

**ACADEMIC COUNCIL**

October 22, 2024

2:30 – 4:30 p.m. – [videoconference](#)

Or dial: (CA) +1 289-316-6302 PIN: 845 009 967#

AGENDA	Suggested Start Time
<b>1. Call to Order</b>	2:30 p.m.
<b>2. Agenda (M)</b>	
<b>3. Chair’s Remarks</b>	2:35 p.m.
<b>4. Inquiries and Communications</b>	2:45 p.m.
<b>5. Provost’s Remarks</b> (a) Senior Academic Administrator Search Update (b) Integrated Academic and Research Plan Update (Lori Livingston & Sarah Thrush)	2:50 p.m.
<b>Committee Reports</b>	
<b>6. Undergraduate Studies Committee (Mary Bluechardt)</b> a) New Program Proposal – Faculty of Social Science and Humanities; Bachelor of Arts – Sociology, Technology and Innovation* (M)	3:05 p.m.
<b>7. Graduate Studies Committee (Joe Stokes)</b> a) Duolingo English Proficiency Test – Interim Basis* (M) b) Major Program Change – Master of Health Science (FHSci)* (M)	3:20 p.m.
<b>8. Governance &amp; Nominations Committee (Lori Livingston)</b> a) Faculty Council Vice-Chair Nominations*(M)	3:35 p.m.

b) Faculty Council Membership Lists*(M)	
<b>9. Research Committee (Les Jacobs)</b>	3:45 p.m.
<b>10. Policy Consultation</b> a) Risk Management Policy*(C) (Jacquelyn Dupuis)	3:55 p.m.
<b>11. Consent Agenda:</b> (a) Minutes of the Meeting of September 24, 2024* (M) (b) 2024-2025 Academic Council and Committee Work Plans* (M) (c) 2024-2025 Undergraduate and Graduate Calendar Amendments* (I)	4:05 p.m.
<b>12. Other Business</b> (a) Land acknowledgement for November Academic Council meeting	4:05 p.m.
<b>Termination (M)</b>	4:10 p.m.

Nicola Crow, University Secretary

## ACADEMIC COUNCIL REPORT

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### ACTION REQUESTED:

Recommendation   
Decision   
Discussion/Direction   
Information

**DATE: 22 October 2024**

**FROM: Faculty of Social Science and Humanities**

**SUBJECT: New Program Proposal – Bachelor of Arts – Sociology, Technology and Innovation**

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### COMMITTEE MANDATE:

In accordance with the Act and By-Law Number 2 the Academic Council (AC) has the delegated authority “to establish the academic standards and curricular policies and procedures of the University, and to regulate such standards, policies and procedures, including...determining the contents and curricula of all programs and courses of study” and, further, to “make recommendations to the Board on matters including...the establishment or termination of degree programs”.

In accordance with the Undergraduate Studies Committee (USC) Terms of Reference, USC has the responsibility “to examine proposals for new undergraduate degree and diploma programs” and “to recommend their approval, as appropriate, to the Academic Council”. USC reviewed the New Program Proposal and recommends approval of the Bachelor of Arts in Sociology, Technology and Innovation.

### MOTION FOR CONSIDERATION:

That pursuant to the recommendation of the Undergraduate Studies Committee, Academic Council hereby approves the Bachelor of Arts in Sociology, Technology and Innovation program and recommends approval of the program to the Board of Governors.

### BACKGROUND/CONTEXT & RATIONALE:

Ontario Tech University can leverage its focus on the implications of technology for society with a new and innovative BA in Sociology, Technology and Innovation which is substantively focused on cutting-edge issues and approaches in both theory and method in a manner not offered at other Ontario universities. In addition to the foundational skills of a liberal arts degree, the Sociology, Technology and Innovation program will promote interdisciplinary collaboration, broader intercultural awareness, encourage creativity, and cultivate future leaders.

The proposed program contributes to the advancement of Ontario Tech's strategic goals; to produce leaders with skill sets applicable to the real world, create opportunities, skill sets and partnerships to improve society, and build relationships within the university community and beyond. The proposed program builds on current faculty capacities in criminology, and strengths in cognate disciplines within the Faculty of Social Science and Humanities.

Students in this program will gain solid foundations in analysis, critical thinking, quantitative and qualitative research methods and communication. Ontario Tech's partnerships with local organizations will be reinforced through these programs, offering students valuable real-world experience, and enhancing employment opportunities.

