

**POSC 4300U Special Topics in Political Science:  
 The Politics of Indigenous Rights**

**(CLASS: Wednesdays                      11:10 am - 2:00 pm                      Room: DTB108)**

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 2-3 & Tuesdays & Thursdays 12:30-1:45 (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 is intended to provide upper year students with the opportunity to explore the various issues related to Indigenous rights. The focus will be primarily on the Canadian context, but we will include some examples from beyond Canada's borders. The course starts from the premise that protecting and restoring Indigenous rights is important. The course is also based the fundamental perspective that decolonization and indigenous methodologies are key to creating a Canadian society that is truly inclusive. Although the primary focus of the course will be on the political issues related to Indigenous rights, the course will also draw on other fields of research. Throughout the course, we will look at contemporary issues within their historical context. 3 cr, 3 lec. Prerequisite: 3<sup>rd</sup> year standing.

## 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 should be able to:

1. Examine colonization and its effects on the lives of Indigenous peoples today.
2. Understand the impact of settlers on the cultures and lives of Indigenous peoples today and in the past.
3. Examine different ways Aboriginal peoples envision their relationship with the Canadian state.
4. Examine self-determination and the different forms it can take.
5. Learn about local and global Indigenous resistance movements.
6. Construct informed responses to selected historical and contemporary topics related to Indigenous Peoples.
7. Assess the impact of policy, justice and sustainable management on both Indigenous and non-Indigenous Peoples.
8. Develop an understanding of the history, politics, education, language and worldviews of Indigenous Peoples in Canada and globally.

## Required Texts

Ansloos, Jeffrey Paul. (2017). *The Medicine of Peace: Indigenous Youth Decolonizing Healing and Resisting Violence*. Nova Scotia: Fernwood Publishing. ISBN 978-1-55266-955-6 (e-pub also available).

Green, Joyce ed. (2014). *Indivisible: Indigenous Human Rights*. Nova Scotia: Fernwood Publishing. ISBN:9781552666838

Lowman, Emma Battell & Barker, Adam J. (2015). *Settler: Identity and Colonialism in 21st Century Canada*. Nova Scotia: Fernwood Publishing. ISBN:9781552667798

*Renewing the relationship: Key documents:* <https://www.aadnc-aandc.gc.ca/eng/1307458586498/1307458751962>

- Truth and Reconciliation Commission
- Kelowna Accord
- Report of the Royal Commission on Aboriginal Peoples

**NOTE: Additional 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.

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.

- |  |                |      |
|--|----------------|------|
| 1. <b>Contribution to Class Learning</b> | <b>Ongoing</b> | 25%* |
|--|----------------|------|
- \*NOTE: As a seminar-style course, the participation component of the grade is one-quarter of the total grade. This grade includes the informal presentation of a minimum of three current news items related to the course and/or weekly topic.
- |   |                                   |     |
|---|-----------------------------------|-----|
| 2. <b>Major Assignment</b> (2 components – totaling 50% of course grade)                            |                                   |     |
| a. Proposal & Annotated Bibliography  | <b>DUE 4 October 2017, 8 a.m.</b> | 20% |
| Proposal of 250-350 words + at least <b>10 scholarly</b> sources (each with 50-60 word annotations) |                                   |     |
| b. Research Essay (2,500-3,000 words)   | <b>DUE 22 November 2017, 8 am</b> | 30% |
| 3. <b>Reflection about your Learning</b> (1,250-1,500 words)  | <b>DUE: 1 December 2017, 8am</b>  | 25% |
- Reflect upon the readings and discussions of the past few months; 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.

## 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 (25%):** As a seminar-style course, regular attendance and participation is essential. The participation component of the course grade is one-quarter of the total grade. This grade 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. Regarding the 3 news items, please bring a paper copy or printout of the news report you're 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 one news item per class. NOTE: Missing 4 or more classes will result in a zero for this component.
2. **Major Assignment** (2 components – totaling 50% of course grade)  
The major assignment consists of 2 components. Choose a topic of interest to you based on the class topics. 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)?

