

The University of Ontario Institute of Technology
Faculty of Social Science & Humanities
Fall term 2016

POSC 2300U Mobilizing for Change
(CLASS: Wednesday 2:10 pm - 5:00 pm Room: DTB210)

INSTRUCTOR	CONTACT INFORMATION	OFFICE HOURS
Alyson E. King, Ph.D.	OFFICE: DTB 307 Blackboard Message (or Alyson.King@uoit.ca) 721-8668 x 3421 (messages)	Wednesdays 12:15-1:30 & Thursdays 12:00-1:30 (or by appointment)

Contents

Course Description.....	2
Class Structure	2
Learning Outcomes.....	2
Required Text.....	2
Course Requirements.....	2
Requirement Details	3
Course Schedule.....	5
Disclaimer.....	8
Course Evaluations.....	8
Technology.....	9
Using Your Laptop.....	9
Email and Electronic Communication.....	9
Accessibility, Individual Needs, and Diversity.....	9
Important Matters Regarding Assignments.....	10
Policy for Late Assignments	10
Academic Integrity	11
TURNITIN.COM	12
Freedom of Information and Protection of Privacy Act.....	13

Course Description

Students taking this course will learn about the major controversies and issues in the study of social movements and contentious politics. Different types of social movements will be explored as well as their origin, emergence and organization within the context of community/collective action. Emphasis will be placed on community leadership and the ability to prepare and aid in future social movements (online/conventional). The course content will give examples to students on how to best translate theory and policy into sustainable practice. 3 cr, 3 lec. Prerequisite: CDPS1000 WHAT IS COMMUNITY? or SOCI1000 INTRODUCTORY SOCIOLOGY; Course Restriction: CDPS2000

Class Structure

This three-hour class combines lecture with in-class activities and video examples. This course also includes small group work with real-world application exercises in class, online, and out of the classroom.

Learning Outcomes

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

1. Understand the development of grass roots resistance from previous examples of collective action.
2. Identify and evaluate different modes of collective action based on progressive outcomes.
3. Actively explain and interpret the formation of various community coalitions/partnerships within the context of community development.
4. Locate the role(s) of different institutions and partnerships responsible for fostering community development and change.

Required Text

Smith, Miriam, ed. (2014). *Group Politics and Social Movements in Canada*. 2nd edition. Toronto: University of Toronto Press. [On 3-hour reserve at the library: Call Number: JL 186.5 G76 2014]

NOTE: Additional required readings are on reserve or 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; and,

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

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.

1. **Contribution to class learning (15%):** **active** participation in class means demonstrating that weekly readings have been done BEFORE class
 NOTE: Missing 4 or more classes will result in a zero for this component because you are not actively participating if you are not in attendance.
2. **Online Discussion Posts (20%):** 2 substantive posts per week for 10 weeks (250 words or more) based on readings & in-class discussions. You will write at least one original post, AND at least one comment on another student's post. Remember: minimum effort = minimum grades. DUE by 9 am Wednesdays following class.
3. **Major Assignment (40% *in total* – 2 components):**
 - A. **Essay Proposal and Annotated Bibliography (15%):** **DUE October 12, 9am.** 250-350 words + min. 6 scholarly sources (with 50-60 word annotations)
 - B. **Final research essay (25%):** **DUE November 23, 9am.** 2000-2500 words
4. **Final take-home exam (25%):** **DUE Monday, December 7, 9am** [NOTE: test will be distributed in-class on November 30].

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. **Contribution to Class Learning (15%):** 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 and will impact your grade for the reflections and blogs.
2. **Discussion Posts (20%):** Each week you must make at least two substantive entries (250 words or more) based on readings & in-class discussions: one post can be the first response to the kick-off questions, while the second post must be a comment on another student's post. You may do more than two posts each week. You should plan to spend at least 30 minutes per week on your discussion posts (topics and dates as assigned in the syllabus).
 - In a posting, you should consider how you feel about a topic AND analyse why you feel this way. You are reflecting on the topic or idea, but you must do more than simply state your opinion. You must use the ideas, concepts and theories discussed in class and in the readings. The goal is for you to push your understanding of the topic at hand beyond a simple reaction. For an entry to "count," it must include reference to relevant material from at least one text, document or lecture from the course and/or an outside source (news reports, books, magazine articles, documentaries, etc.) that is directly relevant to the point you are making. You are being asked not just for opinion, but opinion with evidence.
 - You must cite properly in your posts using APA formatting. You don't need to provide a reference list at the end of the post, just include within the body of your post reference to the author, date, title of the work, and (if it is an article) the publication [e.g., Lots of people have

made arguments similar to Homer-Dixon. Alvin Toffler, in his book *The Third Wave* (1980), argues we need new institutions to deal with changing socio-economic crises (pp. 41-60).].