Innovation plays a crucial role in sociological thinking about our world, offering tools by which we can understand social change, progress, and the complex interactions between technology, society, and culture. It encompasses not only technological advancements but also new ideas, practices, and social structures that reshape how societies function. Sociologists view innovation as a deeply social process, influenced by cultural norms, institutional frameworks, and public policies, while simultaneously shaping these very elements. By studying innovation, sociologists gain insights into how societies adapt to challenges, create solutions to pressing problems, and evolve over time. This perspective is particularly valuable in addressing global issues such as climate change, social inequality, and sustainable development, as it highlights the importance of social factors in driving and adopting innovative solutions. Understanding innovation through a sociological lens helps illuminate the pathways to creating more resilient, equitable, and sustainable societies.

Students will receive a core set of first year social science courses and grounding in sociological theories and methods in the second year. In the third- and fourth- years students can focus their studies in one of the two specializations or complete a four-year BA in Sociology, Technology and Innovation. Courses will be delivered via a combination of in-person lectures and seminars, online and hybrid modes. To provide hands-on learning opportunities, students will also be given experiential learning opportunities through volunteer, practicum, and community research options.

The *Society, Values and Technology specialization* is unique for its emphasis on combining sociological inquiry with the study of technological advancements and their implications for human society and values. It emphasizes substantive exploration of contemporary problems of inequality, justice, ethics and harm in technologically mediated society and appeals to students pursuing diverse career paths in areas such as business, law, social work, social work, teaching, and journalism. This interdisciplinary approach allows students to explore the complex relationships between technology and societal norms, ethics, and cultural values. Unlike traditional sociology programs, which may primarily focus on social structures and interactions, this specialization delves into the profound impact of technology on contemporary social dynamics. Through critical examination and analysis, students gain insights into how technological innovations shape human behavior, identity, and relationships, as well as their broader implications for social justice, privacy, and equality. Moreover, this program emphasizes the ethical considerations inherent in technological development and adoption, encouraging students to reflect on the ethical dilemmas and moral responsibilities associated with technological advancements. By integrating sociological perspectives with the study of technology and human values, this program equips students with the analytical tools and critical thinking skills needed to navigate the complex challenges of our rapidly evolving technological society.

The *Applied Sociology* specialization directly addresses societal challenges and issues through practical application of sociological theories, methods, and research findings. This practical orientation distinguishes applied sociology from other branches of sociology, as it actively seeks to translate sociological knowledge into action, making a tangible impact on individuals,

communities, and institutions. Applied sociologists engage in a range of activities, including program evaluation, policy analysis, community development, advocacy, and social research, thereby bridging the gap between academia and the broader society. Applied sociologists engage with real-world problems, such as poverty, inequality, crime, and environmental degradation. By collaborating with community organizations, government agencies, and businesses, applied sociologists develop and implement strategies to effect positive social change. Their work extends beyond academia, actively contributing to policy development, program evaluation, advocacy, and community development initiatives. Applied sociology not only enhances our understanding of social phenomena but also empowers individuals and communities to address systemic issues and improve quality of life. It equips students with valuable skills in research, critical thinking, communication, and problem-solving, making them well-prepared for a wide range of careers in areas such as social services, public policy, advocacy, consulting, and community development.

### **RESOURCES REQUIRED:**

There are no new faculty requirements currently. Many of the current FSSH professors have PhDs in Sociology and/or have taught sociology courses during their careers. At least sixteen professors from all career states (Assistant, Associate and Full professors, and teaching faculty) have expressed interest in teaching in the program.

Several courses may be taught by sessional instructors; there is an adequate labour market from which qualified professors are available. Most graduate students in FSSH will be well-equipped to support the Sociology program as TAs since there is a robust Criminology graduate program in addition to the new Master's in Social Practice and Innovation. Only the large 1st year course will require TA support, which is already budgeted for in FSSH.

### **CONSULTATION AND APPROVAL:**

- ✓ Academic Resource Committee: 15 April 2024
- ✓ FSSH Faculty Council: 25 September 2024
- ✓ Undergraduate Studies Committee (Recommendation): 15 October 2024
- Academic Council (Approval and Recommendation): 22 October 2024
- Board of Governors (Approval): 28 November 2024

### **NEXT STEPS:**


- Pending the approval and recommendation of Academic Council, the new program will be presented to the Board for final approval.
- The proposal must also proceed through the following external approval steps:
  - Ontario Universities Council on Quality Assurance
  - Ontario Ministry of Colleges and Universities

