Annotated Bibliography</b>	<b>DUE February 5, 9 a.m.</b>	15%
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### 5. Feb. 5 – Nuclear age: Perspectives of nuclear weapons and technologies

**READ:** ch. 6, **Masco**, Nuclear Technoethics; AND **Masco**, Joseph. (2008). ‘Survival is your business’: Engineering ruins and affect in Nuclear America. *Cultural anthropology* 23(2), 361-398  
<http://search.proquest.com.uproxy.library.dc-uoit.ca/docview/213132681?accountid=14694>

**CONSIDER:** How have conceptions of the nuclear bomb and the experimental regimes shifted since WWII? How are nuclear weapons political constructs?

### 6. Feb. 12 – Governance and the Internet: net neutrality, the wild west, or ...?

**READ:** ch. 7, **Price**, The Global Politics of Internet Governance; AND **Runciman**, D. (2017), Political Theory and Real Politics in the Age of the Internet. *Journal of Political Philosophy*, 25: 3–21.  
doi:10.1111/jopp.12087

**CONSIDER:** What models of Internet governance are there? How does the “right to communicate” help to understand the politics of the Internet? What does the concept of “technological closure” refer to? How has the Internet changed the world of politics?

**FEB. 19 – NO CLASS: FAMILY DAY & READING WEEK**

**7. Feb. 26 – Technology in the economy: tech shaping world trade or trade shaping tech?**

*READ:* ch. 8, **Colás**, Infrastructures of the Global Economy; AND **Rifkin**, Jeremy. (2016), How the Third Industrial Revolution Will Create a Green Economy. *New Perspectives Quarterly*, 33: 6–10. doi:10.1111/npqu.12017; AND **Orenstein**, Dara. (2011). Foreign-Trade Zones and the Cultural Logic of Frictionless Production. *Radical History Review*, 109, 36-61. DOI: 10.1215/01636545-2010-014

*CONSIDER:* Why is the case of shipping containers important in understanding the nature of the global economy and the role of technology in it?

Research Essay (2,500-3,000 words)	<b>DUE March 5, 2 p.m.</b>	30%
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**8. March 5 – ONLINE CLASS: RMA: Military, warfare and technology**

*READ:* ch. 9, **Bousquet**, A Revolution in Military Affairs?; AND **Manjikian**, Mary. (2014). Becoming Unmanned. *International Feminist Journal of Politics*, 16:1, 48-65, DOI: 10.1080/14616742.2012.746429

*CONSIDER:* Why does Bousquet argue that there is a disproportionate emphasis on weaponry and persistence of technological determinism in discussions of military technologies?

*DISCUSS:* In place of a face-to-face class, post at least 3 comments about this week’s reading that (1) makes connections with the readings to current events related to military technologies in the news, and (2) contributes to a discussion based on another student’s post. The goal is to contribute to each other’s learning (not simply saying something is a good idea) and build knowledge. DUE: 9 am March 10.

**9. March 12 – Exploring space: wasting money or planning for the future?**

*READ:* ch. 10, **Peoples**, Extra-terrestrial Technopolitics; AND **Brannon**, M. M. "Standardized Spaces: Satellite Imagery in the Age of Big Data." *Configurations*, vol. 21 no. 3, 2013, pp. 271-299. [doi:10.1353/con.2013.0021](https://doi.org/10.1353/con.2013.0021)

*CONSIDER:* How are space technologies understood as technologies of world politics? How have nuclear weapons changed between pre-Cold War and post-Cold War eras? What role(s) will people like Elon Musk play in the future of space technologies? What role does critical geography have to play in re-envisioning world politics?

**10. March 19 – Understanding the “cene”: Geopolitics and geo-engineering**

*READ.* Ch. 11, **Grove**, The Geopolitics of Extinction; AND **Craik**, Neil. (2017). The case for a climate geoengineering strategy. *Policy Options*. <http://policyoptions.irpp.org/magazines/december-2017/the-case-for-a-climate-geoengineering-strategy/> ; AND **Biello**, David. (2010). What Is Geoengineering and Why Is It Considered a Climate Change Solution? *Scientific American* <https://www.scientificamerican.com/article/geoengineering-and-climate-change/>

*CONSIDER:* What is the difference between the Anthropocene and the Eurocene? Why does it matter to name eras? What does the author suggest regarding the future of humanity and the earth? What role may geoengineering play?

Presentation (7-10 mins)	<b>DUE March 26, 9 a.m.</b>	20%
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**11. March 26 – PRESENTATIONS**

Be prepared to ask questions and discuss presentations in class and/or online.

**12. April 2 – Conclusions: Complex Systems, Power and Theories**

*READ:* ch. 12, **McCarthy**, Conclusion: Technology and International Relations; AND **McCarthy**, Daniel R., (2013). Technology and 'the International' or: How I Learned to Stop Worrying and Love Determinism. *Millenium: Journal of International Studies* 41 (3), 470-490 <https://doi-org.uproxy.library.dc-uoit.ca/10.1177/0305829813484636>.

*CONSIDER:* How has our understanding of power changed due to changes in theoretical understandings of technologies?

<b>Final Reflection paper (1,250-1,500 words)</b>	<b>DUE April 16, 9 a.m.</b>	<b>20%</b>
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<b>Exam Period: April 11 to 22, 2018. NOTE: Make no vacation plans during this period.</b>
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## Disclaimer

This outline documents the instructor's intentions for this course. Over the period of the term, it may become clear that some modifications may be necessary. Any modifications that may influence student success or the marking scheme will be made only after frank discussion with the students and the prior approval of the dean.

## Course Evaluations

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of UOIT's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News and signage around the campus.

## Technology

Throughout this course, we will be relying heavily on Blackboard as a central location for communicating ideas, resources, readings, and announcements, as well as for facilitating class discussions. You may also be using electronic journals regularly for your readings and links to supplementary readings available online that will be discussed in class. Blackboard will also help create community within our class. This is where we will be making announcements, posting grades, and so on. You are also encouraged to use this space to communicate, ideas, questions and concerns to your colleagues, as well as to myself and the other instructors. To ensure that you have access to the same information as your colleagues, please bring your laptop to every class and check the Blackboard site regularly.

## Using Your Laptop

The laptop should be brought to every class meeting, but is only to be used for note-taking, class-directed activities and completing assignments for THIS COURSE ONLY. Students using a laptop for



anything other than this course during class time may be asked to leave class and this penalty counts as an absence. If you are experiencing problems with your laptop, please contact the IT Service Desk at either the North or Downtown campuses. Email: [servicedesk@dc-uoit.ca](mailto:servicedesk@dc-uoit.ca), 905.721.3333 Option 1.

### Email and Electronic Communication

Emails to the professor should be written in a professional manner, including salutation, proper use of English, punctuation, spelling, capitalization, etc. Emails without proper grammar or tone will not receive a response. Please see the Course Resources section in WebCT to review appropriate form for emails and discussions.

Emails sent before 5 pm will usually be answered within 24 hours. Most emails will be answered within 48 hours. Remember that others in the class may have similar questions and they may also have the answer to your questions. Use the Class discussion forum on BlackBoard to ask non-personal questions.

**Note: Emails sent to the Instructor after 5 pm regarding an assignment due the following day will not be answered. Please plan accordingly.**

### Accessibility, Individual Needs, Diversity, and Inclusivity

*The Faculty of Social Science and Humanities is committed to building a truly inclusive educational community where faculty, students, and staff share the responsibility for promoting the values of fairness, justice, and non-discrimination, and for ensuring myriad voices, faces, and experiences are recognized and represented. We embrace and honour the dignity of individuals and groups, and believe that diversity, in all its complex dimensions, lays the foundation for academic excellence and creative learning. The Faculty is, therefore, dedicated to creating a welcoming and supportive campus culture and to challenging all forms of systemic discrimination experienced by historically disadvantaged groups, including but not limited to groups marked by race, ethnicity, sex, religion, age, disability, sexuality, gender identity and expression, and socioeconomic status.*

If you have any concerns about the course as a result of any special needs, please talk to the instructor as soon as possible. This course has been designed in an effort to meet the various ways that individuals learn. We will be using a lecture/workshop format with large and small group discussions. Lecture outlines will be posted prior to each lecture to aid in your note-taking. Because this is a university-level course, you are required to do a substantial amount of reading each week and complete several assignments. **Plan your time accordingly.** Make-up tests or assignments will only be given to those with medical notes (or other similar documentation).

Students with disabilities may request to be considered for formal academic accommodation in accordance with the Ontario Human Rights Code. Students seeking accommodation must make their requests through Student Accessibility Services [http://sites.uoit.ca/student\\_accessibility/index.php](http://sites.uoit.ca/student_accessibility/index.php) in a timely manner, and provide relevant and recent documentation to verify the effect of their disability and to allow the University to determine appropriate accommodations. Accommodation decisions will be made in accordance with the Ontario Human Rights Code. Accommodations will be consistent with and supportive of the essential requirements of courses and programs, and provided in a way that respects the dignity of students with disabilities and encourages integration and equality of opportunity.

## Do you need help outside the classroom?

Any student who faces challenges **securing their food or housing** and believes this may affect their performance in the course is urged to contact [studentlife@uoit.ca](mailto:studentlife@uoit.ca) for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

You can find additional help at the <http://uoit.ca> website, including:

- Are you ok? <https://uoit.ca/forms/areyouokay/index.php>
- Academic Advising: <https://uoit.ca/current-students/academics/academic-advising/index.php>
- Campus Walk program: <https://uoit.ca/current-students/campus-services/safety-security/services/campus-walk.php>
- Campus Security: 905.721.8668 ext. 2400 or 905.721.3211
- Student Mental Health services: <http://studentlife.uoit.ca/mentalhealth/index.php>
- Students in Distress: <http://studentlife.uoit.ca/mentalhealth/students-in-distress.php>

## Important Matters Regarding Assignments

1. Essays and assignments must be double-spaced and typed. Please use 12 pt font (Times New Roman is preferred). Pages must be numbered. Proper scholarly form must be used. Please use APA style.
2. **PLAGIARISM** is an extremely serious academic offence and carries penalties varying from failure in an assignment to suspension from the University. Definitions, penalties and procedures for dealing with plagiarism are set out in the UOIT's "Academic Conduct Policy" which is printed in section 5.15 of the UOIT Calendar. It outlines what Academic Misconduct and Professional Unsuitability means and the penalties for violating this policy. Please also see the Academic Integrity website.
3. For your protection: because assignments sometimes get lost, files get corrupted, and because questions of authorship sometimes arise, it is essential that you be able to document your creative process in producing assignments. You **must keep your research notes and rough drafts** for essays and assignments, even after the finished work has been graded and returned. When composing on a computer, preserve copies of work in progress at regular intervals so that you have a track record of how the assignment evolved. Print hard copies of the work at different stages, or use the 'save as' function on the computer to record successive drafts. The sequence of drafts should be carefully noted. An inability to provide these materials, if requested, will constitute grounds for failure on the assignment and will result in a report kept on file in the Faculty of Social Science & Humanities.
4. **All assignments must be original, produced by you, and prepared for this course alone.** An essay prepared for or used in another course will be failed automatically. If you are drawing from assignments done for previous or current courses, you must notify me beforehand.

Late assignments will be accepted for a reasonable period of time after the deadline, but are subject to a late penalty. Assignments are to be submitted electronically. If you submit an assignment in any other way, you assume all risk that it does not go astray. It is your responsibility to ensure that electronic files are not corrupt when submitted and that you submit the correct file the first time. **Always check your**

university email and Blackboard messages regularly to ensure you receive all important messages in a timely fashion.

### Policy for Late Assignments

#### Non-negotiated Late Assignment

An assignment that has been handed in late without prior agreement between the student and the professor to extend the time for the assignment to be handed in will be considered a **non-negotiated late assignment** and will receive a grade deduction of 5% per day (including weekends). Such late assignments will only be accepted for a reasonable period of time after the deadline.

#### Negotiated Late Assignment

An assignment that has been handed in late in accordance with a mutually agreed deadline and penalty (if applicable) will be considered a **negotiated late assignment** and will be marked in accordance with the mutually agreed terms.

***If there are extenuating circumstances (e.g., incapacitating illness, death in the family, etc.), please contact the Course Instructor by email as soon as possible. In addition, complete the forms as listed below. If the issue is an extremely serious one that impacts your ability to attend classes and complete assignments in all your classes, please speak with an Academic Advisor as well as the Course Instructor.***

### Extenuating Circumstances

If, due to incapacitating illness, you are unable to complete any portion of the term work, please notify the Course Instructor immediately by email. You must also submit a completed UOIT Medical Statement <[https://shared.uoit.ca/shared/department/registrar/Records%20and%20Registration/13\\_medical\\_statement\\_form.pdf](https://shared.uoit.ca/shared/department/registrar/Records%20and%20Registration/13_medical_statement_form.pdf)> to the Course Instructor within 3 business days of the missed exam/deadline. **NOTE:** All UOIT Medical Statement forms must be completed, signed and dated by the treating physician no later than 24 hrs. after the missed exam/deadline. If the missed work is due to extreme compassionate circumstances (e.g., death in the family, etc.), relevant documentation is required.

It will be at the Course Instructor's discretion to determine how the missed work will be addressed (e.g., re-writes, re-weight, extension, alternate assignment, etc.) and any late penalties (if applicable). This decision will be made by the Course Instructor on a case-by-case basis after discussion between the Course Instructor and the student. If a new deadline or alternative assignment is missed, a grade of zero will be recorded for the assignment.

#### Missed Final Exam

If, due to exceptional circumstances, a student has missed a final examination he or she may apply for a deferral using the Application for Deferred Final Examination <<https://shared.uoit.ca/shared/department/registrar/current-students/documents/12-13%20deferred%20final%20exams%20-%20Dec%202012.pdf>>. Supporting documentation (Medical Statement, etc., as listed above) is also required. All documentation and the Application for Deferred Final Examination must be submitted to the Academic Advising office within three business days of the missed exam. Deferred examinations will only be granted where sufficient documentation exists. If you were granted a deferral and you do not write the exam by the scheduled date, the permission will be withdrawn and a grade of zero will be recorded for the final exam.

## Academic Integrity

Students and faculty at UOIT share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with UOIT's regulations on Academic Conduct (Section 5.16 of the Academic Calendar) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, and other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a written reprimand to permanent expulsion from the university. A lack of familiarity with UOIT's regulations on academic conduct does not constitute a defense against its application.

Further information about academic misconduct can be found in the Academic Integrity link on your laptop.

## TURNITIN.COM

*UOIT is committed to the fundamental values of preserving academic integrity as defined in UOIT policies and contained in the UOIT Calendar. UOIT and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review to Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The instructor may require students to submit their assignments electronically to Turnitin.com or may submit questionable text on behalf of a student. The terms that apply to UOIT's use of the Turnitin.com service are described on the Turnitin.com website. **Students who do not wish to have their work submitted to Turnitin.com must inform their instructor at the time the work is assigned and provide, with their assignment, a signed Turnitin.com Assignment Cover sheet:***

**<http://www.uoit.ca/assets/Academic~Integrity~Site/Forms/Assignment%20Cover%20sheet.pdf>**. You must submit this form ONE (1) week before the due date and submit all notes and rough drafts with your final assignment.

## ASSIGNMENT COVER SHEET

I declare that this assignment is original and has not been submitted for assessment elsewhere.

**I DO NOT agree that the assessor(s) of the assignments may, for the purpose of assessing the assignments: communicate a copy of the assignments to the electronic plagiarism detection service known as Turnitin.com.**

I accept the option of using an alternate method acceptable to UOIT for verifying the originality and integrity of the assignments (e.g., the submission of all rough work, electronic files and an annotated bibliography of all sources consulted).

\_\_\_\_\_

Date

\_\_\_\_\_

Name of Student (Please print)

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Student ID Number

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Signature of Student

## Freedom of Information and Protection of Privacy Act

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Social Science & Humanities.

UOIT is governed by the Freedom of Information and Protection of Privacy Act (“FIPPA”). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that UOIT not disclose the personal information of its students without their consent.