**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. **Proposal & Annotated Bibliography**     **DUE 4 October 2017, 8 a.m.**     20%  
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 **10 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.
  - b. **Research Essay** (2,500-3,000 words)     **DUE 22 November 2017, 8 am**     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 be between 2500-3000 words, will follow APA formatting (with correct grammar, spelling, etc.) and will use a minimum of 10 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.]
3. **Reflection about your learning** (1,250-1,500 words)     **DUE: 1 December 2017, 8am**     25%  
The final assignment is intended to allow you the opportunity to reflect upon the readings and discussions of the past few months and to think about your learning and growth. You must 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. You may consider how your learning will impact you in terms of your future career or activism or day-to-day life. Your reflection must

contain references to the class readings, presentations and discussions, as well as a reference list (which is not included in the word count). This paper will be challenging in that you must be substantive (i.e., you can't simply talk in generalities) in your comments, but also succinct and to the point. A good on-going strategy to prepare for this paper is to keep good notes of the readings and class discussions, as well as notes about your reactions to and thoughts about the readings and discussions.

## Course Schedule

### 1. Wednesday, September 13, 2017: Introduction: Understanding the context

**READ:** Syllabus; and, Defining Aboriginal Peoples within Canada, *International Journal of Indigenous Health (IJIH)*.

<https://journals.uvic.ca/journalinfo/ijih/IJIHDefiningIndigenousPeoplesWithinCanada.pdf>

### 2. Sept. 20: Settler Colonialism

**READ:** Ch. 1 and 2 in **Lowman**, Emma Battell & **Barker**, Adam J. (2015). *Settler: Identity and Colonialism in 21st Century Canada*. Nova Scotia: Fernwood Publishing. ISBN:9781552667798

**DISCUSS:** Who are “settlers”? What does the term imply? What is colonialism and what does it mean in today’s context? What is post-colonialism and how does it relate to Canada and its relationship with its Indigenous peoples?

**REFLECT:** How do you define your identity? How do the concepts of Settler, Indigenous, and exogenous Other shift how you view your place and identity in Canada in the 21<sup>st</sup> century?

### 3. Sept. 27: Why Indigenize ... politics, education, psychology, etc.?

**READ:** Ch. 1, 2, & 3 of **Ansloos**, Jeffrey Paul. (2017). *The Medicine of Peace: Indigenous Youth Decolonizing Healing and Resisting Violence*. Nova Scotia: Fernwood Publishing. ISBN 978-1-55266-955-6 (e-pub also available).

**DISCUSS:** What does it mean to indigenize, for example, the curriculum or the university? How can we [as a society or as individuals] do it without it being tokenism? Can [should] we Indigenize the Canadian political system?

Proposal & Annotated Bibliography **DUE October 4, 2017, 8 a.m.** 20%

### 4. Oct. 4: Identity & the Land

**GUEST:** (12:30-2pm) Traditional Knowledge Keeper Darren Thomas

**READ:** **Lowman & Barker**, ch. 3 “It’s always all about the land”; and, Darren Thomas, Terry Mitchell & Courtney Arseneau (2016) Re-evaluating resilience: from individual vulnerabilities to the strength of cultures and collectivities among indigenous communities, *Resilience*, 4:2, 116-129, DOI: 10.1080/21693293.2015.1094174 [Available through the [UOIT library database](#).]

**DISCUSS:** How do treaties of the past and the present impact on Indigenous identity? Why is the land important to Indigenous rights? How can we navigate the tensions between Indigenous rights to the land and current land use (i.e., land in cities and towns)?

#### 5. Oct. 11: Youth & Identity

**READ:** **Ansloos**, Ch. 4, 5 & 6

**DISCUSS:** How can Indigenous youth create a strong identity? What role can youth play in changing the perspectives of individuals, institutions, and the Canadian government regarding Indigenous rights? What challenges do Indigenous youth face in gaining the power to make change?