The preferred date of implementation is in the Fall of 2025

### **SUPPORTING REFERENCE MATERIALS:**

- New Program Proposal with Appendices
- Reports from External Review

## New Undergraduate Program Proposal

<b>Name of proposed program (as it will appear on the student's transcript):</b>	Bachelor of Arts Sociology, Technology and Innovation Bachelor of Arts Sociology, Technology and Innovation - Advanced Entry
<b>Degree Designation/Credential (e.g. BA, BSc, BEng, etc.):</b>	BA - Bachelor of Arts
<b>Cost Recovery Program?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Professional Program?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Faculty (where the program will be housed):</b>	Faculty of Social Science and Humanities
<b>Program Delivery Location:</b>	In-person with online and hybrid course options (Downtown campus)
<b>Proposed Program Start Date:</b>	Fall 2025
<b>Proposal Contact:</b>	Dr. Shahid Alvi
<b>Submission Date:</b>	March 12, 2024
<b>Approved by Dean:</b> (signature and date)	 Dr. Peter Stoett, Dean, FSSH, March 12, 2024

For CIQE Use Only:

<b>Date of Academic Council Approval:</b>	
<b>QAF Version Used:</b>	2021 QAF
<input type="checkbox"/> External reviewers' report <input type="checkbox"/> Program's and Dean's response (with date)* <input type="checkbox"/> Summary of changes	<input type="checkbox"/> Final, revised proposal <input type="checkbox"/> CVs, course outlines, and other supporting material (as appendices)

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# 1 Introduction

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## a) Program Abstract

*Please provide a brief overview of the proposed program, to be shared with the public, in 1000 characters or less (including spaces), including:*

- *A clear statement of the purpose of the program*
- *Any program components, such as specializations, pathways, micro-credentials, or other offerings in addition to the major*
- *Any distinctive elements, including alternative modes of delivery (including online)*
- *Note that this statement is for external purposes; what do you want potential students/advisors to know about this program?*

Sociology is the study of society, relationships between groups, and institutions with the goal of understanding how social and cultural structures are shaped by human actions, beliefs, consciousness, and relationships. The Major in Sociology, Technology and Innovation affords students the opportunity to explore a wide range of issues, such as the nature of gender identity, racism and class, conflict, shared beliefs, the social implications of the internet and technology, forms of governance and social control, and their impacts on societies and communities. Studying Sociology, Technology and Innovation will help students to think critically and analytically about social life, looking beyond views that are often taken for granted in day-to-day interactions. The Major program comprises two specializations: (1) Society, Values, and Technology and (2) Applied Sociology. The specialization in Society, Values, and Technology allows students to explore the intricate interplay between society, technology, and human values, acknowledging humans as both creators and consumers of technology. The specialization in Applied Sociology equips students to mobilize sociological theories and practical research methods to directly address complex social issues through individual, institutional, and collective action.

There will also be a college to university pathway in the creation of the Sociology, Technology and Innovation - Advanced Entry major. This program will provide college graduates with the opportunity to apply their two-year college diploma towards a Bachelor of Arts (Honours) in Sociology, Technology and Innovation. Sociology, Technology and Innovation - Advanced Entry students will take the same mandatory courses as other SCTI students in their third and fourth years, but the order that these courses are taken will differ to facilitate completion of all course requirements within a two-year period. The Sociology, Technology and Innovation-Advanced Entry program will begin in the fall of 2027 to align when the SOTI major students will begin year 3.

## b) Background and Rationale

- *Identify what is being proposed, what are the program objectives, and provide an academic rationale for the proposed program*



- *Explain the appropriateness of the program name and degree nomenclature as they relate to the program objectives; list any program specializations, pathways, etc. (QAF 2.1.2.1a/b)*
- *Describe the mode of delivery (in-class, hybrid, online) and how it will support students in achieving the Degree Level Expectations and learning objectives of the program (QAF 2.1.2.2c)*
- *Describe the ways in which the program fits into the broader array of program offerings within the Faculty and the University*
- *Describe any unique curriculum or program innovations, creative components, or significant high impact practice*

Ontario Tech University can leverage its focus on the implications of technology for society with a new and innovative BA in Sociology, Technology and Innovation which is substantively focused on cutting-edge issues and approaches in both theory and method in a manner not offered at other Ontario universities. In addition to the foundational skills of a liberal arts degree, the Sociology, Technology and Innovation program will promote interdisciplinary collaboration, broader intercultural awareness, encourage creativity, and cultivate future leaders. The proposed program contributes to the advancement of Ontario Tech's strategic goals; to produce leaders with skill sets applicable to the real world, create opportunities, skill sets and partnerships to improve society, and build relationships within the university community and beyond. The proposed program builds on current faculty capacities in criminology, and strengths in cognate disciplines within the Faculty of Social Science and Humanities. Students in this program will gain solid foundations in analysis, critical thinking, quantitative and qualitative research methods and communication. Ontario Tech's partnerships with local organizations will be reinforced through these programs, offering students valuable real-world experience, and enhancing employment opportunities.