FIPPA’s definition of “personal information” includes, among other things, documents that contain both your name and your Banner ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Social Science & Humanities encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that UOIT will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

*If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact the UOIT Chief Privacy Officer at [accessandprivacy@uoit.ca](mailto:accessandprivacy@uoit.ca).*

**Syllabus**

POSC 3800

**Principles of Political Economy**

Political Science

University of Ontario Institute of Technology  
Faculty of Social Science and Humanities**Vital Statistics**Instructor: Dr. **Scott M. Aquanno**

Office: DTB 423

Office Hours: Thursdays 9:00-11:00am

Email: [scott.aquanno@uoit.ca](mailto:scott.aquanno@uoit.ca); [scott.aquanno@ontariotechu.ca](mailto:scott.aquanno@ontariotechu.ca)

Telephone: 905-721- 8668 x5885

Class: Fridays, 11:10am – 2:00pm

Location: DTB 210

**Course Description & Objective**

This course surveys a broad range of issues concerning economic power and policy development from a theoretical perspective and looks into the social and technological determinants of growth in the new 'e'conomy. The principal objectives are to overview the operation of the economy; to introduce students to key economic relationships and patterns, terms and concepts; and to examine the conceptual tools that political economy brings to bear on an analysis of economic policy. In this respect, the material attempts to provide limited intellectual context for the field of political economy and to familiarize students with leading perspectives and debates.

**Student Learning Outcomes:***The course seeks to develop in students...*

- A sense of the major approaches to the examination of economic policy and their respective strengths and limitations
- Awareness of the embeddedness or nestedness of market relations and the central importance of social institutions in the (fair) management of economic cycles/processes
- Awareness of the historical and conceptual critiques of rational expectations approaches to economic development and the attendant limitations of neoclassical economic models/principles
- Awareness of the technological and social complexity of economic relations

**Pedagogical Goal:**

The syllabus has been designed to familiarize students with major issues and topics in the field of political economy. The aim is to explore the theoretical and practical workings of the economic

system. The readings explore major conceptual and methodological issues before applying these to consider current policy challenges

### **Course Requirements and Grading**

Attendance, Participation - 10%

Reading Portfolio - 5%

Statistical Portfolio – 20%

Review Assignment – 30%

Final Examination - 35%

### **Attendance and Participation:**

You are expected to complete each week's required readings and actively contribute to class discussions. This component of your grade relates not just to class attendance but also to ACTIVE PARTICIPATION. Unexcused absences will result in a grade of “zero” (0) for that class.

### **Reading Portfolio:**

This assignment is intended to familiarize students with current economic policy issues and concepts. The assignment is also intended to help prepare students for the final review assignment.

**Format:** Your reading portfolio should consist of 8 economic policy opinion articles (your portfolio must include a full copy of each article). Each article should discuss either a current or prospective economic policy or a major economic policy concept or idea (free trade, lower taxes, flexible labour markets). In addition, your portfolio should provide a short, one paragraph summary of each article (approximately 5-8 lines). Your paragraph review should first summarize the article and then describe the economic policy or concept discussed in the article (what does the policy intended to accomplish, how, why; what is the concept, what does it assume, how does it direct policy making).

Note: Your paragraph summaries should be direct and tightly developed. Many of your sentences here will start something like this:

*-This article looks at ....*

*-Author X makes two central arguments. First she claims that...*

**Due Date: January 17<sup>th</sup> - This assignment can be submitted online or in class**

### **Statistical Portfolio**

This assignment is designed to help students understand and visualize current Canadian economic trends and to better understand policy demands and requirements. The assignment will also help to prepare students for the final essay.

This is an in-class assignment that will be completed during lab time following lecture (students must attend class to complete this assignment). Students will be given empirical data related to current trends in the Canadian economy. Working individually, students will chart the data and conduct trend analysis using Microsoft Excel in order to better understand the contemporary (and

historic) functionality of the Canadian economy. In preparing the statistical portfolio for submission, students will be asked to print off each graph and to summarize the findings in paragraph form. Summary paragraphs should provide an interpretation of the data and draw on the relevant course material.

**Due Date: February 28<sup>th</sup>**

**Review Assignment:**

The major writing requirement for the course is a 3000-word research/review assignment. Students will examine and critically assess one current economic issue (policy, trend, approach to development, etc.) drawing both on the course material and outside resources. The *first part* of your paper should review the economic issue and its organizing components. This part of your analysis could draw on the content from your **Reading Portfolio** assignment as well as the concepts discussed in the course readings. The *second part* of your paper should develop a critical assessment of this issue. Your analysis here should draw heavily on the theoretic principles discussed in the course readings. Also your argument should, at some level, be empirically grounded (note: the empirical basis of your analysis can build from or draw directly on the content in your **Statistical Portfolio**)

**The paper is due on March 27<sup>th</sup>**

*Late papers will be penalized 5% per day including weekends.*

Criteria for grading:

1. Argument 25% The originality and the power of the analysis you present; the extent that a theory from the literature is tested or some interesting hypothesis of your own is proven; the coherence of the logic with which you develop your case. Students' most common problem comes from not finding a clear question to address and so not developing an effective thesis.
2. Information 25% The mastery of the factual material that you present from your research in the literature, its relevance to your argument, its effectiveness in making your case, its accuracy and completeness. Students' most common problem comes from not knowing what material to consult and so not marshalling information that is relevant to demonstrating the thesis.
3. Structure 25% The coherence of your paper's organization and its utility in helping develop your argument. Students' most common problem comes from not developing an organization of this material that serves the argument's development.
4. Writing and Editing 25% The clarity with which you express your ideas and communicate your thinking, correct usage of English syntax and language, integrity of paragraphs, narrative continuity. Editing includes the care with which you present the essay: correct spelling, proper presentation of references and citation. Students' most common problem comes from not writing a first draft early enough so that unclear points can be clarified, the introduction and conclusion reformulated, the argument perfected, and the text carefully edited for annoying typographical errors.



You are strongly advised to keep an electronic and hard copy of your essay. They should be kept until the marked assignment has been returned.

### **Formatting and style guide for written work**

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Text: Times Roman 12 point, left justified, double spaced

Paragraphs: either indent or have one extra line space between paragraphs.

Header or footer in Times Roman 10 point: left: your FIRST and last name such as BETTY Jones; centre: brief subject in italics such as AIDS in Africa right: page number

#### APA reference style:

If the author's name occurs naturally in the sentence, the year is given in parentheses:

In a popular study Harvey (1992) argued...

If the name does not occur naturally in the sentence, the name and year (and page number) and are given in parentheses at the end of the sentence before the period:

Theory rises out of practice, and once validated, returns to direct or explain the practice (Stevens 1998).

The goal of this project was to "create substantial revenue" for the federal government (Davis 2008, 98). *Direct quote*

List references to all documents cited in the text, under the heading References. They are listed in alphabetical order of authors' names.

#### **Book.**

Cutler, T., Williams, K. and Williams, J. (1986) *Keynes, Beveridge and beyond*, London: Routledge.

Spacing at beginning of new subsection: one additional line space before a new section head; none between section head and first paragraph.

All numbers under 10 are spelled out. Those larger than 99 are not spelled out unless they come at the beginning of a sentence.

Italicize words in other languages that are not commonly used in English such as maquiladoras but not in the case of titles or organizations

Oxford Canadian spelling: program not programme, sceptical not skeptical, labour not labor, defence not defense, cigarette not cigaret, practise as a verb, practice as a noun, globalization not globalisation.

Bilateral, binational, transborder, and neoconservative; not bi-lateral, bi-national, trans-border, or

neo- conservative

*Include a full title page (essay title, student name, course name and number, professor name, due date, word count)*

### **Final Examination**

The final examination will be three (3) hours long, cumulative and held during the examination period at the end of the term. More information regarding the final examination will be provided to you in class.

Students are advised to obtain their Student ID Card well in advance of the examination period as they will not be able to write their examinations without it. Cards are available from the Campus ID office in the Campus Recreation and Wellness Centre, Room G1004.

Students who are unable to write a final examination when scheduled due to religious publications may make arrangements to write a deferred examination. These students are required to submit a Request for Accommodation for Religious Obligations to the Faculty concerned as soon as possible and no later than three weeks prior to the first day of the final examination period.

Further information on final examinations can be found at <https://usgc.uoit.ca/policy/policy-library/policies/academic/procedures-for-final-examination-administration.php>

### **Student Support**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact [studentlife@uoit.ca](mailto:studentlife@uoit.ca) for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

### **Sexual Violence Support and Education**

Ontario Tech is committed to the prevention of sexual violence in all its forms. For any student who has experienced Sexual Violence, Ontario Tech can help. We will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.

If you think you have been subjected to or witnessed sexual violence:

-Reach out to a Support Worker, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolution options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email [studentlife@uoit.ca](mailto:studentlife@uoit.ca). Learn more about your options at: <https://studentlife.uoit.ca/sexualviolence/>

### **Students with Disabilities**

Accommodating students with disabilities at Ontario Tech is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that

disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with me as soon as possible. Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible. Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

Students taking courses on north Oshawa campus can visit Student Accessibility Services in UL Building, Room 2 (located near the library). Students taking courses on the **downtown Oshawa campus** can visit Student Accessibility Services in the 61 Charles St. Building, 2nd Floor, Room DTA 225 in the Student Life Suite.

Disability-related and accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. Office hours are 8:30am-4:30pm, Mon-Fri. For more information on services provided, you can visit the SAS website at <https://studentlife.uoit.ca/services/accessibility/index.php>. Students may contact Student Accessibility Services by calling 905-721-3266, or email [studentaccessibility@uoit.ca](mailto:studentaccessibility@uoit.ca).

Students who require the use of the Test Centre to write tests, midterms, or quizzes **MUST** register online using the SAS test/exam sign-up module, found here <https://disabilityservices.uoit.ca/uoitclockwork/user/test/default.aspx>. Students must sign up for tests, midterms or quizzes **AT LEAST** seven (7) days before the date of the test.

Students must register for final exams by the registration deadline, which is typically two (2) weeks prior to the start of the final examination period. SAS will notify students of the registration deadline date.

### **Academic Integrity**

Students and faculty at Ontario Tech University share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by Ontario Tech University's regulations on Academic Conduct which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with these regulations on academic conduct does not constitute a defense against its application. This information can be found at [http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic\\_conduct](http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic_conduct)

Extra support services are available to all Ontario Tech University students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found at <https://studentlife.uoit.ca/services/academic-support/index.php>

### **Policies on Missed Tests/Examinations**

Unexcused absence from the midterm test or final examination will result in a failing grade for that test or examination. If you are unable to attend the midterm test or final examination, you must inform me of your absence before the missed test or examination. Be prepared to provide appropriate written proof of medical emergencies and doctor's appointments.

### **Freedom of Information and Protection of Privacy Act**

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Social Science and Humanities. As you may know, Ontario Tech University is governed by the Freedom of Information and Protection of Privacy Act ("FIPPA"). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that the University not disclose the personal information of its students without their consent.

FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner (student) ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of [Insert Faculty name] encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that Ontario Tech University will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students. If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact [accessandprivacy@uoit.ca](mailto:accessandprivacy@uoit.ca)

### **Student Course Feedback Surveys**

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech University's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News, and signage around the campus.

### **Classroom Policy**

This is a large class and therefore respect for others is extremely important to the success of this class. Please be courteous to myself and your fellow students by being on time, not leaving during the lecture or making unnecessary noise. Disruptive or rude behaviour will not be tolerated.

### **Email Policy**

Emails must be appropriately and professionally addressed. Please consult Blackboard and your outline first to see if the answer to your question might be answered by course material before emailing me.

### **Note Taking**

PowerPoint outlines will be posted on Blackboard. You will also need to take notes during lectures. There will be some overlap between class lectures and the required reading, but there will be other material provided in class that will not be found in the reading assignments. Furthermore, the course lectures will contain electronic tests that will count towards your final participation grade. If you must miss a class, you are responsible for getting notes from a classmate. However, I encourage you to come to my office to ask questions about any lecture notes you have.

### **Blackboard**

Please consult the course Intranet site regularly. I will post the outlines of my lectures, along with the course syllabus and handouts. In addition you will be required to contribute to a course blog as part of your group work assignments. Email correspondence should be sent directly to the email address provided above.

### **Relevant Non-Academic Periodicals/Journals**

- |                       |                                |                   |
|-----------------------|--------------------------------|-------------------|
| * Toronto Star        | * Guardian                     | * Globe and Mail  |
| * New York Times      | * International Herald Tribune | * Financial Times |
| * Wall Street Journal | * Washington Post              | * The Economist   |

### **Required Course Books:**

1. Perez, C. (2002) *Technological Revolutions and Financial Capital: The Dynamics of Bubbles and Golden Ages*, Northampton: Edward Elgar
2. Caporaso, J.P. and Levine, D.P. (1992) *Theories of Political Economy*, New York: Cambridge University Press
3. Medema S. and Samuels W. (2003) *The History of Economic Thought: A Reader*, New York: Routledge
4. Williams, C. (2010) *Ecology and Socialism: Solutions to Capitalist Ecological Crisis*, Chicago: Haymarket Books
5. Marx, K. (1976) *Capital: A Critique of Political Economy: Volume 1*, New York: Penguin Books

## Schedule of Topics and Readings

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### Part I: Introduction

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#### Week 1: January 10: Major Themes

*No assigned readings*

### Part II: Orthodox, and Heterodox Approaches

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#### Week 2: January 17: Classical and Neoclassical Economic Theory I

Caporaso, James P. and Levine, David P. (1992) *Theories of Political Economy*, New York: Cambridge University Press, 33-46

Medema S. and Samuels W. (2003) *The History of Economic Thought: A Reader*, New York: Routledge, 156-179 (Smith), 180-187 (Bentham)

*Recommended:*

Medema S. and Samuels W. (2003) *The History of Economic Thought: A Reader*, New York: Routledge, 245-255 (Say), 317-332 (Senior)

\*\*Review Statistical Portfolio data and 'Working with Excel' guidelines

*Reading Portfolio Due*

*Exercise 1: Statistical Portfolio*

#### Week 3: January 24: Classical and Neoclassical Economic Theory II

Caporaso, James P. and Levine, David P. (1992) *Theories of Political Economy*, New York: Cambridge University Press, 79-100, 126-135

Mishkin, F. (1995) The Rational Expectations Revolution. *National Bureau of Economic Research*, Working Paper 5043, February, 1-9, 14-20

*Exercise 2: Statistical Portfolio*

#### Week 4: January 31: Keynes and the Sub-optimality of Markets

Keynes, J.M. (1937) The General Theory of Employment, *The Quarterly Journal of Economics*. February, 209-223

Caporaso, James P. and Levine, David P. (1992) *Theories of Political Economy*, New York: Cambridge University Press, 100-122

Kalecki, M. (1943) Political Aspects of Full Employment, *Political Quarterly*  
<http://Users/aquanno/Documents/Readings/Michal%20Kalecki,%20%22Political%20Aspects%20of%20Full%20Employment%22.html>

*Exercise 3: Statistical Portfolio*

**Week 5:** February 7: Institutional Approaches

Hollingsworth, J.R. and Boyer, R. (1997) Coordination of Economic Actors and Social Systems of Production. In: *Contemporary Capitalism: The Embeddedness of Institutions*, eds. Hollingsworth, JR and Boyer, R. Cambridge: Cambridge University Press.

Streeck, W. (1997) Beneficial Constraints: On the Limits of Rational Voluntarism. In: *Contemporary Capitalism: The Embeddedness of Institutions*, eds. Hollingsworth, JR and Boyer, R. Cambridge: Cambridge University Press.