#### 6. Oct. 18: Indigenous human rights, part 1

**READ:** **Green**, Joyce ed. *Indivisible: Indigenous Human Rights*. Introduction and Chapters 1, 2

United Nations Declaration on the Rights of Indigenous People,  
[http://www.un.org/esa/socdev/unpfii/documents/DRIPS\\_en.pdf](http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf)

Anaya, S. James, Special Rapporteur on the Situation of Human Rights and Fundamental Freedoms of Indigenous People. (2014). Report: The situation of indigenous peoples in Canada. United Nations Human Rights Council. Beaconsfield, Quebec : Canadian Electronic Library. Permalink <http://books.scholarsportal.info/viewdoc.html?id=665610> [Note: if the link does not work, log into the UOIT Library and search for the report.

**DISCUSS:** What does it mean to say that Indigenous Human Rights are “honoured in their absence”? Why is “self-determination the foundational human right”? What is the concept of the “race bind” and how does it impact human rights?

#### 7. Oct. 25: Indigenous human rights, part 2

**READ:** **Green**, Chapters 3 and 4

**DISCUSS:** What is the role of policing in relation to human rights? How are human rights and decolonization related?

#### 8. Nov. 1: Rights, Gender, & Patriarchy [**ONLINE CLASS** – no face-to-face class]

**READ:** **Green**, Ch. 5, 6, 7

**DISCUSS ONLINE:** Why have Indigenous women been more negatively impacted by the lack of Indigenous human rights? What does Eberts mean by making a “population of prey”? How did Stephen Harper and his Conservative government reinforce this? Has Justin Trudeau and his Liberal government made any progress in fulfilling his promises with regard to Indigenous rights?

#### 9. Nov. 8: Government Policy: Land, Security, Freedom, part 1

**READ:** Governance (Indigenous & Northern Affairs Canada): <https://www.aadnc-aandc.gc.ca/eng/1100100013803/1100100013807>; and,

**Green**, Ch. 8 (Benjamin, Free, Prior and Informed Consent: Defending Indigenous Rights in the Global Rush for Resources)

**DISCUSS:** What could/should the current Liberal government be doing to protect Indigenous human rights? Why does resource extraction often take precedence over protection of the environment (even among some Indigenous groups)? What is FPIC and why is it important?

**10. Nov. 15: Government Policy: Land, Security, Freedom, part 2**

**READ:** In **Green**, Ch. 9 (Gunn, The Presumption of Conformity: International Indigenous Human Rights and the Canadian Constitution); and,

Ch. 10 (Joffe, Undermining Indigenous Peoples' Security and Human Rights)

**DISCUSS:** Has there been any progress made to ensure Canadian law conforms to UNDRIP? How have past (and current?) Canadian governments undermined Indigenous Peoples' security and human rights?

Research Essay (2,500-3,000 words)	<b>DUE November 22, 2017, 8 am</b>	30%
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**11. Nov. 22: Looking Ahead: Revitalization, Recovery, Decolonisation**

**READ:** **Lowman & Barker**, ch. 4, 5, 6

**DISCUSS:** How do Lowman & Barker define a "Settler Canadian"? Why do they think this concept is important? What fears do Settler Canadians face? Is it possible to undo settler colonization? How?

**12. Nov. 29: Wrapping up**

**DISCUSS:** Where can we go from here? What can be done to ensure that the rights of Indigenous peoples in Canada (and around the world) are protected? Is "protection" enough? In an ideal world, what would YOU do?

Reflection about your Learning (1,500-2,000 words)	<b>DUE: December 1, 2017, 8am</b>	25%
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<b>Exam Period: December 6 to 17, 2017. 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)

\_\_\_\_\_  
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](mailto:accessandprivacy@uoit.ca).*