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The *Applied Sociology* specialization directly addresses societal challenges and issues through practical application of sociological theories, methods, and research findings. This practical orientation distinguishes applied sociology from other branches of sociology, as it actively seeks to translate sociological knowledge into action, making a tangible impact on individuals, communities, and institutions.

Applied sociologists engage in a range of activities, including program evaluation, policy analysis, community development, advocacy, and social research, thereby bridging the gap between academia and the broader society.

Applied sociologists engage with real-world problems, such as poverty, inequality, crime, and environmental degradation. By collaborating with community organizations, government agencies, and businesses, applied sociologists develop and implement strategies to effect positive social change. Their work extends beyond academia, actively contributing to policy development, program evaluation, advocacy, and community development initiatives. Applied sociology not only enhances our understanding of social phenomena but also empowers individuals and communities to address systemic issues and improve quality of life. It equips students with valuable skills in research, critical thinking, communication, and problem-solving, making them well-prepared for a wide range of careers in areas such as social services, public policy, advocacy, consulting, and community development.

New sociological methods for gathering and analyzing data are crucial for advancing our understanding of complex social phenomena in an increasingly digital and interconnected world. These innovative approaches allow researchers to capture more nuanced and comprehensive insights into human behavior, social interactions, and societal trends. Students will gain competencies in digital ethnography, Big data analytics and computational social science techniques allowing researchers to process vast amounts of information from digital sources, revealing patterns and correlations that were previously difficult to detect.

Students will receive a core set of first year social science courses and grounding in sociological theories and methods in the second year. In the third- and fourth- years students can focus their studies in one of the two specializations or complete a four-year BA in Sociology, Technology and Innovation. Courses will be delivered via a combination of in-person lectures and seminars, online and hybrid modes. To provide hands-on learning opportunities, students will also be given experiential learning opportunities through volunteer, practicum, and community research options.

The Faculty of Social Science and Humanities already has a complement of twelve faculty members with earned doctorates in Sociology. Beyond Criminology, FSSH programs in Communication, Political Science and Legal Studies also have courses that dovetail with the proposed curriculum. The proposed program offers a liberal arts education focused on the core questions and units of analysis of Sociology, drawing on sociological theories and methods to provide the analytical lens to approach social problems. Sociology's uniqueness stems from its focus on elements of society such as groups, group interaction and intercultural understanding, social structures, identity, conflict, culture, freedom, and constraint. Students learn how to use sociology's unique methodological and theoretical attributes to properly identify, research, interpret and solve social problems. The cognate disciplines in FSSH are considered complementary to sociology but not the same. For example, Psychologists, Political Scientists and Sociologists share common interests but approach those interests with different questions, theories, and methods. Psychologists are primarily interested in individuals and their experiences, Political Scientists would focus on political processes, institutions, and governance, while

sociologists would be interested in the role of group dynamics in conditioning and shaping people's experiences. Thus, Sociology offers a unique focus on the combined influence of social context, patterns of group behaviour and social change.

**c) Consistency of Program Objectives with University Mission, Vision, Integrated Plan, and Strategic Mandate Agreement (QAF 2.1.2.1c)**

- 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 Integrated Plan
- Identify how the program fits within one or more areas of strength or growth in Ontario Tech University's Strategic Mandate Agreement

Ontario Tech's 2020-2025 Strategic Mandate Agreement and Integrated Academic Research Plan are built around four key goals. The Sociology program is designed to support efforts in meeting the goals of the SMA and IARP.

- a) Tech with a conscience (i.e., developing technological breakthroughs to improve the lives of humans and the planet through the ethical application of technology). The Sociology, Technology and Innovation program is designed to include a specialization on Society, Values and Technology because the ethical development and use of all technologies, but especially those that are new and draw on limited natural resources, must be understood within the context of their impact on future sustainability, social and economic growth, and social disparities. For instance, what happens if artificial intelligence technology develops in a manner that leads to reduced availability of jobs for humans? How will Ontario and Canadian society deal with any negative impacts? With a workforce that can ethically develop and nurture such AI technologies, efforts can be made to ensure that such technologies will benefit society.
- b) Learning re-imagined (i.e., adapting to the changing educational landscape through the delivery of flexible and experiential learning opportunities). The Sociology, Technology and Innovation program is designed to take advantage of the multiple forms of delivery (e.g., in-person, virtual, and hybrid) and types of hands-on learning (e.g., use of podcast or video presentations, work-integrated learning, and City Idea Lab courses) that allow students to develop a diversity of skills that are key to future success in the workplace.
- c) Partnerships (i.e., helping government, industry, and community and academic researchers to identify innovative solutions for our partners' most pressing problems). The Sociology, Technology and Innovation program is designed to leverage existing partnerships within the community as well as local and provincial governments. The university is already part of the Oshawa's Teaching City and City Idea Lab and Durham Region's CityStudio. Different courses will be integrated with these programs. In addition, the Applied Sociology specialization will develop students' capacity to undertake research on local needs within Oshawa, Durham region and beyond.

d) Creating a sticky campus (i.e., promoting positive social change in the midst of an accessible, equitable, diverse, and inclusive campus community culture) Students who choose to take Sociology are likely to be people who choose to participate in campus community activities and culture. Students in this area are often concerned with working in anti-hate and anti-racism programs and activities, as well as supporting student mental health initiatives. Students will have the opportunity to take part in student government initiatives at both the Faculty level and university-wide.