**Week 6:** February 14: Marxian Political Economy I

Marx, K. (1976) *Capital, Volume 1*, New York: Penguin Books, Chapters 8, 9  
<https://www.marxists.org/archive/marx/works/download/pdf/Capital-Volume-I.pdf>

*Exercise 4: Statistical Portfolio*

**Week 7:** February 28: Marxian Political Economy II

Marx, K. (1976) *Capital, Volume 1*, New York: Penguin Books, Chapters 25-27  
<https://www.marxists.org/archive/marx/works/download/pdf/Capital-Volume-I.pdf>

**Week 8:** March 6: Schumpeterian Theory: Technology and Economic Waves

Schumpeter, J. (1947) *Capitalism, Socialism and Democracy*, Third Edition, New York: Harper Torchbooks, Chapter 7

Perez, C. (2002) *Technological Revolutions and Financial Capital*, Northampton: Edward Elgar, Chapter 2

**Week 9:** March 13: 'E'-conomics: The New Techno-Economic Paradigm

Perez, C. (2003) *Technical Revolutions and Financial Capital*, New York: Edward Elgar, Chapters 3, 4, 5, 10

*Recommended*

Janeway, W. (2012) *Doing Capitalism in the Innovation Economy*, Cambridge: Cambridge University Press, Pgs. 81-88, 193-207, 211-214, 227-231

*Submit Statistical Portfolio Assignment*

**Week 10:** March 20: Finance and Society

Minsky, H. (1992) The Financial Instability Hypothesis. *Levy Economics Institute of Bard College*, Working Paper No. 74, May

Lazonick, W. and O’Sullivan, M. (2000) Maximizing Shareholder Value: A New Ideology for Corporate Governance, *Economy and Society*, 29(1): 13-35

Lapavistas, C. (2013) Profiting without Producing: How Finance Exploits US All, New York: Verso, 7-15, 34-39

*Recommended*

Peters, J. (2011) The Rise of Finance and the Decline of Organized Labour in the Advanced Capitalist Countries, *New Political Economy*. 16(1): 73 – 99.

**Week 11:** March 27: Green Economics

Daly, H. (2005) “Economics in a Full World,” *Scientific American*, September

Williams, C. (2010) *Ecology and Socialism: Solutions to Capitalist Ecological Crisis*, Chicago: Haymarket Books, Chapters, 5, 6, 7, 8

*Economic Policy Review Paper Due*

**Part III: Summary**

**Week 12:** April 3: Review & Discussion

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**Syllabus**

POSC 4000

**International Politics and Policy****Political Science Program**University of Ontario Institute of Technology  
Faculty of Social Science and Humanities**Vital Statistics**Instructor: Dr. **Scott M. Aquanno**

Office: DTB 423

Office Hours: Thursdays 9:00 am - 10:50 am

Email: [scott.aquanno@uoit.ca](mailto:scott.aquanno@uoit.ca)

Telephone: 905-721- 8668 x5855

Class: Thursdays, 11:10 am – 2:00 pm

Location: DTA 214

**Course Description & Objective**

The purpose of this class is to survey major approaches and issues in the study of international political economy. The material attempts to provide limited historical and intellectual context for the field, capture changes the field has undergone in recent years and familiarize students with leading perspectives and debates in order to explain the broad contextual forces which have shaped the international policy environment for the last 100 years. Throughout the course, students will be encouraged to consider how the major approaches to international relations and international political economy fare in explaining new ‘real world’ outcomes.

**Student Learning Outcomes:***The course seeks to develop in students...*

- A sense of the major approaches to the examination of international relations and international political economy and their respective strengths and limitations.
- Awareness of the role of power and structure in relation to the development of public policy and the process of economic globalization.
- Awareness of the historical development of neoliberal globalization and its major contradictions
- Awareness of the importance of historical specificity in understanding the policy context and the international environment

**Pedagogical Goal:**

The syllabus has been designed to familiarize students with major issues and topics in the field of international relations and the sub-field of international political economy. The aim is to explore, in rich detail, the international and structural forces that shape the policy context as well as their historical evolution. The readings explore major conceptual and methodological issues in the study of international relations before applying these frameworks to consider major transformations in the global economy and political system.

### **Course Requirements and Grading**

Attendance and Participation - 20%

Quiz – 5%

Reading Review Assignment - 35%

Take-Home Examination - 40%

#### **Attendance and Participation:**

- You are expected to complete each week's required readings and actively contribute to class discussions. This component of your grade relates not just to class attendance but also to ACTIVE PARTICIPATION

- Unexcused absences will result in a grade of “zero” (0) for that class.

- Students will be required to address various electronic questions during each lecture to assess their level of engagement and comprehension.

#### **Reading Review Assignment:**

Each review (6 in total) consists of a **one-page** (typed, **single-spaced**, 12 point font) response to the collection of readings noted in the reading list. Reviews must be submitted **prior** to the start of class on the day they are due. Please submit your responses through the corresponding Blackboard folder and be sure to see me during office hours if you have questions about the weekly reading responses.

**Format:** Your responses should critically evaluate the arguments presented in the readings. Each reading response should consist of **two** full paragraphs. In the first paragraph you will summarize (and/or compare) the major themes in the article(s) and present the core arguments raised by the author(s). The point is not to repeat everything the author said. Many of your sentences here will start something like this:

-*This article looks at ....*

-*Author X makes two central arguments. First she claims that...*

-*The major point of the paper is to show that...*

The second paragraph of your reading response will evaluate and critically assess the arguments presented by the author(s). Are they good or bad? How are they problematic? How could they be improved? What do they miss? What do they demonstrate that other authors miss? Many of your sentences here will start something like this:

- *While author X makes an important point about {insert point}, she misses the...*

*-The most important limitation of this article is that it does not...  
-The major strength of this analysis compared to the literature is that it...*

*Each Review Response submitted late will be deducted 2.5 marks*

***Reading Reviews must be fully cited using APA reference formatting***

### **Take-Home Examination**

More information regarding the final examination will be provided to you in class.

### **Student Support**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact [studentlife@uoit.ca](mailto:studentlife@uoit.ca) for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

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-Reach out to a Support Worker, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolution options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email [studentlife@uoit.ca](mailto:studentlife@uoit.ca). Learn more about your options at: <https://studentlife.uoit.ca/sexualviolence/>

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Accommodating students with disabilities at Ontario Tech is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with me as soon as possible. Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible. Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

Students taking courses on north Oshawa campus can visit Student Accessibility Services in UL Building, Room 2 (located near the library). Students taking courses on the **downtown Oshawa campus** can visit Student Accessibility Services in the 61 Charles St. Building, 2nd Floor, Room DTA 225 in the Student Life Suite.

Disability-related and accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. Office hours are 8:30am-4:30pm, Mon-Fri. For more information on services provided, you can visit the SAS website at <https://studentlife.uoit.ca/services/accessibility/index.php>. Students may contact Student Accessibility Services by calling 905-721-3266, or email [studentaccessibility@uoit.ca](mailto:studentaccessibility@uoit.ca).

Students who require the use of the Test Centre to write tests, midterms, or quizzes MUST register online using the SAS test/exam sign-up module, found here <https://disabilityservices.uoit.ca/uoitclockwork/user/test/default.aspx>. Students must sign up for tests, midterms or quizzes AT LEAST seven (7) days before the date of the test.

Students must register for final exams by the registration deadline, which is typically two (2) weeks prior to the start of the final examination period. SAS will notify students of the registration deadline date.

### **Academic Integrity**

Students and faculty at Ontario Tech University share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by Ontario Tech University's regulations on Academic Conduct which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with these regulations on academic conduct does not constitute a defense against its application. This information can be found at [http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic\\_conduct](http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic_conduct)

Extra support services are available to all Ontario Tech University students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found at <https://studentlife.uoit.ca/services/academic-support/index.php>

### **Policies on Missed Tests/Examinations**

Unexcused absence from the midterm test or final examination will result in a failing grade for that test or examination. If you are unable to attend the midterm test or final examination, you must inform me of your absence before the missed test or examination. Be prepared to provide appropriate written proof of medical emergencies and doctor's appointments.

## **Freedom of Information and Protection of Privacy Act**

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Social Science and Humanities. As you may know, Ontario Tech University is governed by the Freedom of Information and Protection of Privacy Act (“FIPPA”). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that the University not disclose the personal information of its students without their consent.

FIPPA’s definition of “personal information” includes, among other things, documents that contain both your name and your Banner (student) ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of [Insert Faculty name] encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that Ontario Tech University will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students. If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact [accessandprivacy@uoit.ca](mailto:accessandprivacy@uoit.ca)

## **Student Course Feedback Surveys**

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech University’s programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News, and signage around the campus.

## **Classroom Policy**

This is a large class and therefore respect for others is extremely important to the success of this class. Please be courteous to myself and your fellow students by being on time, not leaving during the lecture or making unnecessary noise. Disruptive or rude behaviour will not be tolerated.

## **Email Policy**

Emails must be appropriately and professionally addressed. Please consult Blackboard and your outline first to see if the answer to your question might be answered by course material before emailing me.

## **Note Taking**

PowerPoint outlines will be posted on Blackboard. You will also need to take notes during lectures. There will be some overlap between class lectures and the required reading, but there will be other material provided in class that will not be found in the

reading assignments. Furthermore, the course lectures will contain electronic tests that will count towards your final participation grade. If you must miss a class, you are responsible for getting notes from a classmate. However, I encourage you to come to my office to ask questions about any lecture notes you have.

### **Blackboard**

Please consult the course Intranet site regularly. I will post the outlines of my lectures, along with the course syllabus and handouts. In addition you will be required to contribute to a course blog as part of your group work assignments. Email correspondence should be sent directly to the email address provided above.

### **Relevant Non-Academic Periodicals/Journals**

New York Times  
Financial Times  
Wall Street Journal  
International Herald Tribune  
Washington Post  
Boston Globe  
Project Syndicate  
The Economist  
Time Magazine  
Chicago Tribune

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## Schedule of Topics and Readings

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**Week 1:** January 9: Introduction and Overview

Review the following article:

(1) Aquanno, S.M. (2015), "How Finance Exploits us All", *New Proposals: Journal of Marxism and Interdisciplinary Inquiry*

### Part I: IPE and Problems of Method

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**Week 2:** January 16: Philosophical and Theoretical Templates

Ruggie, J. G. (1992) 'Multilateralism: Anatomy of an Institution', *International Organization*, 46(3)

Sayer, A. (2000) *Realism and Social Science*, London: Sage Publications, **Ch. 1, pgs. 1-17**

[http://profs.basu.ac.ir/spakseresht/free\\_space/realism%20and%20social%20science%20\(introduction\).pdf](http://profs.basu.ac.ir/spakseresht/free_space/realism%20and%20social%20science%20(introduction).pdf)

**Due: Reading Review 1** - Review and critically evaluate the follow article(s): Ruggie (1992)

### Part II: Understanding the Historical Framework

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**Week 3:** January 23: The Classical Liberal Order – the Gold Standard and the Great Depression

Eichengreen B. (2008) *Globalizing Capital: A History of the International Monetary System Second Edition*, Princeton, Princeton University Press, **Chapters 1 and 2 (19-42)**

McKinnon, R. (1993) 'The Rules of the Game: International Money in Historical Perspective', *Journal of Economic Literature*, 31(1) **pgs 1-11**

Bernanke, B. and James, H. (1991) 'The Gold Standard, Deflation and Financial Crisis in the Great Depression: An International Comparison', In *Financial Markets and Financial Crisis*, ed. Glen Hubbard, Chicago: University of Chicago Press.

***Quiz – Key Relations and Concepts***

**Week 4:** January 30: The Rise and Fall of Embedded Liberalism: The Contradictions of the Bretton Woods Standard

Eichengreen B. (2008) *Globalizing Capital: A History of the International Monetary System Second Edition*, Princeton, Princeton University Press, **Chapter 4 (91-94, 111-133)**

McKinnon, R. (1993) 'The Rules of the Game: International Money in Historical Perspective', *Journal of Economic Literature*, 31(1), **pgs 11-26**

Ruggie, J.G. (1982) International Regimes, Transactions and Change: Embedded Liberalism in the Postwar Economic Order, *International Organization* 36(2), **379-398**

### **Part III: Major Issues and Trends: The New Context**

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#### **Week 5: February 6: The Neoliberal Monetary Regime of the Dollar Standard**

Duncan, R. (2003) *The Dollar Crisis: Causes, Consequences and Cures*, New York: Wiley, **Chapters 1, 3**

McKinnon, R. (1993) 'The Rules of the Game: International Money in Historical Perspective', *Journal of Economic Literature*, 31(1), **pgs 26 – 44**

*Recommended*

Eichengreen B. (2008) *Globalizing Capital: A History of the International Monetary System Second Edition*, Princeton, Princeton University Press, **Chapter 5**

**Due Reading Review 2** - Review and critically evaluate the follow article(s): Duncan (2003), chapters 1 and 3.

#### **Week 6: February 13: The Neoliberal Trade Regime**

Howse, R. (2002) 'From Politics to Technology – and back again: The Fate of the International Trading Regime', *American Journal of International Law*, 96(1)

Higgott, R. and Weber, H. (2005) 'GATS in Context', *Review of International Political Economy*, 12(3)

Dean, J. (2009) 'Democracy and other Neoliberal Fantasies', Durham, Duke University Press, **Chapter 2**

**Due Reading Review 3** - Review and critically evaluate the follow article(s): Howse (2002), Higgott and Weber (2005)

*Recommended:*

Panitch, L., Gindin, S and Aquanno, S.M. (2015) 'American Empire and the Relative Autonomy of European Capitalism', *Competition and Change*, 19(2)



**Week 7: February 27: The Nature and Form of the Neoliberal Order**

Olson, M. (1996) 'The Varieties of Euroclerosis: The Rise and Decline of Nations Since 1982', In *Economic Growth in Europe since 1945*, ed. N. Crafts, London: Cambridge University Press

Albo, G. (2002) 'Neoliberalism, the State and the Left: A Canadian Perspective', *Monthly Review*, 54(1)

Slobodian, Q. (2018) *Globalists: The End of Empire and the Birth of Neoliberalism*, Cambridge: Harvard University Press, **Introduction**

**Due: Reading Review 4** – Compare and critically evaluate the follow article(s): Olsen (1996); Albo (2002). Pay specific attention to the competing notions of neo-liberalism in each article

**Week 8: March 5: The State, Democracy, and Power**

Kapoor, I. (2004) 'Deliberative Democracy and the WTO', *Review of International Political Economy*, 11(3)

Sinclair, T. (2001) 'The Infrastructure of Global Governance', *Global Governance*, 7(4)

Soederberg, S. (2001) 'The Emperor's New Suit', *Global Governance*, 7(4)

**Due Reading Review 5** - Review and critically evaluate the follow article(s): Sinclair (2001), Kapoor (2004), Soederberg (2001)

**Part IV: The Emerging Agenda?**

**Week 9: March 12: Contradictions and Crisis: The Great Recession and Before**

Panitch, L., Konings M., Gindin, S., and Aquanno S.M. (2009). 'The Political Economy of the Subprime Crisis', In *American Empire and the Political Economy of Global Finance*, eds Leo Panitch and Martijn Konings, New York: Palgrave

Tooze, A. (2017) The Secret History of the Banking Crisis, *Prospect Magazine*.  
<https://www.prospectmagazine.co.uk/magazine/the-secret-history-of-the-banking-crisis>

Wade, R. and Veneroso, F. (1998) 'The Asian Crisis', *New Left Review*, March-April, 228

*Recommended:*

Aquanno, S.M and Brennan, J. (2016) 'Some Inflationary Aspects of Distributive Conflict: Reassessing Canadian Inflation', *Journal of Economic Issues*, 50(2)

**Week 10:** March 19: The Crisis of Neoliberalism? Learning vs. Change and the China Question

Davidson, N. (2017) 'Crisis Neoliberalism and Regimes of Permanent Exception', *Critical Sociology*, 43(4-5)

Aquanno, S. M. (2014) 'The Institutional Dimensions of Financial Crisis Management', *Contemporary Politics*, 20(2)

Hung, Ho Fung. (2009) 'America's Head Servant', *New Left Review*, Nov-Dec i60

Starrs, Sean (2013) 'American Economic Power Hasn't Declined – It Globalized', *International Studies Quarterly*, 57(4)

*Recommended:*

Evans, B. and Albo, G (2011) 'Permanent Austerity: The Politics of the Canadian Exit Strategy from Fiscal Stimulus', *Alternative Routes*, 22

**Reading Review 6** – Review and critically evaluate the following article(s): Davidson (2017) and Aquanno (2014)

**Week 11:** March 26: Europe

Blyth, M. (2013) 'Austerity: The History of a Dangerous Idea', New York: Oxford University Press, **Chs. 1-3** (*recommended 4-6*)

Donadio, R. and Kitsantonis N. (2011) 'New Round of Measures for Austerity in Greece', New York Times, September 21  
<https://www.nytimes.com/2018/01/15/world/europe/greece-austerity-bailout.html>

**Make-up Reading Review:** Review and critically evaluate the following article(s): Blyth (2013)

**Week 12:** April 2: Review and Discussion

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FACULTY OF SOCIAL SCIENCE AND HUMANITIES

**SSCI 2900U – RESEARCH METHODS**

**FALL 2020**

○ **Course Details & Important Dates\***

Term	Course Type	Day	Time	Location
Fall	Lecture	<b>Thursdays</b>	<b>Asynchronous</b>	<b>ONLINE</b>

Classes Start	Classes End	Final Exam Period
Sept 8, 2020	Dec 7, 2020	Dec 9–20, 2020

\* For other important dates go to:

<https://uoit.ca/current-students/academics/important-dates-and-deadlines.php>

○ **Instructor Contact Information**

Instructor Name	Email	Office Hours
Dr. Vivian Stamatopoulos	<a href="mailto:Vivian.stamatopoulos@uoit.ca">Vivian.stamatopoulos@uoit.ca</a>	By appointment (google meet).