- Although your post does not have to be perfect, please use proper grammar, punctuation, spelling, etc. Don't use instant messaging or texting lingo or acronyms without explanation. Weekly discussions will **open Wednesday mornings at 9am**, and will **close the following Thursday at 9am**. DO NOT LEAVE YOUR POSTINGS TO THE LAST MINUTE! If you miss a week, you cannot catch up on entries.

There are NO substitute assignments for this (or any) requirement.

3. **Major Assignment (40% in total):** The major assignment consists of 2 components. Choose a topic of interest to you based on the class topics listed below. 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 narrowed and refined 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)?

Possible topics:

- Student protest movements (i.e., global, Canadian, contemporary, historical, etc.)
- Environmental/ecological movements (i.e., logging protests, alternative housing, alternative energies, etc.)
- Global justice (i.e., G20 protests)
- Aboriginal movements (i.e., Canadian, Australian, American, Latin American, etc.)
- Civil Rights/Anti-Racism (i.e., Black Lives Matter)
- Feminist movements (i.e., first wave historical movements, 1960s & 1970s, 'post-feminist', women's studies programmes, etc.)
- Sexuality (i.e., historical movements, celibacy, GBLTQ, gay marriage/rights, etc.)

Components of 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. **Essay Proposal and Annotated Bibliography (15%):** The proposal must be between 250 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 **6 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. **DUE October 12, 9 am.** 250-350 words + min. 6 scholarly sources (with 50-60 word annotations)
- B. **Final research essay (25%):** 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 be between 2000 and 2500 words, will follow APA formatting (with correct

grammar, spelling, etc.) and will use a minimum of 6 scholarly sources. **DUE November 23, 9am.**
2000-2500 words.

NOTE: All written assignments require the use of APA format citations and references.

4. **Final take-home exam (25%): DUE December 7, 9am** [NOTE: test will be distributed in-class on November 30].

Course Schedule

Below please find an outline of course topics and readings for the term. Please note that there may be some adjustments as the term progresses. Unless otherwise indicated, all required articles are available online through the UOIT Library.

1. **Wednesday, September 14, 2016:** Introduction to course: human rights & social movements
READ: Syllabus & course assignments
VIEW: "The Burning Issue: The DNA of Human Rights" by Professor Conor Gearty, LSE.
[<http://www2.lse.ac.uk/newsAndMedia/videoAndAudio/channels/theBurningIssue/player.aspx?id=1367>](http://www2.lse.ac.uk/newsAndMedia/videoAndAudio/channels/theBurningIssue/player.aspx?id=1367)
2. **Sept. 21: What are social movements and collective action?**
READ: (1) Smith, Introduction: Theories of Group and Movement Organizing; and,
(2) Christian Fuchs. (2006). The Self-Organization of Social Movements. *Systemic Practice and Action Research*, Vol. 19, No. 1, pp. 101-137. DOI: 10.1007/s11213-005-9006-0; and,
(3) Bert Klandermans and Dirk Oegema, (Aug. 1987). Potentials, Networks, Motivations, and Barriers: Steps Towards Participation in Social Movements. *American Sociological Review*, Vol. 52, No. 4, pp. 519-531. Stable URL: <http://www.jstor.org/stable/2095297> [Log in via the UOIT Library]
DISCUSS: 1. How do different definitions of social movements focus our attention on different aspects of movements? 2. Thinking of your topic for your research essay, how might a theory of social movements influence how a movement is studied and analysed? Which theory best suits your research question?
3. **Sept. 28: Capitalism, neo-liberalism, and the influence of business and labour**
GUEST: **MADISON MATHER BA(H)** | Downtown Outreach Services Coordinator
READ: (1) Clancy, Chap. 1 in Smith,
(2) Yates & Coles, chap. 2 in Smith, and
(3) Skogstad, chap. 3 in Smith
DISCUSS: Who gets involved in social movements? Why? What are the motivational factors for involvement?
4. **Oct. 5: Global Justice Activism**
READ: (1) Greene, Chap. 4 and (2) James, Chap. 5 in Smith
(3) Kobayashi, Audrey and Ray, Brian. (Winter 2000). Civil risk and landscapes of marginality in Canada: A pluralist approach to social justice. *Canadian Geographer* vol. 44, no. 4, pp. 401-417. ProQuest Science Journals.
DISCUSS: How important is global justice activism? What strategies work the best in achieving change?