The Sociology, Technology and Innovation Program at Ontario Tech University will provide students with the knowledge, analytical skills, and practical tools required to confront challenging and increasingly globalized social issues and problems. In addition, this new program will consider social issues as they relate to the intersection of various ascribed identities such as race, gender, class, and sexuality. Students will be exposed to both quantitative and qualitative research methods, classical and contemporary sociological theories, and a wide range of topics such as social inequalities, Indigeneity, cultural sociology, migration/citizenship, youth studies, and environmental sociology, with special focus on technology as a source of social transformation throughout the curriculum. Further, since the program emphasizes subject matter geared to understanding the ethical application of technology to the well-being of individuals, communities, and the planet, it is directly in line with the university's tech with a conscience ethos.

Students will have unique opportunities to experience sociology first-hand by collaborating with local and international partners on development and social innovation projects through community-engaged scholarship.

This program would further build upon the success of FSSH's other undergraduate and graduate programs (e.g., criminology, political science, psychology, liberal studies, and communications and digital media studies) and help to expand the Faculty by appealing to a larger pool of applicants interested in areas of study outside of those other programs.

#### **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*

Ontario Tech will uniquely offer an undergraduate program that explicitly explores the dynamic interplay between Sociology, Technology, and Innovation. Trent is the only university that offers a similar program in Durham Region. Ontario Tech's Sociology, Technology and Innovation program will differ substantially from Trent's focus (e.g. fields of aging, law, medicine, popular culture, and sexuality). Ontario Tech's program will focus on current and emerging ethical questions, social change, sustainable economies, environment, de-colonization, and technology, and will train

learners in advanced, multi-method research skills – none of which are core elements in Trent’s program. Sociology is a multi-disciplinary, liberal arts degree, and graduates are sought after in public, private and non- profits sectors. According to a 2016 study by the Business Council of Canada, employers value “soft skills” over technical knowledge, particularly in the areas of relationship building, logic, creativity, communication, problem solving, data analysis, and leadership. A 2024 survey of US employers conducted by the National Association of Colleges and Employers found that about 90 percent of employers seek evidence of students’ ability to solve problems, work collaboratively and communicate effectively, while over two-thirds also valued analytical, quantitative, and qualitative skills. The proposed program meets these skill requirements.

A sociology program of this nature would further build upon the success of FSSH’s other undergraduate and graduate programs (e.g., criminology, political science, psychology, liberal studies, and communications and digital media studies) and help to expand the Faculty by appealing to a larger pool of applicants interested in areas of study outside of those other programs.

### **Enrolment Information**

- *Please complete Table 1 and provide, in paragraph form, information regarding enrolment projections*
- *Please determine the academic year when the program enrollment will reach a steady-state and add an asterisk (\*) in the corresponding box beside the number*

Sociology is one of the most popular majors in the social sciences across Canada and is a popular course in the grade 12 Ontario curriculum, yet Ontario Tech is one of the few universities that does not offer it as a program. Furthermore, SOCI 1000U Introduction to Sociology is already one of the most popular courses at Ontario Tech, taken by over 1500 students in the 2022/2023 academic year.

100-200 students are expected to enroll over the next 5 years (estimate provided by the Registrar’s office of Ontario Tech University); with the possibility of approximately 500 students in the program after 5-6 years of operation. This would include advanced entry beginning in Year 3.

Given the popularity of the SOCI 1000U Introduction to Sociology course across programs and faculties at Ontario Tech, we expect that other courses within the proposed programs will be popular electives, particularly given sociology’s strong interdisciplinary nature (sociology of health, sociology of knowledge, sociology of technology, institutional sociology, etc.).

**Table 1: Projected Enrollment by Academic and Program Year**

Academic Year	Academic Year					
	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Level of Study						
1 <sup>st</sup> year	25	30	35	40	40	45
2 <sup>nd</sup> year		24	28	32	32	36
3 <sup>rd</sup> year			22	26	26	29
4 <sup>th</sup> year				23	23	26
5 <sup>th</sup> year					22	25
Total Enrolment	25	54	85	121	143*	160

**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; you may also wish to review the [Durham Workforce Authority](#) website and provide any relevant sector portfolio or local/community impact information
- 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(s) of support as an additional appendix

The emergence of complex social issues (climate change, mass displacement, technological disruption, aging) and the complexity of marketing and commerce are increasing the demand for graduates with strong creative, communication, and analytic skills that can understand diverse perspectives and emerging trends.