Teaching Assistants	Email	Section	Office Hours
Natalie Azzi	<a href="mailto:natalie.azzi1@ontariotechu.net">natalie.azzi1@ontariotechu.net</a>	40437 (001)	Thurs 3:00-4:00pm
Carolina Gutierrez Cadavid	<a href="mailto:carolina.gutierrezcadavid@ontariotechu.ca">carolina.gutierrezcadavid@ontariotechu.ca</a>	40438 (002)	Thurs 3:00-4:00pm
Taya Henry	<a href="mailto:taya.henry@ontariotechu.ca">taya.henry@ontariotechu.ca</a>	42143 (009)	Thurs 3:30-4:30pm

**3. Course Description**

This course is designed as a general introduction to research methods. Students will develop practical experience in a variety of quantitative and qualitative research methods and techniques, with the aim of improving upon students' abilities to read, evaluate and produce their own research. It will also provide a solid foundation for subsequent research methods courses such as Data Analysis (SSCI2910U) and Qualitative Research Methods (SSCI2920U). Topics to be covered include the ethical considerations when conducting social research, the process of designing a study (including variable conceptualization, operationalization and sampling considerations) as well as the range of methods at one's disposal to collect the necessary empirical data (e.g., experiments, surveys, field research, interviews, focus groups and content analysis).

#### 4. Course Text (*Recommended, Not Required*)

Neuman, W. Lawrence and Robson, Karen (2015). Basics of Social Research: Qualitative and Quantitative Approaches. Third Canadian Edition. Pearson Education (Third OR Fourth Edition).

➤ **Note: Students may “RENT” this text for a reduced fee here:**

[https://www.vitalsource.com/en-ca/products/basics-of-social-research-fourth-canadian-edition-w-lawrence-neuman-karen-v9780134649078?duration=180&gclid=EAlaIQobChMI-vLehva\\_6AIVjpOzCh1EWQvMEAYASABEgKVLPD\\_BwE](https://www.vitalsource.com/en-ca/products/basics-of-social-research-fourth-canadian-edition-w-lawrence-neuman-karen-v9780134649078?duration=180&gclid=EAlaIQobChMI-vLehva_6AIVjpOzCh1EWQvMEAYASABEgKVLPD_BwE)

#### 5. Course Design

Assessment	Weight	Due Date
Module 1 Exam	25%	Thursday October 1
Module 2 Exam	25%	Thursday October 29
Module 3 Exam	25%	Final Exam Period
Lecture-based mini assignments	15%	One per module, worth 5% each
Discussion board posts	10%	One per module, worth 3% each
Short student introduction	1%	Due before 11am on Sept 10 (first lecture)

**Module Tests:** Tests consist of multiple choice and/or true-false questions based on material from the preceding 3 lectures. Tests are NOT cumulative. These exams are open-book, timed (1.5 hours) and must be completed by midnight the day of the exam. **Note, once you start the exam, you must finish within 90 minutes. (1.5 hours). Professors/TAs cannot answer help emails on the exam day for fairness reasons. Help questions must come in BEFORE the date of the exam.**

**Lecture-based assignments:** These mini written assignments are designed to apply student’s knowledge from the lecture in question. You can complete these individually or in groups. **NOTE: If you work in groups, only submit 1 assignment per group and make sure to include each group member’s full name & Banner ID. Students must submit their completed assignments to canvas by midnight the same day. There will be no make-ups for missed mini assignments.**

**Discussion Board Posts:** On the days that a discussion post is released, you will have the full day to provide your individual answer. **Students must complete their discussion post by midnight the same day. There will be no make-ups for missed discussion posts.**

**Short Student Introduction:** I ask that you send me a short (30 second) video telling me a little about yourself. In live lectures, my favourite part of class is being able to come to class early and chat with everyone so this is a way for me to also get to know you despite the online nature of this course. You may also provide a written paragraph instead of a video if you are having technological difficulty although a video is preferred 😊 **Note: These will only be viewed by your professor and TA and never shared anywhere. Students will upload the short video (which you can take using your phone etc.,) to CANVAS in the appropriate assignment folder.**

**Due before 11am on date of first lecture: Thursday Sept 10.**

**Office Hours:** Your TAs will hold google meet help sessions every week. Stay tuned for details.

## 6. Bi-Weekly Breakdown

<b>MODULE 1</b>		<b>Thursday Sept 10 - Thursday Oct 1</b>	<b>Lectures 1-4</b>
<b>LECTURE DATES</b>	<b>ASSESSMENTS</b>		
<b>Lecture 1</b> <b>Thursday Sept 10:</b> <b>Introduction to the Course/Theory and Research</b> Readings: Chapter 1,2	<b>TO DO: Listen to lecture recording (preferably in the morning)</b> <ul style="list-style-type: none"> <li>✓ While you are listening to the lecture, <b>take notes.</b></li> <li>✓ These notes will be very helpful when writing tests but also when completing discussion posts.</li> </ul> <b>TO DO: Discussion Post (response due by midnight)</b> <ul style="list-style-type: none"> <li>✓ Discussion board opens at noon today. Due by 11:59pm.</li> </ul> <b>OPTIONAL: TA office hours</b>		
<b>Lecture 2</b> <b>Thursday Sept 17:</b> <b>Research Ethics</b> Readings: Chapter 3	<b>TO DO: Listen to lecture</b> <b>TO DO: LECTURE-BASED ASSIGNMENT #1 (due by midnight)</b> <ul style="list-style-type: none"> <li>✓ Review lecture; assignment details discussed there.</li> <li>✓ Submit completed (solo or in groups) assignment on Canvas.</li> </ul> <b>OPTIONAL: TA office hours</b>		
<b>Lecture 3</b> <b>Thursday Sept 24:</b> <b>Literature Reviews / Designing a Study</b> Readings: Chapter 4,5	<b>TO DO: Listen to lecture</b> <b>OPTIONAL: Dr. Vivian Live Google Meet Office Hour (@11am)</b>		
<b>Lecture 4</b> <b>Thursday Oct 1:</b>	<b>MODULE 1 TEST (25%)</b> <ul style="list-style-type: none"> <li>○ 35 questions (multiple choice/true-false).</li> <li>○ Timed (Once you begin, you have 1.5hrs).</li> <li>○ Must be completed by the end of the day (midnight).</li> </ul>		

<b>MODULE 2</b>		<b>Thursday Oct 8 to Thursday Oct 29</b>	<b>Lectures 5-8</b>
<b>LECTURES DATES</b>	<b>ASSESSMENTS</b>		
<b>Lecture 5</b> <b>Thursday Oct 8:</b> <b>Sampling/Measurement</b> Readings: Chapter 6,7	<b>TO DO: Listen to lecture</b> <b>TO DO: Discussion board post (response due by midnight)</b> <b>OPTIONAL: TA office hours</b>		
<b>Lecture 6</b> <b>Thursday Oct 15: Qualitative Interviewing / Field Research.</b> Readings: Chapter 12,13	<b>TO DO: Listen to lecture</b> <b>LECTURE-BASED ASSIGNMENT #2 (assignment due by midnight)</b> <b>OPTIONAL: TA office hours</b>		
<b>Lecture 7</b> <b>Thursday Oct 22:</b> <b>Surveys/Experiments</b> Readings: Chapter 8 & 9	<b>TO DO: Listen to lecture</b> <b>OPTIONAL: Dr. Vivian Live Google Meet Office Hour (@11am)</b>		
<b>Lecture 8</b> <b>Thurs Oct 29:</b>	<b>MODULE 2 TEST (25%)</b> <ul style="list-style-type: none"> <li>○ Same format/ writing rules as Module Test 1</li> </ul>		

MODULE 3 Thursday Nov 5 to Final Exam Period		Lectures 9-12
LECTURE DATES	ASSESSMENTS	
Lecture 9 Thursday Nov 5: Nonreactive Research (Quant/Qual) Reading: Chapter 10,14	<b>TO DO: Listen to lecture</b> <b>TO DO: Post to discussion board (response due by midnight)</b> <b>OPTIONAL: TA office hours</b>	
Lecture 10 Thursday Nov 12: Qualitative Data Analysis Reading: Chapter 15	<b>TO DO: Listen to lecture</b> <b>LECTURE-BASED ASSIGNMENT #3 (assignment due by midnight)</b> ✓ Review lecture; assignment details in recording. ✓ Submit completed assignment on Canvas. <b>OPTIONAL: TA office hour</b>	
Lecture 11 Thursday Nov 19: Quantitative Data Analysis Reading: Chapter 11	<b>TO DO: Listen to lecture</b> <b>OPTIONAL: Dr. Vivian Live Google Meet Office Hour (@11am)</b>	
Lecture 12: Date TBD (during final exam period)	<b>MODULE 3 TEST (25%) – During final exam period.</b> <ul style="list-style-type: none"> <li>○ Same format as other tests.</li> <li>○ Will be held at some point between Dec 9 to 20 (TBD)</li> </ul>	

## 7. Missed Assessments

### DISCUSSION POSTS/MINI ASSIGNMENTS:

Students have the full (up to midnight) to complete each module test so I don't anticipate any absences and only provide exceptions in serious circumstances. In order for me to consider one of these exceptions, you MUST **alert the teaching team (professor/TA) before the same day midnight deadline (NOT the next day).**

### EXAMS/MODULE TESTS:

Students have the full (up to midnight) to complete each module test so I don't anticipate any absences and only provide exceptions in serious circumstances where documentation must be provided. In order for me to consider one of these exceptions, you MUST **alert the teaching team (professor/TA) before the same day midnight deadline (NOT the next day).**

- **NOTE: Any granted make-ups for missed tests will likely result in a formal written paper between 10-15 pages in length, so I suggest you complete the tests during the allotted times.**

## 8. Course Communication

I ask that you reserve your help questions for our weekly live google meet office hours! If, however, there are times you cannot join, please follow these helpful guidelines for courteous e- correspondence.

- Emails should be sent with your Ontario Tech email and sent to [Vivian.stamatopoulos@uoit.ca](mailto:Vivian.stamatopoulos@uoit.ca)
- All emails should be signed with the student's full name and student number and provide a proper greeting (**it's rude to start an email with a question without first greeting your email**)

*recipient e.g., Dear TA, Professor etc.,).* This should be common sense, after all.

- No emails will be answered during official test periods.
- Be concise and courteous. Review what you have written before you hit send button. “Hey Prof”, “Yo”, etc. do not qualify as appropriate language for academic correspondence or writing.
- Emails probing information covered in the syllabus (e.g., “how much is the midterm worth,” “when is assignment X due,” etc.) will receive a response alerting you to consult the syllabus.

**Final note: To help maintain work/life balance, both my TA and I will only answer emails up to 6pm on weekdays. That said, you should start your post-lecture assignments EARLY IN THE DAY as we cannot help in the evenings due to our own family obligations 😊**

## 9. Student Support

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact [studentlife@uoit.ca](mailto:studentlife@uoit.ca) for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

## 10. Sexual Violence Support and Education

Ontario Tech is committed to the prevention of sexual violence in all its forms. For any student who has experienced Sexual Violence, Ontario Tech can help. We will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.

If you think you have been subjected to or witnessed sexual violence:

- Reach out to a Support Worker, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolution options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email [studentlife@uoit.ca](mailto:studentlife@uoit.ca)
- Learn more about your options at: <https://studentlife.uoit.ca/sexualviolence/>

## 11. Students with Disabilities

Accommodating students with disabilities at Ontario Tech is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with me as soon as possible. Students who suspect they have a disability that may affect their participation in this course are advised to speak to the Student Accessibility Services (SAS) as soon as possible.

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## **12. Academic Integrity**

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## **13. Freedom of Information and Protection of Privacy Act**

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Social Sciences and Humanities.

As you may know, Ontario Tech University is governed by the Freedom of Information and Protection of Privacy Act ("FIPPA"). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that the University not disclose the personal information of its students without their consent. FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner (student) ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of [Insert Faculty name] encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that Ontario Tech University will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students. If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact [accessandprivacy@uoit.ca](mailto:accessandprivacy@uoit.ca)

## **14. Student Course Feedback Surveys**

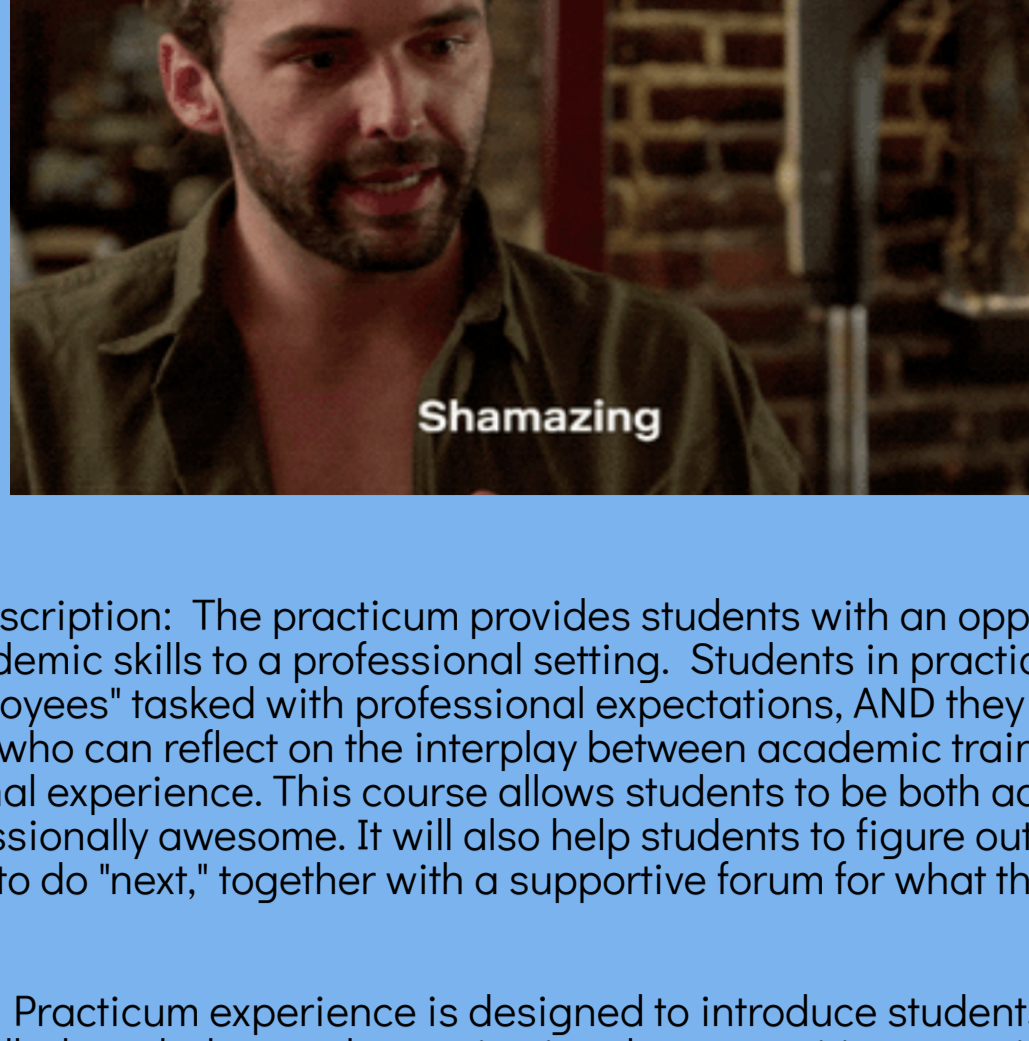
Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech University's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates.