Essay Proposal and Annotated Bibliography (15%): DUE October 12, 9am. 250-350 words + min. 6 scholarly sources (with 50-60 word annotations)

NOTE: You must complete the Academic Integrity learning modules (do modules #1, 2, 4, 5) and submit your quiz scores (min. score of 80%) to me with your proposal.

5. Oct. 12: Human Rights, Ethnicity and Religion

READ: (1) Kobayashi, Chap. 6 and (2) Harrison, Chap. 9 in Smith

DISCUSS: (1) Is multiculturalism as a policy still a good policy for Canada to follow? Why or why not? If not, what would be a better type of strategy that would be inclusive of all of Canada's peoples? (2) How do we balance human rights with religious rights and/or cultural and ethnicity?

6. Oct. 19: Feminism & the Women's Movement

READ: (1) Dobrowolsky, Chap. 7 (The Women's Movement in Flux); and,

(2) Staggenborg, Suzanne. (2010). Feminist Activism at a Canadian University. *Resources for Feminist Research* Vol. 33, no. 3/4, pp. 95-118. ProQuest database.

DISCUSS: How and why has the women's movement changed over the last 50 years? How would you classify women's issues and women's rights today? Why are these issues important today?

7. Oct. 26: Sexuality & the GBLTQ Liberation Movement

READ: (1) Smith, Chap. 8 (Identity & Opportunity); and,

(2) Herriot, Lindsay. (2011). Trends in Canadian Newspaper Coverage of Gay-Straight Alliances, 2000–2009. *Journal of LGBT Youth*, vol. 8, pp. 215–233. DOI: 10.1080/19361653.2011.584205.

DISCUSS: Given that religion and government are separate in Canada and that Canada has agreed to the UN Declaration of Human Rights, how would you analyse the GBLTQ movement in Canada today? Are the issues relevant today? Why or why not? [You could consider the controversy in Ontario over the revisions to the sex ed curriculum: <http://www.edu.gov.on.ca/eng/curriculum/elementary/health.html>. Why is there such controversy? Make sure to look at the actual document to ensure that you know what the curriculum entails, not simply what is reported.]

8. Nov. 2: Student Movements [online class – no face-to-face class today]

READ: (1) Churchill, David S. (2010). SUPA, Selma, and Stevenson: The Politics of Solidarity in mid-1960s Toronto. *Journal of Canadian Studies/Revue d'études canadiennes* Vol. 44, No. 2, pp. 32-69. DOI: 10.1353/jcs.2010.0028 http://muse.jhu.edu.proxy.library.dcuoit.ca/journals/journal_of_canadian_studies/v044/44.2.churchill.pdf

(2) Maura E. Cunningham and Jeffrey N. Wasserstrom. (Winter 2011). Interpreting Protest in Modern China. *Dissent*. <http://www.dissentmagazine.org/article/interpreting-protest-in-modern-china>;

(3) Maura Elizabeth Cunningham. (April 11, 2011). Protest and Repression in China: An Update to "Interpreting Protest in Modern China". *Dissent*. Blog,

<http://www.dissentmagazine.org/blog/protest-and-repression-in-china-an-update-to-interpreting-protest-in-modern-china>;

- (4) Filipe R. Campante and Davin Chor. (2012). Why was the Arab World Poised for Revolution? Schooling, Economic Opportunities, and the Arab Spring. *Journal of Economic Perspectives*. Volume 26, Number 2, Pages 167–188. Doi:10.1257/jep.26.2.167
[\[http://www.aeaweb.org/articles.php?doi=10.1257/jep.26.2.167\]](http://www.aeaweb.org/articles.php?doi=10.1257/jep.26.2.167)

Additional Resources:

On China: (1) <http://www.tsquare.tv/>;

(2) Wasserstrom, Jeffrey. (3 June 2013). Looking Back at the June 4 Massacre, Twenty-Four Years on. *Dissent*. <http://www.dissentmagazine.org/blog/looking-back-at-the-june-4-massacre-twenty-four-years-on>

On Chile: (3) Olivier Robichaud. (July 11, 2012). Education and the free market don't mix, say Chilean protesters. University Affairs. <http://www.universityaffairs.ca/chilean-student-protests.aspx>

On Canada: (4) CBC.ca:

<http://www.cbc.ca/news/canada/quebecvotes2012/story/2012/08/13/quebec-students-return-to-class-strike.html>; and,

(5) Out of the Mouths of “Casseroles”: Textes qui bougent au rythme du Carré rouge. Wi: Journal of Mobile Media, Special Issue – Spring 2012. Edited by Kim Sawchuk, Owen Chapman, Alison Reiko Loader, Magda Olszanowski and Ben Spencer. <http://wi.mobilities.ca/category/2012-6-2-out-of-the-mouth-of-casseroles-i/> AND <http://wi.mobilities.ca/category/2012-6-2-out-of-the-mouth-of-casseroles-ii/>

VIEW: “1989: Massacre in Beijing's Tiananmen Square,” CBC Archives,

<http://www.cbc.ca/archives/categories/politics/international-politics/protest-silenced-in-tiananmen-square/massacre-in-beijings-tiananmen-square.html>

DISCUSS ONLINE: (1) How have the nature of student protest and the issues being addressed changed over the last 50 years? Why have we not seen any student protests in Ontario in recent years in spite of high tuition fees? (2) What has been the impact of the Tiananmen Square protests of 1989 in China and internationally? How do the protests of Arab Spring compare with those of China? Why are students often at the forefront of social movements and social activism?

9. Nov. 9: Collective Action in Native Communities [guest from Indigenous Centre??]

READ: (1) Ladner, Chap. 10 (Aboriginal Protest); and,

(2) Ramos, Howard. (Spring 2006). What Causes Canadian Aboriginal Protest? Examining Resources, Opportunities and Identity, 1951-2000. *The Canadian Journal of Sociology*, Vol. 31, No. 2, pp. 211-234. DOI: 10.1353/cjs.2006.0045 Project Muse

VIEW IN CLASS: Kanehsatake 270 Years of Resistance,

http://www.nfb.ca/film/kanehsatake_270_years_of_resistance

DISCUSS: Are Native social movements important for all Canadians? How has Native collective action affected policy?

10. Nov. 16: Nationalisms and protest

READ: (1) Dufour & Traisnel, Chap. 11; and,

- (2) Dominique Clément. (Spring 2008). The October Crisis of 1970: Human Rights Abuses Under the War Measures Act. *Journal of Canadian Studies/Revue d'études canadiennes*. Volume 42, Number 2, pp. 160-186. DOI: 10.1353/jcs.0.0059

DISCUSS: How has the protest cycle of the 1960s influenced the social movements of today? What was the impact of the October Crisis of 1970 for Quebec and Canada?

Final research essay (25%): DUE November 23, 9am. 2000-2500 words

11. Nov. 23: Environmental Movement & Eco-Activism

READ: (1) Paehlke, Chap. 12 (Canadian Environmental Movement); and,

- (2) Harter, John H. (Fall 2004). Environmental justice for whom? Class, new social movements, and the environment: a case study of Greenpeace Canada, 1971-2000. *Labour* vol. 54, pp. 83-119. ProQuest

DISCUSS: What impact is the Canadian environmental movement having today? How relevant is Greenpeace today? What is the best approach to environmental action? If you were in power (i.e., in the government), what would you do to address environmental issues such as climate change?

12. Nov. 30: Conclusions

READ: (1) Vanhala, Chap. 13 (Disability Rights) and Orsini, Chap. 14 (Health Social Movements); and,

- (2) Curry-Stevens, Ann. (2006). Rooting Social Policy Advocacy in Social Movements. *Canadian Review of Social Policy* vol. 56, pp. 113-130. ProQuest

DISCUSS: Looking back over the term, what movement(s) do you feel have had the most impact on Canadian society? What movement(s) do you think will be the next most influential? Why?

Final take-home exam (25%): DUE Monday, December 7, 9am [NOTE: test will be distributed in-class on November 30].

Exam Period: December 7-18, 2016. NOTE: Make no vacation plans during this period.

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 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.

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, 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, 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/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 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.

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.

Extenuating Circumstances

If due to incapacitating illness, you are unable to complete any portion of the term work, you must submit a completed UOIT Medical Statement

<https://shared.uoit.ca/shared/department/registrar/Records%20and%20Registration/13_medical_statement_form.pdf> 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

<<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, 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.

SSH Academic Advising Office

55 Bond St East Rm 403

E: sshadvising@uoit.ca T: 905-721-8668 x 3838 F: 905-721-3372

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)

Student ID Number

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.

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