Sociology, Technology and Innovation is well-suited to developing those skills among students, particularly with our programs’ focus on emergent social issues, societal and technological transformations, and community-involved scholarship and research. Further, the professions extending from a BA in Sociology, Technology and Innovation are relatively protected from the risks of automation given their strong interpersonal, community-based, creative, and caregiving orientation (law, policy development, research).

Students graduating from this program will have strong written and oral knowledge in growing areas of social concern such as technology, inequality, and the environment, and a knowledge of policy development.

BA degrees in sociology also provide the foundation for many professional and

advanced degrees such as social work, law, policy development, urban planning, and college and university education.

Therefore, the range of employment possibilities is very wide, including government, marketing research/communications, corrections/law/courts, community affairs/health, research, education administration, and teaching.

Career outlook information from the Canadian Job Bank gives careers in social policy research and probation/corrections the highest rating for prospects, with other related professions such as lawyer, social and community worker, police officer, human resources professional, and marketing professional getting the next highest rating.

FSSH collaborates with over 200 local organizations on student practicum/internship placements, many of which are in need of social policy analysis and cultural understanding/expertise. The 2023 Durham Workforce report indicates that over a third of job postings in the Region required "Problem-solving, communication, writing and reading, while another 16% required collaboration skills, adaptability, confidence, and motivation. These are all skills that will be developed within the Sociology program.

**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?*

The Sociology, Technology and Innovation program will be distinct from other programs at Ontario Tech because of its focus. Since the program draws on faculty expertise from cognate disciplines in FSSH, there are opportunities for students to take courses where different disciplinary perspectives and approaches are highlighted. We do not anticipate that this program will affect enrollment in other FSSH or university programs. In fact, since sociology is an attractive option for incoming students, exposure to perspectives from other related disciplines while studying sociology may pique student interest in enrolling in those related programs.

- Identify similar or complementary programs offered elsewhere in Ontario in Table 2. Please be brief but specific in the table. Avoid value-based statements

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

Institution Name	Credential Level and Program Name
Brock University	BA Sociology
<p data-bbox="203 457 1250 495"><b>Link to Program Web Page:</b> <a href="https://brocku.ca/social-sciences/sociology/">https://brocku.ca/social-sciences/sociology/</a></p> <p data-bbox="203 531 1360 747"><b>Brief Program Description:</b> Our department focuses on significant social issues such as critical political economy, capitalist relations of production, educational equity, environmental activism, gang violence, gender inequalities, globalization, hate crimes, sexuality, racism and animal studies. The program at Brock offers concentrations in Critical Animal Studies, Critical Criminology, and Applied Social Research and Data Analysis.</p> <p data-bbox="203 816 1190 854"><b>What differentiates the new program from this existing program:</b></p> <p data-bbox="203 884 1398 1465">With the exception of Critical Animal Studies, the proposed program will cover the same topics and issues. The Criminology program at Ontario Tech already covers critical criminology and other criminological frameworks. The proposed applied sociology specialization offers courses in a broader range of methodological approaches, and will engage learners with new digital methods employing big data, netnography and Artificial Intelligence. Brock’s concentration in Applied Social Research and Data Analysis requires a standard introduction to methods course, two courses in quantitative methods and one course in qualitative methods, and offers the opportunity to take further courses in applied methods. The proposed Ontario Tech specialization requires the same foundational courses, but requires four additional methods courses, all focused on applied scenarios as well as a mandatory fourth year course dedicated to application in real-world settings. The proposed concentration on Society, Values and Technology also focuses on the standard sociological topics but is an interdisciplinary program (with sociology as the core discipline) oriented towards the analysis of ethical, social, economic and political risks and challenges in technology mediated societies.</p>	