# Practicum: SSCI4098U

## Winter 2020: ONLINE

Dr. Sharon Lauricella



**Course Description:** The practicum provides students with an opportunity to apply academic skills to a professional setting. Students in practicum are both "employees" tasked with professional expectations, AND they are "scholars" who can reflect on the interplay between academic training and professional experience. This course allows students to be both academically and professionally awesome. It will also help students to figure out what they want to do "next," together with a supportive forum for what they can to get there.

**Rationale:** Practicum experience is designed to introduce students to the diverse skills, knowledge, and organizational opportunities associated with their academic programs. The practicum is a meaningful learning tool that provides students with opportunities to understand the relationships between theory and practice, acquire workplace knowledge and skills, cultivate personal and professional development, and increase overall job readiness.

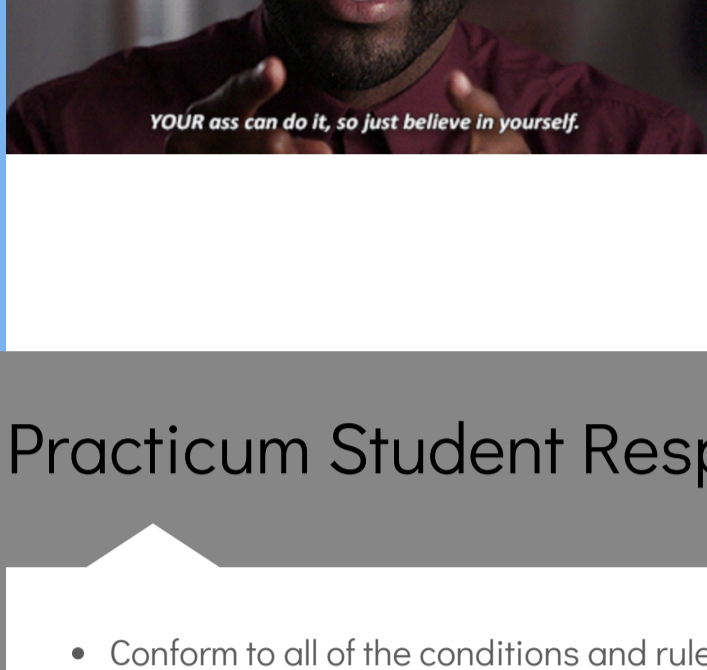
## What am I going to learn here?

### Learning Outcomes

By the end of the practicum placement, you should:

- Have increased knowledge and skills necessary for success in program-related fields;
- Demonstrate the ability to connect and transfer new skills with prospective employment opportunities;
- Understand some ways in which theoretical concepts may be applied in professional practice;
- Be familiar with resources and services utilized by the placement organization;
- Better understand relationships amongst organizational settings and the larger structural issues in the community;
- Be familiar with the placement organization's operations, policies, codes of conduct, and organizational structure;
- An increased ability to form mutual and purposeful relationships with people from diverse populations;
- Competence in working collaboratively with experienced professionals;
- Demonstrate increased clarity on long and short term professional goals;
- Start creating and kicking ass at the life you want to live!

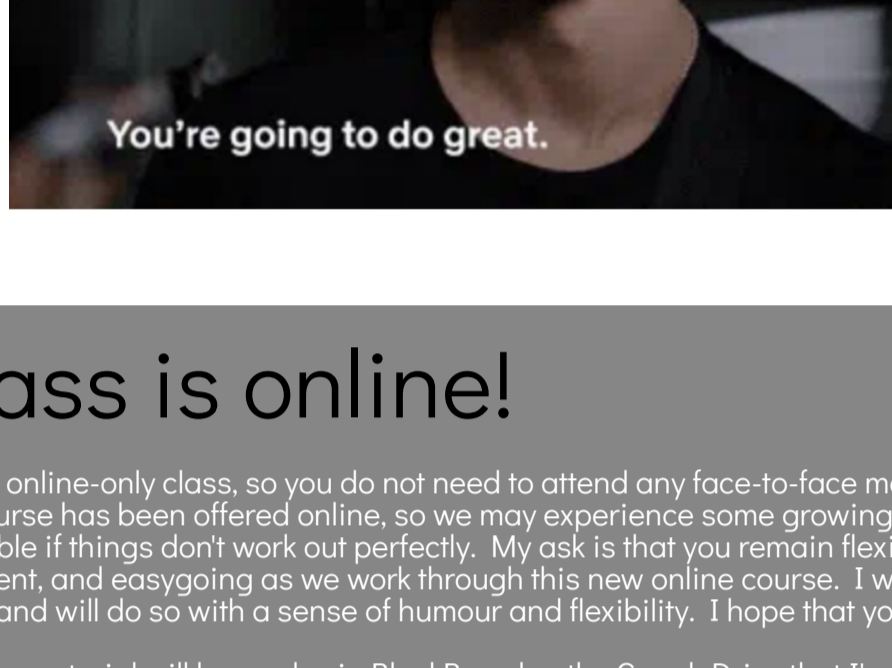
### What you get by taking this course:



- A well-rounded education in which you gain practical application of classroom learning;
- Opportunities to gain relevant employment skills and realistic expectations of the workforce;
- Opportunities to gain a broader understanding of career options;
- Confidence and skills developed through a professional placement;
- Experience with self-directed learning (developing and implementing personal and professional goals and objectives);
- Development of listening, speaking, and online skills required for professional success.

## Practicum Student Responsibilities

- Conform to all of the conditions and rules that apply to employees in your placement organization;
- Exercise ethical workplace conduct;
- Set goals and objectives for learning;
- Commit to enhancing academic, professional, and personal goals;
- Maintain employer/learning environment confidentiality;
- Accept feedback and suggestions for improvement in a positive manner;
- Resolve problems or issues that may arise in a prompt, professional manner;
- Advise the field supervisor and practicum office of any concerns or problems as soon as they arise;
- Keep in contact with the practicum office and instructor. Check your ontariotechu.net email frequently. Emails from the practicum office and placement organizations must be responded to within 24 hours;
- Complete all academic assignments relative to the practicum course.



## This class is online!

Practicum is now an online-only class, so you do not need to attend any face-to-face meetings. This is the first time that the course has been offered online, so we may experience some growing pains and we ALL may need to be flexible if things don't work out perfectly. My ask is that you remain flexible, understanding, patient, and easygoing as we work through this new online course. I will do my best to iron out any issues, and will do so with a sense of humour and flexibility. I hope that you can do the same.

Submission of course material will be made via BlackBoard or the GoogleDrive that I've sent up for the course. Once I get everyone's enrolment information, I will invite you to the GoogleDrive that is hosted via the OntarioTechu.net system. BlackBoard will be used for assignments that go just to me, and GoogleDrive will be used for sharing documents and making collegial comments to your classmates. Please check your ontariotechu.net email account frequently, and be sure to look at all of the Information Sheets that I provide for each assignment. My goal is to make this fun and a positive experience for all of us. This requires a positive attitude and not getting too wound up if we run into technical difficulties.



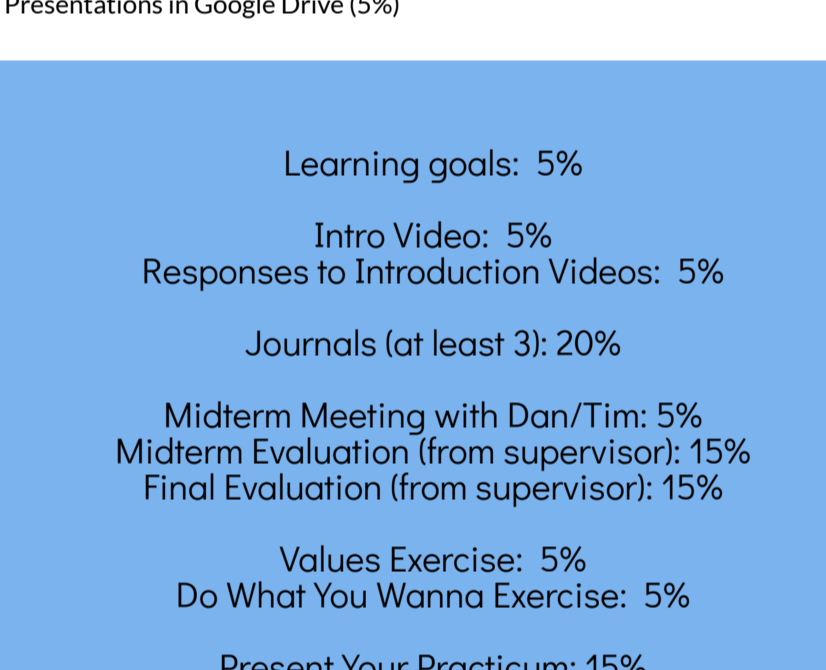
### Office hours:

Tuesdays 12-2 or by appointment (please contact me if you're coming so I know for sure that I don't have a meeting!)

Email: sharon.lauricella@uoit.ca (Note: NOT .net!)

Cell: 289.404.1225

## How am I getting graded?



- Learning Goals (5%)
- Journals (at least 3) (20%)
- Responses to Introduction Videos (5%)
- Intro Video (5%)
- Midterm Meeting (5%)
- Midterm Evaluation (15%)
- Final Evaluation (15%)
- Values (5%)
- Do What You Wanna (5%)
- Present Your Practicum (15%)
- Responses to Presentations in Google Drive (5%)

Learning goals: 5%

Intro Video: 5%  
Responses to Introduction Videos: 5%

Journals (at least 3): 20%

Midterm Meeting with Dan/Tim: 5%  
Midterm Evaluation (from supervisor): 15%  
Final Evaluation (from supervisor): 15%

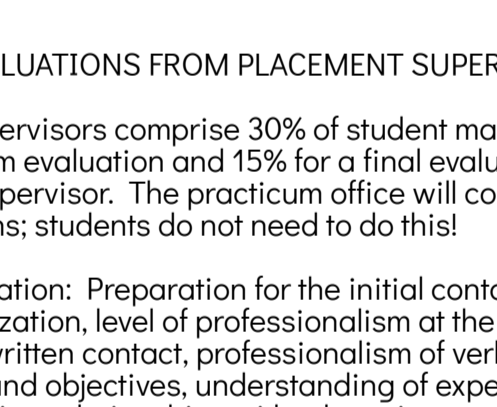
Values Exercise: 5%  
Do What You Wanna Exercise: 5%

Present Your Practicum: 15%  
Responses to Presentations in Google Drive: 5%

## More on how your experiential grade is factored: PRACTICUM OFFICE

100 Hours of Fieldwork: Please see Dan or Tim for the DOCUMENTATION OF HOURS document. Completion of this document confirms your participation in 100 hours of service/work at your placement organization. It is the responsibility of the student to maintain this document during the semester (this is a nice way of saying that it is a good idea to get your supervisor to sign off on your hours periodically rather than all at once at the end of the term, as this shows integrity on your part). Without accounting for the 100 hours of work, students cannot pass this course.

when someone exaggerates a story but you were there



### MIDTERM AND FINAL EVALUATIONS FROM PLACEMENT SUPERVISORS:

Evaluations from field supervisors comprise 30% of student marks in this course. This includes 15% for a midterm evaluation and 15% for a final evaluation. Both evaluations are done by the placement supervisor. The practicum office will contact your supervisor to complete these evaluations; students do not need to do this!

**Criteria for midterm evaluation:** Preparation for the initial contact/interview, level of familiarity with the organization, level of professionalism at the initial contact/meeting, timeliness of verbal and written contact, professionalism of verbal and written contact, quality of learning goals and objectives, understanding of expectations and responsibilities, working relationships with others, interpersonal skills, level of initiative, ability to accept direction and feedback, and overall performance. Please contact Dan or Tim if you wish to see the documents that they will send to your supervisor.

**Criteria for final evaluation:** Attitude toward work, quality and/or quantity of work, reliability, level of maturity, level of initiative, writing skills, interpersonal skills, level of progress made toward meeting learning goals and objectives, level of professionalism, ability to take direction, recognition of role, responsibilities and boundaries, and overall performance. Please contact Dan or Tim if you wish to see the documents that they will send to your supervisor.

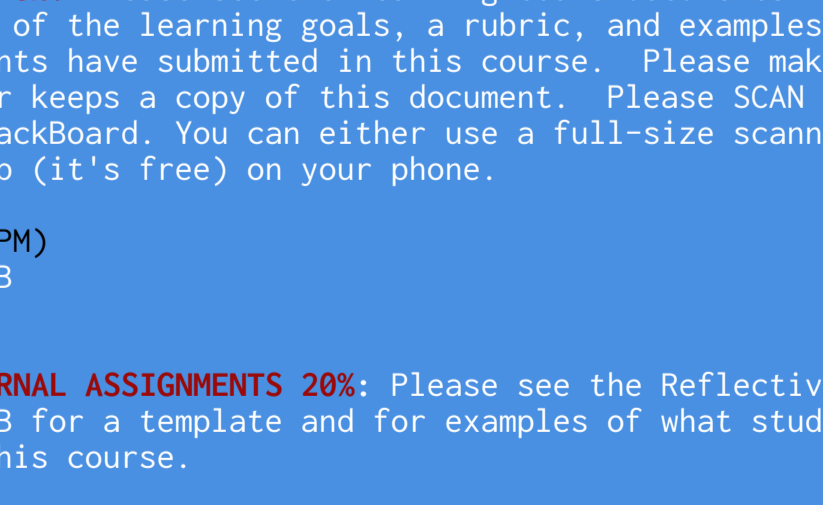
### MIDTERM MEETING:

Please register for and attend a 1:1 meeting with Dan or Tim. The purposes of this meeting are to provide you with an opportunity to share your experience with the Practicum Coordinators and for the Practicum Team to assess student feedback, suitability, and progress.

5 points allocated for this meeting, as follows:

1. Register for and attend a meeting time and be on time.
2. Register for the journal entries, including observations/ reflections.
3. Discuss the progress of your goals document (bring a copy, please!).
4. Address your hours sheet and discuss your strategy for completion.
5. Discuss the format of your final presentation (academic paper or informative visual)

## More on how you can get the most of your experiential learning experience:



**INTRODUCTION VIDEO and RESPONSES 5% EACH:** This course depends upon active participation of all students (and faculty!). It is very important that even though we are an online group, we all need to get to know and support one another. To that end, the Introduction Video will introduce you and your placement. Then, you will reply to at least five students in the course with comments and questions regarding their experiences. This exercise creates a sense of community in our online group.

**INTRODUCTION VIDEO 20 January (5 PM)**

Submitted in GoogleDrive

**Responses to introduction videos: 5%**

27 January (5PM)  
Submitted in GoogleDrive

**LEARNING GOALS 5%:** Please see the Learning Goals documents in BlackBoard for a template of the learning goals, a rubric, and examples of what previous students have submitted in this course. Please make sure that your supervisor keeps a copy of this document. Please SCAN and SUBMIT your document to BlackBoard. You can either use a full-size scanner or use the TinyScanner app (it's free) on your phone.

24 January (5 PM)

Submitted in BB

**REFLECTIVE JOURNAL ASSIGNMENTS 20%:** Please see the Reflective Journals documents in BB for a template and for examples of what students have submitted in this course.

Due on or BEFORE

3 February (5 PM)

28 February (5 PM)

20 March (5 PM)

Submitted in BB

**VALUES AND DO WHAT YOU WANNA:** These are online activities that give you the opportunity to reflect on your own desires and goals. Please follow the instructions in the video that I provide in BlackBoard and upload your work to the GoogleDrive.

**Values exercise: 5%**

14 February (5PM)

Submitted in GoogleDrive

**Do what you wanna exercise: 5%**

6 March (5PM)

Submitted in GoogleDrive

**PRESENT YOUR PRACTICUM:** Please see the "Present Your Practicum" document in BlackBoard, together with the video and activities that I posted in BlackBoard to help you create this assignment.

**Present Your Practicum: 15%**

31 March (5PM)

Submitted in GoogleDrive

**Comments on colleagues' presentations: 5%**

3 April (5PM)

Submitted in GoogleDrive

### DEADLINES THAT ARE VIA PRACTICUM OFFICE:

**Midterm Meeting with Dan/Tim: 5%**

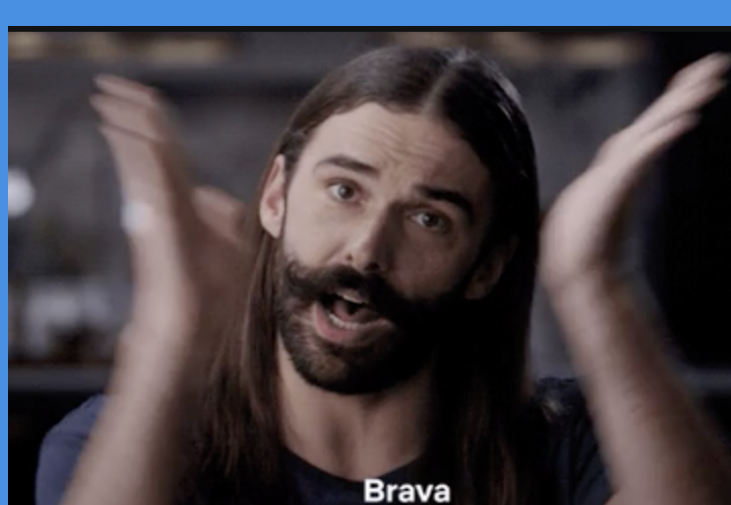
Dan will send an email about scheduling this.

**Midterm Evaluation (from supervisor): 15%**

Not your deadline!

**Final Evaluation (from supervisor): 15%**

Not your deadline!



## **Academic Integrity**

Students and faculty at Ontario Tech share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aims and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by Ontario Tech's regulations on Academic Conduct (Section 5.16 of the Academic Calendar) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, and other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a written reprimand to permanent expulsion from the university. A lack of familiarity with UOIT's regulations on academic conduct does not constitute a defense against its application.

Extra support services are available to all UOIT students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found in the Academic Calendar (Section 8).

## **Students with disabilities**

Accommodating students with disabilities at Ontario Tech is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students

with documented disabilities and who may require assistance to participate in this class are encouraged to speak with me as soon as possible. **Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible.** Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

Students taking courses on **north Oshawa campus** can visit Student Accessibility Services in UL Building, Room 2 (located near the library). Students taking courses on the **downtown Oshawa campus** can visit Student Accessibility Services in the 61 Charles St. Building, 2<sup>nd</sup> Floor, Room DTA 225 in the Student Life Suite.

Disability-related and accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. Office hours are 8:30am-4:30pm, Mon-Fri. For more information on services provided, you can visit the SAS website at <https://studentlife.uoit.ca/services/accessibility/index.php>

Students may contact Student Accessibility Services by calling 905-721-3266, or email [studentaccessibility@uoit.ca](mailto:studentaccessibility@uoit.ca).

Students who require the use of the Test Centre to write tests, midterms, or quizzes MUST register online using the SAS test/exam sign-up module, found here <https://disabilityservices.uoit.ca/uoitclockwork/user/test/default.aspx>. Students must sign up for tests, midterms or quizzes AT LEAST seven (7) days before the date of the test.

Students must register for final exams by the registration deadline, which is typically two (2) weeks prior to the start of the final examination period. SAS will notify students of the registration deadline date.

## Matters Relative to Assignments

1. Please use APA style as outlined in our university library's guidebook:

<http://www.uoit.ca/assets/Section~specific/Current~students/Academic~resources/Library/PDF/APA.pdf>

2. PLAGIARISM is an extremely serious academic offence and carries penalties varying from failure in an assignment to suspension from the University. Definitions, penalties and procedures for dealing with plagiarism are set out in the UOIT's "Academic Conduct Policy" which is printed in section 5.15 of the UOIT Calendar. It outlines what Academic Misconduct and Professional Unsuitability means and the penalties for violating this policy.

3. For your protection: because assignments sometimes get lost, and because questions of authorship sometimes arise, it is essential that you be able to document your creative process in producing assignments. You **should keep your research notes and rough drafts** for essays and assignments, even after the finished work has been graded and returned. When composing on a computer, preserve copies of work in progress at regular intervals so that you have a track record of how the assignment evolved. Print hard copies of the work at different stages, or use the 'save as' function on the computer to record successive drafts. The sequence of drafts should be carefully noted. An inability to provide these materials, if requested, will constitute grounds for failure on the assignment and will result in a report kept on file in the Faculty of Education.

4. All assignments must be original, produced by you, and prepared for this course alone. An essay prepared for or used in another course will be failed automatically. If you are drawing

from assignments done for previous or current courses, please discuss this before submission.

## **Assignments**

- **Non-negotiated Late Assignment**

This is an assignment that has been handed in late, after the first ten minutes of class without a prior agreement between the student and the professor to extend the time for submission of the assignment. Such assignments will be considered late and will be assigned a grade of zero.

- **Negotiated Late Assignment**

This is an assignment that has been handed in late with the permission of the professor. The professor and student, through discussion, have mutually agreed on the time/extension and penalty (if applicable) that the student will receive.

- **Extenuating Circumstances**

The professor will consider individual, rare extenuating circumstances that may cause an assignment to be late. The student must provide documentation to validate the extenuating circumstance which might include hospitalization, death of a family member or significant other. The professor will have the discretion to determine any extension in such situations.

## **Missed Course Work**

If a student has missed coursework (e.g., quizzes, in-class exercises, assignments) that is less than 26% of the final grade due to physical or psychological illness, the student must submit a UOIT Medical Statement Form directly to the course instructor within 3 days of the missed due date. Note: The medical statement form must be signed

by the treating physician or licensed practitioner within 24hrs of the missed date or deadline. If a student has missed coursework (e.g., quizzes, in-class exercises, assignments) that is less than 26% of the final grade due to exceptional circumstances, the student must submit a UOIT Academic Consideration Form, along with supporting documentation, directly to the course instructor within 3 days of the missed due date. Course instructors will review the documentation and inform the student of the outcome of their request in writing via email or blackboard. All missed coursework worth less than 26% will be handled directly by the course instructor for consideration and resolution. It will be at the course instructor's discretion to determine how the missed work will be addressed and resolved (e.g., penalties, re-writes, make-ups, extension, alternate assignment, etc.).

If a student has missed coursework (e.g., quizzes, in-class exercises, assignments) that is equal to or higher than 26% of the final grade due to physical or psychological illness, the student must submit a UOIT Medical Statement Form to the FSSH Academic Advising Office within 3 working days of the missed due date. Note: The medical statement form must be signed by the treating physician or licensed practitioner within 24hrs of the missed date or deadline. If a student has missed coursework (e.g., quizzes, in-class exercises, assignments) that is equal to or higher than 26% of the final grade due to exceptional circumstances, she or he must submit an Academic Consideration Form, along with supporting documentation, to the FSSH Academic Advising Office within 3 days of the missed due date. The Academic Advising Office will review the documentation and inform the student of the outcome of his or her request in writing via email. It will be at the course instructor's discretion to determine how the missed in-term exam will be addressed and resolved (e.g., make-ups). The most recent version of all forms can be found on MyCampus under the 'UOIT Documents' tab or on the website at [www.uoit.ca/studentforms](http://www.uoit.ca/studentforms). The UOIT grading policy can be found at the following:

<https://usgc.uoit.ca/policy/policy-library/policies/academic/examination-and-grading-policy.php>

## **Missed In-Term Exams and Tests**

If a student has missed a scheduled in-term exam (irrespective of weight) due to physical or psychological illness, she or he must submit a UOIT Medical Statement, along with supporting documentation, to the FSSH Academic Advising Office within 3 days of the missed exam date. Note: The medical statement form must be signed by the treating physician or licensed practitioner within 24hrs of the missed date or deadline. If a student has missed a scheduled in-term exam (irrespective of weight) due to exceptional circumstances, she or he must submit an Academic Consideration Form, along with supporting documentation, to the FSSH Academic Advising Office within 3 days of the missed exam date. The Academic Advising Office will review the documentation and inform the student of the outcome of his or her request in writing via email. It will be at the course instructor's discretion to determine how the missed in-term exam will be addressed and resolved (e.g., make-ups).

## **Religious Observance**

If a student is requesting consideration for a religious observance for missed coursework (e.g., quizzes, in-class exercises, assignments) that is less than 26% of the final grade, she or he must submit a UOIT Academic Consideration Form directly to the course instructor 7 working days prior to the due date. Course instructors will review the form and inform the student of the outcome of their request in writing via email or blackboard. All missed coursework worth less than 26% will be handled directly by the course instructor for consideration and resolution. It will be at the course instructor's discretion to determine how the missed work will be addressed and resolved.

If a student is requesting consideration for a religious observance for any in-term exam (irrespective of weight) or missed coursework (e.g., quizzes, in-class exercises, assignments) that is equal to or higher than 26% of the final grade, she or he must submit a UOIT Academic Consideration Form to the FSSH Academic Advising Office 15

working days prior to the exam date. The Academic Advising Office will review the form and inform the student of the outcome of his or her request in writing via email. It will be at the course instructor's discretion to determine how the missed in-term exam will be addressed and resolved (e.g., make-ups).

If a student is requesting consideration for a religious observance for a final exam, she or he must apply for a deferral using the Application for Deferred Final Examination and a UOIT Academic Consideration Form 15 working days prior to the first final examination date. The most recent version of all forms can be found on MyCampus under the 'UOIT Documents' tab or on the website at [www.uoit.ca/studentforms](http://www.uoit.ca/studentforms).

## **Professional Conduct**

Please note that emails to the professor should be properly written, including salutation, proper use of English, punctuation, spelling, capitalization, etc.

I am happy to reply to text messages of an urgent nature. If you are texting, please be sure to explain your situation clearly. I invite students to provide their cell numbers as a means of being contacted or so that you may contact me in case of emergency or urgent issues. Sometimes I may need to contact students as a group in the event that class must be cancelled, or sometimes students need to contact me if there is an issue which requires immediate attention. Please note that participating in text communication is ENTIRELY OPTIONAL and NOT REQUIRED in this course. You do not need to provide your cell number if you do not wish to do so.



Please see the FSSH Professional Guidelines Document in BlackBoard. This document assists with your preparation as a student and professional.

## **Use of technology**

You may use technology (computer, laptop, tablet, etc.) in class to take notes and/or participate in online activities. If you misuse technology, you will be dismissed from class. In a course of this size, it is difficult to enforce illicit behaviour during lecture. I therefore ask you all to be responsible, mature individuals and exercise respect for me and for one another.

## **Student support**

Any student facing challenges securing food or housing and believes that these challenges may affect their academic performance is urged to contact [studentlife@uoit.ca](mailto:studentlife@uoit.ca) for support. Further, please notify your professor if you are comfortable doing so. This will enable your professors to provide any resources and/or help that they can.

## **Sexual violence support and education**

Ontario Tech is committed to the prevention of sexual violence in all forms. For any student who has experience sexual violence, Ontario Tech can help. We will make accommodations that are sensitive to diverse backgrounds, cultures, and identities of students when dealing with each case.

If you think that you have been subjected to or witnessed sexual violence:

- Reach out to a support worker, a specially trained individual authorized to receive confidential disclosures about incidents

of sexual violence. Support workers can offer help and resolution options that can include safety plans, accommodations, mental health support, and more. To make an appointment with a support worker, you can phone 905.721.3392 or email [studentlife@uoit.ca](mailto:studentlife@uoit.ca)

- Learn more about your options at <https://studentlife.uoit.ca/sexualviolence>

## **Freedom of Information and Protection of Privacy Act**

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Social Science and Humanities.

As you may know, Ontario Tech University is governed by the *Freedom of Information and Protection of Privacy Act* (“FIPPA”). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that the University not disclose the personal information of its students without their consent.

FIPPA’s definition of “personal information” includes, among other things, documents that contain both your name and your Banner (student) ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Social Science and Humanities encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that Ontario Tech University will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact [accessandprivacy@uoit.ca](mailto:accessandprivacy@uoit.ca)

## **Course feedback**

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of UOIT's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News and signage around campus.

## **Disclaimer**

This outline documents the instructor's intentions for this course. Over the period of the academic year, it may become clear that some modifications may be necessary. Any modifications that may influence student success or the marking scheme will be made only after discussion with the students and the prior approval of the dean.



FACULTY OF SOCIAL SCIENCE AND HUMANITIES

[CRMN4010-001]: [Policy Development]  
Course outline for [Fall/2019]

**1. Course Details & Important Dates\***

Term	Course Type	Day	Time
F		Wednesday	14:10-17:00

Location	CRN #	Classes Start	Classes End	Final Exam Period
DTA 217		September 11	December 4	N/A

\* For other important dates go to: <https://uoit.ca/current-students/academics/important-dates-and-deadlines.php>

**2. Instructor Contact Information**

Instructor Name	Office	Phone	Email
Dr. Amir Mostaghim	DTB 426	5861	Amir.mostaghim@uoit.ca
Office Hours: Wednesday and Friday 12:00-13:30			

Laboratory/Teaching Assistant Name	Office	Phone	Email
Office Hours:			

**3. Course Description**

The purpose of this course is to help students develop the skills to : (1) fully integrate basic criminal justice principles and practices underlying this field of study and work; (2) access and correctly interpret the most current criminal justice research findings; (3) analyze, synthesize, and evaluate complex criminal justice issues; (4) understand and correctly apply a universally recognized problem-solving, decision-making, and policy development model; and (5) communicate at a professional level, both orally and in writing. The course is reading and writing intensive.

This is a seminar course with presentation and discussion. Therefore class members will be individually responsible not only for their own materials but as critical (and constructive) colleagues in the evaluation of others. The instructor will serve as a discussion facilitator and subject-matter resource person. It is incumbent on class members, therefore, to exert sufficient peer pressure on one another to assure a high level of preparedness and assertive participation from each member.

To accomplish these objectives, the public policy cycle is studied in relation to critical issues in criminal justice. A model for analyzing public policy is introduced and successful course participants will formulate and defend new or significantly revised, narrowly focused criminal justice policy proposals. The successful student's work product is a near equivalent to a senior thesis or a professional policy proposal for a state or federal agency and must be of such quality as to be presented to an agency or appropriately complement an application to graduate school; or be entered competitively in the student division at a major criminal justice conference.

#### **4. Learning Outcomes**

On the successful completion of the course, students will be able to:

- Assess the strengths and weaknesses of various public policies in criminal justice.
- Professionally format/prepare/document reaction papers and facilitate group discussions.
- Select an area of public policy ostensibly in need of policy development, determine a theoretically more efficacious alternative policy, and write a well-drafted proposal for implementation of a new or significantly modified policy.
- Using appropriate visual aids make a structured oral presentation to hypothetical decision-makers regarding their recommended policy (or policy revision).
- Communicate effectively and professionally.

#### **5. Course Design**

This course will utilize all manners of technology to the extent that they are deemed useful in the process of learning. Students are encouraged to use discussion board as a learning tool to enhance their understanding of the material. I will be available either through online conferencing or in person to answer any questions you might have. However, since the topics are complicated and discussions can be lengthy, I will not be able to reply to emails that require more than a few sentences to answer. In those cases, I will encourage the student to see me either in my office or setup a time for teleconferencing.

In my classes what we cover in class is less important than what you discover. Students are encouraged to think independently and critically about the topics at hand, to engage the readings and academic literature with a sense of wonder, and to question long held fundamental views that have shaped the current state of policing. The only requirement for success in this class is an open mind, a critical lens, a great imagination, and commitment to readings.