Institution Name	Credential Level and Program Name
Trent University	BA Sociology
<b>Link to Program Web Page:</b> <a href="https://www.trentu.ca/durham/academics/degrees-and-programs/sociology-ba">https://www.trentu.ca/durham/academics/degrees-and-programs/sociology-ba</a>	
<p><b>Brief Program Description:</b> The program at Trent describes itself as follows: In Sociology at Trent, you will find yourself questioning and critically exploring the relationships between individuals, groups, institutions, and societies, and the organization, processes, and consequences of social life with a focus on topics such as class, gender, race, work, health, culture, and migration. Learn and work with a multidisciplinary mix of experts in the fields of aging, criminal justice, healthcare, popular culture, and sexuality in supportive research environments. By the time you graduate, you will have an excellent foundation for professional pathways into law, education, public administration, or graduate studies.</p>	
<p><b>What differentiates the new program from this existing program:</b></p>	
<p>Trent offers a BA in Sociology with four specializations (Health Studies, Criminology, Social Justice &amp; Equity, Socio-legal studies). Ontario Tech already has an internationally recognized undergraduate and graduate criminology program with a focus on social justice and equity. The proposed BA in Sociology offers learners opportunities for deep immersion in the study of contemporary social problems by grounding them in contemporary theories, tools and methods and an orientation towards creating sustainable, feasible solutions to such problems. The applied program requires eight methods-focused courses. The Society, Values and Technology concentration requires engagement in all four years with courses on ethics, moral order and values and their status in today's technology mediated societies all within an interdisciplinary framework (with sociology as the core discipline). Trent offers no such concentrations and does not require this level of in-depth engagement.</p>	
Institution Name	Credential Level and Program Name
University of Guelph	BA Sociology
<b>Link to Program Web Page :</b> <a href="https://www.uoguelph.ca/programs/sociology/">https://www.uoguelph.ca/programs/sociology/</a>	

**Brief Program Description:** The Department of Sociology and Anthropology offers three types of courses: sociology courses with the prefix SOC\*; anthropology courses with the prefix ANTH\*; and departmental courses with the prefix SOAN\*. The departmental category of courses recognizes the fact that the disciplines of sociology and sociocultural anthropology have developed in tandem and it is possible to identify large areas of overlap and convergence in the work of practitioners both historically and in the present. Departmental courses include most of the core theory and methods courses as well as many elective courses. They contribute equally to the subject matter of sociology as well as the subject matter of sociocultural anthropology for purposes of the undergraduate programs of study in both disciplines. Please see the listings for all courses required for the Sociology program.

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

The Sociology BA program at Guelph is a standard general liberal arts degree requiring several core theory and methods sociology courses and numerous electives. No specializations are offered.

- *Provide additional overall comment on the justification for this duplication*

The proposed program does not duplicate other sociology programs in comparative institutions in Ontario. The first and second year includes foundational courses common to undergraduate sociology programs in Canada, but the degree is differentiated by specialization and focus. Drawing on sociological explanations and emerging methods, the program offers an interdisciplinary, practically focused engagement with contemporary technological, social, and ethical problems, oriented to solving problems in real world settings.

The program integrates experiential learning with knowledge from cognate disciplines such as political science, communications, criminology, and legal studies. To our knowledge, no other program in Ontario has this kind of focus on the practice of sociology.

## 2 Program Requirements

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### a) Admission Requirements (QAF 2.1.2.5)

- *Outline the formal admission requirements; explain how these are appropriate for the program objectives and 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 minimum grade point average, special language, portfolio, etc. (and how the program recognizes prior work or learning experience, if applicable)*
- *If this is not a direct-entry from high-school program, please explain*

Current Ontario secondary school students must complete the Ontario Secondary School Diploma (OSSD) with six 4U or 4M courses, including English (ENG4U).  
Expected average of 70%

Note: 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.

English will provide students with the necessary communication and analytical skills needed for the first year of university studies. The Sociology program will require students to read, analyze and communicate their understanding of social and technological advances and challenges, especially with attention to the application of sociological ideas to the future sustainability of Canadian society and technological innovations.

These are the standard requirements for admission to any Bachelor of Arts program at Ontario Tech.

### b) Program Structure, Learning Outcomes, and Assessment of Student Knowledge (QAF 2.1.2.2 a/b/d, 2.1.2.4)

- *Connect with CIQE ([ciqe@ontariotechu.ca](mailto:ciqe@ontariotechu.ca)) early in the program development to participate in learning outcome development sessions or arrange for assistance and review prior to the scheduling of the external site visit*

- 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.

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:	Degree Level Expectations	Relevant courses	Assessment of Learning Outcomes
explain sociological concepts and apply them to everyday issues and across diverse contexts.	Depth and breadth of knowledge  Awareness of limits of knowledge  Knowledge of methodologies	SOCI 1000U – Introductory Sociology  SOCI 2000U - Classical Sociological Theory  SOCI 3000U - Contemporary Sociological Theory  SSCI 3100U - Applied Sociology SSCI 2900U – Research Methods  SSCI 2910U – Data Analysis  SSCI 2920U – Qualitative Research Methods  SSCI 3910U - Advanced Data Analysis  SSCI 3920U - Advanced Qualitative Methods  SOCI 3110U - Community- Based Participatory Action Research  SOCI 3120U - Evaluation Research	Written assignments Group projects Presentations Debates Reflective journals
critically analyze and evaluate social and technological change	Depth and breadth of knowledge  Knowledge of methodologies	SOCI 3210U -Social Life and Moral Order: Exploring Norms, Values, and Social Change  SOCI 4210U - Privacy, data, and surveillance	Critical essays Case study Group projects/presentations Discussions and