**Two Important Notes:**

**Participation:** In this class, students are expected to participate in class discussion and students who do not feel comfortable doing that will have a hard time achieving high results.

**Readings:** The readings for this course are divided into two sections:

1) *Recommended Readings:* They are recommended in a sense that I wish for you guys to have a general knowledge of the content of these books as they will guide you through your paper, debate, and midterm. In other words, you do not need to read them in detail and take notes, but skim over them so when we discuss and expand upon them in class, you have some foundational knowledge. Reading of these text are not necessary for passing the course, but those who wish to receive an exceptional grade are encouraged to do so.

2) *Required Readings:* Each group is responsible for submitting one or two articles that they find important the week before their debate. Students are expected to do those readings and may be called upon to discuss them in class or use them in their participation.

## 6. Outline of Topics in the Course

**September 11<sup>th</sup>:** Introduction

**September 18<sup>th</sup>:** Social Construction of laws  
 Luckman, T., & Berger, P. (1966) *The Social Construction of Reality: A treatise in the sociology of knowledge.*

**September 25<sup>th</sup>:** Theoretical Approaches to the state and policy making  
 Mill, J.S. (1859) *On Liberty.*

Millen, R. (2006). The Hobbesian Notion of Self-Preservation Concerning Human Behavior during an Insurgency

**October 2<sup>nd</sup>:** a) policy making in the age of uncertainty b) Instructions on debates

**October 9<sup>th</sup>:** group work day

**October 16<sup>th</sup>:** no classes

**October 23<sup>rd</sup>:** Debates group 1 and 2

- 1) Death penalty is an essential element of the justice system
- 2) Solitary Confinement stands against the principles of justice

**October 30<sup>th</sup>:** Group 3 and 4

- 3) All drugs should be legalized
- 4) Prostitution and its related activities shall be legalized.

**November 6<sup>th</sup>:** Groups 5 & 6

- 5) Mandatory minimum sentencing laws are against the fundamentals of justice
- 6) Restorative justice is against fair sentencing principles

**November 13<sup>th</sup>:** Group 7 & 8

- 7) Convicted felons should keep their voting rights
- 8) Lifetime registration of sexual offenders is against the fundamentals of justice

**November 20<sup>th</sup>:** Groups 9 and 10

- 9) Racial/Ethnic profiling is a useful tool in the criminal justice system
- 10) "Carding" stands against the principles of justice

**November 27<sup>th</sup>:** Groups 11 & 12

- 11) Aboriginal people should govern and punish their own community
- 12) Smoking should be allowed in private establishments at the discretion of the owner.

**December 4<sup>th</sup>:** Final paper due/participation grades are assigned

## 7. Required Texts/Readings

[See above](#)

*Additional readings may be assigned or recommended during the course.*

## 8. Evaluation Method

- Midterm: 10% (Due October 9<sup>th</sup>)
- Debate: 30%
- Final paper 30% (Due: December 4<sup>th</sup>)
- Participation 20%
- Group office visit: 5%
- Weekly reflections: 5% (Due on Tuesday of every week at midnight/ no late submission allowed)

*Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found at:*

<http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Grading>





## **9. Assignments and Tests** [See documents posted online about the paper and the debate](#)

### **Missed Course Work**

If a student has missed coursework (e.g., quizzes, in-class exercises, assignments) that is less than 26% of the final grade due to physical or psychological illness, she or he must submit a UOIT Medical Statement Form directly to the course instructor within 3 days of the missed due date. Note: The medical statement form must be signed by the treating physician or licensed practitioner within 24hrs of the missed date or deadline. If a student has missed coursework (e.g., quizzes, in-class exercises, assignments) that is less than 26% of the final grade due to exceptional circumstances, she or he must submit a UOIT Academic Consideration Form, along with supporting documentation, directly to the course instructor within 3 days of the missed due date. Course instructors will review the documentation and inform the student of the outcome of their request in writing via email or blackboard. All missed coursework worth less than 26% will be handled directly by the course instructor for consideration and resolution. It will be at the course instructor's discretion to determine how the missed work will be addressed and resolved (e.g., penalties, re-writes, make-ups, extension, alternate assignment, etc.).

If a student has missed coursework (e.g., quizzes, in-class exercises, assignments) that is equal to or higher than 26% of the final grade due to physical or psychological illness, she or he must submit a UOIT Medical Statement Form to the FSSH Academic Advising Office within 3 working days of the missed due date. Note: The medical statement form must be signed by the treating physician or licensed practitioner within 24hrs of the missed date or deadline. If a student has missed coursework (e.g., quizzes, in-class exercises, assignments) that is equal to or higher than 26% of the final grade due to exceptional circumstances, she or he must submit an Academic Consideration Form, along with supporting documentation, to the FSSH Academic Advising Office within 3 days of the missed due date. The Academic Advising Office will review the documentation and inform the student of the outcome of his or her request in writing via email. It will be at the course instructor's discretion to determine how the missed in-term exam will be addressed and resolved (e.g., make-ups). The most recent version of all forms can be found on MyCampus under the 'OT Documents' tab. The UOIT grading policy can be found at the following:

<https://usgc.uoit.ca/policy/policy-library/policies/academic/examination-and-grading-policy.php>

### **Missed In-Term Exams and Tests**

If a student has missed a scheduled in-term exam (irrespective of weight) due to physical or psychological illness, she or he must submit a UOIT Medical Statement, along with supporting documentation, to the FSSH Academic Advising Office within 3 days of the missed exam date. Note: The medical statement form must be signed by the treating physician or licensed practitioner within 24hrs of the missed date or deadline. If a student has missed a scheduled in-term exam (irrespective of weight) due to exceptional circumstances, she or he must submit an Academic Consideration Form, along with supporting documentation, to the FSSH Academic Advising Office within 3 days of the missed exam date. The Academic Advising Office will review the documentation and inform the student of the outcome of his or her request in writing via email. It will be at the course instructor's discretion to determine how the missed in-term exam will be addressed and resolved (e.g., make-ups).

### **Missed Final Exam**

If a student has missed a scheduled final examination due to physical or psychological illness, she or he must apply for a deferral using the Application for Deferred Final Examination within 3 working days of the missed exam date. A UOIT Medical Statement, along with supporting documentation and a \$45 examination fee (per exam), must be submitted to the Registrar's

Office. If a student has missed a scheduled final examination due to exceptional circumstances, she or he must apply for a deferral using the Application for Deferred Final Examination within 3 working days of the missed exam date. An Academic Consideration Form, along with supporting documentation, must be submitted to the Registrar's Office. The most recent version of all forms can be found on MyCampus under the 'OT Documents' tab.

### **Religious Observance**

If a student is requesting consideration for a religious observance for missed coursework (e.g., quizzes, in-class exercises, assignments) that is less than 26% of the final grade, she or he must submit a UOIT Academic Consideration Form directly to the course instructor 7 working days prior to the due date. Course instructors will review the form and inform the student of the outcome of their request in writing via email or blackboard. All missed coursework worth less than 26% will be handled directly by the course instructor for consideration and resolution. It will be at the course instructor's discretion to determine how the missed work will be addressed and resolved.

If a student is requesting consideration for a religious observance for any in-term exam (irrespective of weight) or missed coursework (e.g., quizzes, in-class exercises, assignments) that is equal to or higher than 26% of the final grade, she or he must submit a UOIT Academic Consideration Form to the FSSH Academic Advising Office 15 working days prior to the exam date. The Academic Advising Office will review the form and inform the student of the outcome of his or her request in writing via email. It will be at the course instructor's discretion to determine how the missed in-term exam will be addressed and resolved (e.g., make-ups).

If a student is requesting consideration for a religious observance for a final exam, she or he must apply for a deferral using the Application for Deferred Final Examination and a UOIT Academic Consideration Form 15 working days prior to the first final examination date. The most recent version of all forms can be found on MyCampus under the 'OT Documents' tab.

## **10. Student Support**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact [studentlife@uoit.ca](mailto:studentlife@uoit.ca) for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

## **11. Sexual Violence Support and Education**

Ontario Tech is committed to the prevention of sexual violence in all its forms. For *any* student who has experienced Sexual Violence, Ontario Tech can help. We will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.

If you think you have been subjected to or witnessed sexual violence:

- Reach out to a Support Worker, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolution options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email [studentlife@uoit.ca](mailto:studentlife@uoit.ca)
- Learn more about your options at: <https://studentlife.uoit.ca/sexualviolence/>

## 12. Students with Disabilities

Accommodating students with disabilities at Ontario Tech is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with me as soon as possible. **Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible.** Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

Students taking courses on **north Oshawa campus** can visit Student Accessibility Services in UL Building, Room 2 (located near the library). Students taking courses on the **downtown Oshawa campus** can visit Student Accessibility Services in the 61 Charles St. Building, 2<sup>nd</sup> Floor, Room DTA 225 in the Student Life Suite.

Disability-related and accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. Office hours are 8:30am-4:30pm, Mon-Fri. For more information on services provided, you can visit the SAS website at <https://studentlife.uoit.ca/services/accessibility/index.php>

Students may contact Student Accessibility Services by calling 905-721-3266, or email [studentaccessibility@uoit.ca](mailto:studentaccessibility@uoit.ca).

Students who require the use of the Test Centre to write tests, midterms, or quizzes **MUST** register online using the SAS test/exam sign-up module, found here <https://disabilityservices.uoit.ca/uoitclockwork/user/test/default.aspx>. Students must sign up for tests, midterms or quizzes **AT LEAST** seven (7) days before the date of the test.

Students must register for final exams by the registration deadline, which is typically two (2) weeks prior to the start of the final examination period. SAS will notify students of the registration deadline date.

## 13. Professional Conduct (if applicable)

Please see: [http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic\\_conduct](http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic_conduct)

## 14. Academic Integrity

Students and faculty at Ontario Tech University share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by Ontario Tech University's regulations on Academic Conduct which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with these regulations on academic conduct does not constitute a defense against its application. This information can be found at [http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic\\_conduct](http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic_conduct)

Extra support services are available to all Ontario Tech University students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found at <https://studentlife.uoit.ca/services/academic-support/index.php>

#### **15. Turnitin (if applicable)**

Ontario Tech University and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to Ontario Tech University's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide with their assignment at the time of submission to the instructor a signed Turnitin.com Assignment Cover sheet:

<https://shared.uoit.ca/shared/department/academic-integrity/Forms/assignment-cover-sheet.pdf>

Students whose assignments are submitted to Turnitin.com agree to abide by all the relevant Turnitin.com terms and conditions which may be found on the Turnitin.com website [https://help.turnitin.com/Privacy\\_and\\_Security/Privacy\\_and\\_Security.htm#Privacy\\_Policy](https://help.turnitin.com/Privacy_and_Security/Privacy_and_Security.htm#Privacy_Policy) which is subject to change from time to time.

#### **16. Final Examinations (if applicable)**

Final examinations are held during the final examination period at the end of the semester and may take place in a different room and on a different day from the regularly scheduled class. Check the published Examination Schedule for a complete list of days and times.

Students are advised to obtain their Student ID Card well in advance of the examination period as they will not be able to write their examinations without it. Cards are available from the Campus ID office in the Campus Recreation and Wellness Centre, Room G1004.

Students who are unable to write a final examination when scheduled due to religious publications may make arrangements to write a deferred examination. These students are required to submit a Request for Accommodation for Religious Obligations to the Faculty concerned as soon as possible and no later than three weeks prior to the first day of the final examination period.

Further information on final examinations can be found at <https://usgc.uoit.ca/policy/policy-library/policies/academic/procedures-for-final-examination-administration.php>

## 17. Freedom of Information and Protection of Privacy Act

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Social Science and Humanities

As you may know, Ontario Tech University is governed by the *Freedom of Information and Protection of Privacy Act* (“FIPPA”). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that the University not disclose the personal information of its students without their consent.

FIPPA’s definition of “personal information” includes, among other things, documents that contain both your name and your Banner (student) ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Social Science and Humanities encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that Ontario Tech University will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact [accessandprivacy@uoit.ca](mailto:accessandprivacy@uoit.ca)

## 18. Student Course Feedback Surveys

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech University’s programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News, and signage around the campus.

### **C. Detailed Listing of Faculty Committed to the Program**

No new faculty hires will be required for the Diploma in Public Policy. The existing core faculty members currently teach all of the courses listed in the program map. Some qualified sessional instructors may be hired as necessary, but this will be limited.

See detailed list below.

	Name	Faculty	Rank	Expertise	Commitment to other programs (other programs in which the person routinely teaches/ supervises)	Nature of Contribution to This Program (course instructor, etc.)
<b>Tenured &amp; Tenure-Track</b>	Alyson E. King	FSSH	Associate Professor	Student experience in higher education; women's history; education policy; theories of democracy; global politics; politics of housing; technology & society	Political Science	Course Instructor: POSC 1200U POSC 3600U POSC 3603U POSC 3700U POSC 3201U
	Shanti I. Fernando	FSSH	Associate Professor	Anti-racism and critical race theory, immigration and refugee policies, adult education for marginalized populations, community development and community engagement, critical disability studies, labour market integration, anti-poverty and social service policies	Political Science	Course Instructor: POSC 2000U POSC 2200U POSC 2502U POSC 3203U POSC 3501U
	Scott Aquanno	FSSH	Assistant Professor	economic and social policy; development; inflation and the Central Banking; inequality and social justice; international political economy; social relations of power	Political Science	Course Instructor: POSC 3000U POSC 4010U POSC 3800U POSC 4000U
	Natalie Oman	FSSH	Associate Professor	Public international law, Philosophy of law, Indigenous international law,	Legal Studies	Course Instructor: LGLS 1000U LGLS 2120U

				Political theory, Aboriginal (Canadian state) law, Human rights, Ethics		LGLS 2200U LGLS 3430U LGLS 3310U LGLS 4040U
	Rachel Ariss	FSSH	Associate Professor	Aboriginal law and rights; assisted reproductive technologies; law and gender	Legal Studies	Course Instructor: LGLS 3310U
	Thomas McMorrow	FSSH	Associate Professor	constitutional law; Indigenous law and reconciliation; end-of-life decision-making; legal education; philosophy of law	Legal Studies	Course Instructor: LGLS 1000U LGLS 2420U LGLS 4070U
	Andrea Slane	FSSH	Professor	information law; intellectual property; law and technology; privacy; cyberbullying and cybercrime	Legal Studies	Course Instructor: LGLS 3530U LGLS 4070U LGLS 3520U
	Jen Rinaldi	FSSH	Associate Professor	disability and law; feminist & queercrip legal theory; health law and policy; mental health law; reproductive technologies	Legal Studies	Course Instructor: LGLS 1000U LGLS 2200U LGLS 3300U LGLS 4030U LGLS 4040U
	Dr. Sasha Baglay	FSSH	Associate Professor	Criminal Law; Immigration and Refugee Law; International Human Rights; Prosecution and Sentencing Public Law; Security and the Nation-state	Legal Studies	Course Instructor: LGLS 1000U LGLS 2120U
<b>Teaching Faculty</b>	Ruth Felder	FSSH	Assistant Teaching Professor	Development; Latin American politics; neoliberalism; political economy; labour precarity; popular economy	Political Science	Course Instructor: POSC 2100U POSC 3100U POSC 3101U

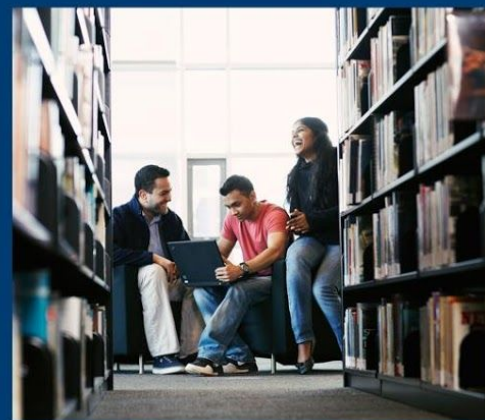
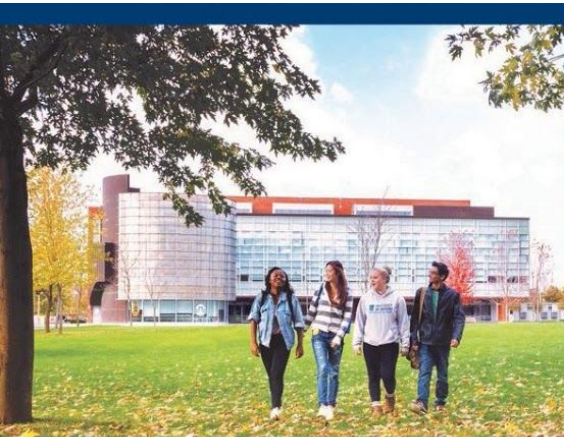


	Tim MacNeill	FSSH	Associate Teaching Professor	Environment and Development; Indigenous Alternatives to Mainstream Development; Decoloniality; International Political Economy; Development Project Impact Assessment	Political Science	Course Instructor: POSC 3300U POSC 3301U POSC 3302U POSC 3303U
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# New Program Proposal: Undergraduate Diploma in Public Policy

Library Statement of Support Provided to Ontario Tech University

Prepared by: Chelsie Lalonde, Faculty of Social Science and Humanities Liaison Librarian,  
October 2020





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## Summary

Ontario Tech University Library's holdings spanning the social sciences and humanities disciplines are strong.

The proposed undergraduate Diploma in Public Policy is a supplemental program complementing existing undergraduate programs supported by the Library collection. The Diploma in Public Policy takes an interdisciplinary approach to understanding public policy by integrating courses in Political Science and Legal Studies with the courses in public policy and law. The program is targeted to students from any discipline, giving students a background on policy development that will provide an understanding how policy decisions are made and implemented in different sectors and fields, including Engineering and Health Science. This program will draw on existing library collections that support these subject areas.

The program focuses on higher level research and applied studies, including honours thesis, directed research or independent study, research related courses that the Library is well positioned to provide research support for through existing collections and research support services, including consultations with subject specialist librarians.

The Library's research and special collections total more than 102,131 print volumes and 100,754 journal subscriptions. The Library provides access to more than 865,736 e-books, and primary source materials. Collection strengths support the research and instructional programs at Ontario Tech University.

## Introduction

The Library supports the teaching, learning and research missions of Ontario Tech University and Durham College. Ontario Tech students have access to a joint collection of more than 102,000 print books purchased by both Ontario Tech and Durham College. Additionally, the Library provides access to online resources including e-books and online databases that are selected to meet the teaching and research needs of Ontario Tech programs. Students and faculty are served by a team of subject specialist librarians and trained library technicians who provide an array of research and teaching support services including information literacy instruction, workshops, research help and reference service.

## Library Collections

The Library's social science and humanities collection covers a variety of subject areas that support this proposed diploma program. Current Library collections that support degree programs in Political Science and Legal Studies will support the Diploma in Public Policy. Library holdings in social science and humanities include coverage of political science, policy, law, and communications. Supporting Library holdings in research areas of economics, engineering and health science complement and support the Diploma in Public Policy.

The Library's collections expenditures for the fiscal year 2019-2020 totaled \$1.7M. Approximately 90% of this budget is allocated for the purchase of subscription online resources. The remainder of the budget is allocated for the acquisition of print and online resources to support the curriculum including journals, books and e-books, multimedia and other specialized material.

The Library collects materials to support programs in the Faculty of Social Science and Humanities, including coverage of political science and legal studies. Further, the Library's collections cover a variety of topics related to public policy such as sociology, political science, indigenous issues, human rights, race relations, social issues, public health, and the economy.

The Library welcomes suggestions for the collection from members of the University community. Faculty and students may suggest material for purchase using an online form. All recommended purchases are evaluated according to the Collection Development Guidelines and with consideration to budget constraints.

## Consortial Licensing

By virtue of our membership in two key consortia, the Ontario Tech University Library benefits from the increased bargaining power of a collective through which we subscribe to a wide array of scholarly content. Canada Research Knowledge Network (CRKN) is comprised of 76 academic libraries across Canada that include world-class research institutions, innovative teaching-focused institutions, as well as two national libraries, and Canada's largest public library system. CRKN is dedicated to expanding digital content for the academic research and teaching enterprise in Canada. Through the coordinated leadership of librarians, researchers, administrators and other stakeholders in the research community, CRKN undertakes large-scale

## Library Statement for the Undergraduate Diploma in Public Policy

content acquisition and licensing initiatives in order to build knowledge infrastructure, research, and teaching capacity in Canada's universities.

The Ontario Council of University Libraries (OCUL) is a consortium of Ontario's 21 university libraries which works together to maximize our collective expertise and resources. OCUL enhances information services in Ontario and beyond through collective purchasing and shared digital information infrastructure, collaborative planning, advocacy, assessment, research, partnerships, communications, and professional development.

### Journals

The Library provides access to more than 100,754 journal titles across all disciplines. Our collection of academic journals in disciplines related to the Diploma in Public Policy is strong and includes titles relating to public administration, political science and law.

Students and researchers can access extensive journal holdings, in many cases including archives, from publishers such as Cambridge University Press, Elsevier, SpringerLink, Taylor & Francis, and SAGE. The Library provides access, through subscription, to most of the relevant journals in these disciplines with the highest impact factors, according to Clarivate's Journal Citation Reports (JCR) database (2019).

By subject category:

JCR Subject Category	Ontario Tech Access	Select Titles
Public Administration	41/48	<ul style="list-style-type: none"><li>● Policy Studies Journal</li><li>● Policy Sciences</li><li>● Policy and Society</li><li>● Journal of Social Policy</li><li>● Journal of Public Policy</li><li>● Science and Public Policy</li></ul>
Political Science	45/50	<ul style="list-style-type: none"><li>● Political Communication</li><li>● Annual Review of Political Science</li><li>● Policy Studies Journal</li><li>● Regulation &amp; Governance</li><li>● New Political Economy</li><li>● Policy and Politics</li></ul>
Law	43/50	<ul style="list-style-type: none"><li>● Regulation &amp; Governance</li><li>● Psychology, Public Policy and Law</li></ul>

### Books & E-Books

## Library Statement for the Undergraduate Diploma in Public Policy

We provide access to 102,131 print books and 865,736 e-books that support teaching, learning and research across all programs and disciplines. Students and faculty have access to collections of books and e-books from major academic publishers, including Canadian University Presses, American University Presses, Routledge, Springer, SAGE and Wiley.

The following table highlights Library holdings by subject heading for print books and e-books that encompass the Library's public policy collection. Collection strengths are evident in areas of public policy.

Subject	# Print Books	# E-Books
Policy sciences	815	31,309
Public policy (Law)	279	4,984
Public policy	808	22,810
Public policy management	147	6,461
Government policy	2,315	37,183
Public health policy	220	5,320
Health care policy	227	4,994
Medical policy	291	5,368
Health policy	353	10,025
Political planning	225	4,875
Conflict of laws – Public policy	6	546
Industry policy	519	9,565
Energy policy	447	5,281
Commercial policy	157	4,090

## Search Tools

The Library subscribes to many research databases and indexes that provide access to the literature in public policy. Systematic searching of these resources enables students and faculty to access journals and other academic resources such as conference proceedings, theses and dissertations, trade publications and reports.

Highly Relevant Databases: Public Policy Focus	Relevant Databases: Multidisciplinary	Relevant Databases: Related Disciplines
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## Library Statement for the Undergraduate Diploma in Public Policy

<p><b>Political Science:</b> Scholars Portal Journals JSTOR Oxford Journals – Social Sciences Academic Search Premier</p> <p><b>Law:</b> Lexis Advance Quicklaw</p>	<p>Web of Science Science Direct SAGE CRKN Collection Scopus</p>	<p><b>Engineering:</b> Engineering Village IEEE Xplore</p> <p><b>Health Science:</b> Nursing &amp; Allied Health Health Source</p> <p><b>Economics:</b> Business Source Complete Conference Board of Canada Economist Intelligence Unit</p>
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### Data Resources

To support research that requires statistics and datasets, the Library subscribes to three main resources:

**Data Liberation Initiative (DLI):** Access to datasets from Statistics Canada surveys including public use microdata files (PUMF) and research data centre (RDC) master files.

**odesi:** A web-based data exploration, extraction and analysis tool that enables researchers to search for variables across thousands of datasets including Statistics Canada datasets and polling data.

**Interuniversity Consortium for Political and Social Research (ICPSR):** Access to a data archive of more than 250,000 files of research in the social and behavioral sciences. Includes specialized collections of data in education, aging, criminal justice, substance abuse, terrorism, and other fields. Resources for teaching and learning include classroom exercises and materials to support data literacy in the classroom.

The Library provides access to Dataverse, a repository that supports research data management and open access data requirements for Tri-Agency research funding compliance.

### Multimedia Resources

The Library acquires DVD and streaming video resources that are relevant to the disciplines in the Diploma in Public Policy program. Multimedia resources are selected individually or as part of standing subscriptions.

The Library's collection includes 109,200 streaming video titles. Of these multimedia resources, the following collections are particularly relevant to the curriculum in the Diploma in Public Policy program:

#### *Relevant Streaming Video Collections*

Streaming Video Collection	Relevant Titles
Kanopy Streaming	<ul style="list-style-type: none"> <li>• Social Issues, Political Science, Media Studies, Law, and Sociology: 8,439</li> </ul>
CBC Curio	<ul style="list-style-type: none"> <li>• Total collection: 10,950</li> </ul>

McIntyre Media	<ul style="list-style-type: none"><li>• Social Issues, Political Science, Media Studies, Law, and Sociology: 11,560</li></ul>
National Film Board of Canada	<ul style="list-style-type: none"><li>• Total collection: 5,504</li></ul>

## Library Services

A range of library services support teaching, learning and research at the University. Students and faculty in the Diploma in Public Policy access to services in-person, online and via email or telephone.

### Research Support

The Library plays a vital role in supporting student and faculty research at Ontario Tech.

#### Reference Service & Research Consultations

Students and faculty have access to research support in-person and online, via telephone, email and through online chat help. In the 2019-2020 academic year, library staff answered 14,630 research questions from the Ontario Tech community, 455 questions were from faculty or graduate students.

Librarians are available for individualized research consultations with students and faculty, in person or online. These consultations are tailored to meet the needs of individual researchers and can cover a range of topics from basic introductions to more advanced search techniques and support for literature reviews. In 2019-2020, Librarians participated in 15 research consultations with members of the Faculty of Social Science and Humanities.

#### Open Access & Research Data Management

The Library provides support to faculty and students in complying with the Tri-Agency Open Access Policy (SSHRC, NSERC, CIHR). Faculty and students can make their work open by publishing in an open access or hybrid journal, by depositing their work in a subject repository, or by depositing their work in Ontario Tech's institutional repository, E-Scholar (<https://ir.library.dc-uoit.ca>).

The Library provides direct support to Faculties through dedicated subject specialist/liaison librarians and online guidance with the Library's Open Access Guide (<http://guides.library.uoit.ca/openaccess>). The Library has a Research Data Management guide (<http://guides.library.uoit.ca/rdm>) to support faculty and students in creating data management plans and sharing research data.

During the 2019-2020 academic year, these guides were viewed 974 times.

#### Research Metrics & Impact

The Library supports various departments on campus by fielding requests for reports on author, article, journal and institutional metrics. Subscribed tools include: Web of Science, Scopus and Journal Citation Reports (JCR).

The Library's Research Metrics guide (<http://guides.library.uoit.ca/researchmetrics>) provides background information and support for these tools.

### Theses & Dissertations

The Library ensures that the Ontario Tech community has access to national and international thesis and dissertation databases. Access to PQDT (ProQuest Dissertations and Theses) and the Theses Canada Portal is provided through the Library website. The Library plays a key role in the dissemination and preservation of Ontario Tech theses, managing copies in the institutional open-access digital repository, E-Scholar, as well as maintaining print copies in the Library archives.

### Teaching & Learning Support

As partners in teaching and learning at Ontario Tech, the Library provides a range of instructional and curriculum supports, both in person and online.

### Information Literacy Instruction

In collaboration with teaching faculty, Librarians deliver customized information literacy instruction that support the development of students' 21<sup>st</sup> century skills to successfully search, evaluate and ethically use scholarly resources in their course requirements. These library services are aligned with the Association of College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education. Information literacy sessions are tailored to the specific requirements of the course or assignment. Information literacy may be delivered synchronously or asynchronously to classes, in person or online. Asynchronous Library information literacy modules are available in the Learning Management System and can be adapted and added directly into courses, or instructors can opt for asynchronous recordings.

Ideally, Information Literacy instruction is scaffolded across the required curriculum, enabling students to build increasingly sophisticated research skills throughout their program of study.

### Co-curricular Workshops

In addition to Information Literacy instruction that is integrated into the curriculum, the Library offers a number of co-curricular workshops that help develop student and faculty skills. Some examples of workshops offered to Ontario Tech students in the past include:

- Managing Your Research Identity
- Trending Topics: How to find highly cited journals, articles, and authors
- Citation Management
- Finding and Using Open Educational Resources

Workshop offerings are regularly updated in response to the changing needs of the community.

### Online Research Guides

Subject specialist librarians create custom Research Guides for each subject area that are available from the Library website. Research Guides include program and course guides that are directly related to the program and course curriculum, as well as topic guides that have cross-disciplinary relevance. Research Guides of particular importance to students in the Diploma in Public Policy include:

- Political Science: <https://guides.library.uoit.ca/politicalscience>
- Legal Resources: <https://guides.library.uoit.ca/law>
- Citation Guide: <https://guides.library.uoit.ca/citation>

## Library Statement for the Undergraduate Diploma in Public Policy

During the 2019-2020 academic year, these guides were viewed a combined 8,366 times.

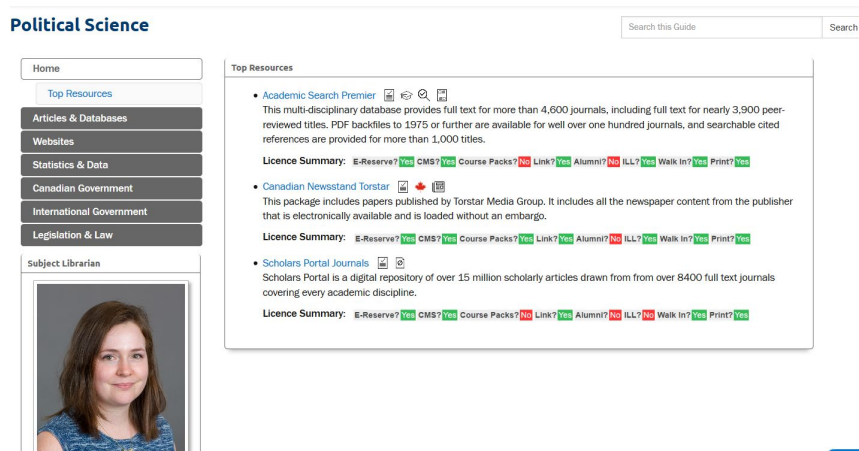


Figure 1 Political Science Research Guide

### Copyright & Academic Integrity

The Library provides copyright advice for faculty and students. Library staff advise on license terms and the integration of content into the Learning Management System (LMS). The Library also helps faculty find, evaluate and integrate Open Educational Resources into their courses.

The Library's research support services including our citation guides help students avoid plagiarism and comply with the University's Academic Conduct policy.

### Course Reserves

Instructors can place material that is in high demand on course reserve in the library. Reserve material is available to students on shorter loan periods, ensuring equitable access to required textbooks and readings.

In addition to print material, instructors may also place material from the library's online holdings on electronic reserve. Electronic reserves are subject to copyright compliance and licensing restrictions.

### 3D Printing & Equipment Loans

Students have access to 3D printers and 3D printing workshops and can borrow equipment such as laptops and device chargers.

### Library Staffing

The Library anticipates that there will be additional staffing requirements associated with growth in graduate and undergraduate programs across the University. These requests will be part of the regular budget planning process, following a fulsome and strategic analysis of our staffing needs.

### Conclusion

The Library is well-positioned to support the new Diploma in Public Policy. Our suite of services and programs will meet the needs of students and faculty in this program. We look forward to working in collaboration with students and faculty in this new program.