	<p>Application of knowledge</p> <p>Awareness of limits of knowledge</p>	<p>COMM 4120U - AI, Ethics and Communication</p> <p>SOCI 3220U - Emerging Technologies and Society</p> <p>SOCI 4100U - Social Innovation and Change</p> <p>SSCI 4005U – Independent Study</p>	<p>debates</p> <p>Research papers or projects</p>
<p>evaluate ethical and socially responsible practice</p>	<p>Knowledge of methodologies</p> <p>Application of knowledge</p> <p>Awareness of limits of knowledge</p> <p>Autonomy and professional capacity</p>	<p>SOCI 3200U - Ethics in the Modern World: Challenges and Perspectives</p>	<p>Critical essays</p> <p>Case study</p> <p>Group projects/presentations</p> <p>Discussions and debates</p> <p>Research papers or projects</p>
<p>develop and apply practical skills for social analysis and intervention</p>	<p>Knowledge of methodologies</p> <p>Application of knowledge</p> <p>Awareness of limits of knowledge</p>	<p>SOCI 4110U - Sociology of Organizations</p> <p>SOCI 4100U - Social Innovation and Change</p> <p>SSCI 4098U – Practicum</p> <p>SSCI 4103U – Internship</p> <p>[co-op when available]</p>	<p>Written assignments</p> <p>Group projects</p> <p>Presentations</p> <p>Debates</p> <p>Reflective journals</p>
<p>be introduced to and develop an understanding of sociological concepts to apply informed decision-Making</p>	<p>Application of knowledge</p> <p>Awareness of limits of knowledge</p> <p>Autonomy and professional capacity</p> <p>Communication skills</p>	<p>SOCI 4110U - Sociology of Organizations</p> <p>SSCI 4010 - Policy Development</p> <p>SOCI 3130U - Advanced Studies in Social Inequality</p> <p>SOCI 3210U - Social Life and Moral Order: Exploring Norms, Values, and Social Change</p>	<p>Written assignments</p> <p>Group projects</p> <p>Presentations</p> <p>Debates</p> <p>Reflective journals</p>
<p>implement effective and interdisciplinary</p>	<p>Depth and breadth of knowledge</p>	<p>SOCI 3220U - Emerging technologies and society</p>	<p>Written assignments</p> <p>Group projects</p>

communication, collaboration, and advocacy	Application of knowledge  Communication skills  Autonomy and professional capacity	SOCI 3110U - Community- Based Participatory Action Research  SOCI 4020U - Social Movements  SOCI 4100U - Social Innovation and Change  SOCI 4210U - Privacy, data, and surveillance  SOCI 4200U - Health, Aging and Society	Presentations Debates
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Selecting a few examples from above and with assistance from CIQE ([ciqe@ontariotechu.ca](mailto:ciqe@ontariotechu.ca)), please provide further details on:

- Appropriateness of the program’s structure and the requirements to meet both its objectives and program learning outcomes; Guidance on program objectives and program-level learning outcomes, including examples, is available [here](#)
- 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?); and
- Completeness and appropriateness of plans for monitoring and assessing;
  - The overall quality of the program
  - Whether the program is achieving in practice its proposed objectives;
  - Whether the students are achieving the program learning outcomes; and
  - How the resulting information will be documented and subsequently used to inform continuous program improvement

Please see [Guidance on Assessment of Teaching and Learning](#) for advice on how to satisfy these criteria.

***Appropriateness of the program’s structure and the requirements to meet both its objectives and program learning outcomes.***

The program is structured as a 4-years Honour’s BA, with two unique specializations. A 4-year program will allow students the opportunity to progressively build their knowledge base starting in first and second years (e.g., SOCI 1000U – Introductory Sociology and SOCI 2000U Classical Sociological Theory), learn to apply their knowledge of sociological theories using appropriate methodologies (e.g., SSCI 2920U – Qualitative Research Methods; SSCI 3910 U Advanced Data Analysis; SSCI 3920U Advanced Qualitative Methods; SOCI 3100U Applied Sociology; SOCI 3110U Community-Based Participatory Action Research), and to understand the different applications for sociological concepts in “real- world” scenarios and situations (e.g., SOCI 4110U Sociology of Organizations; SSCI 4010U Policy Development; SOCI 3130U Advanced Studies in Social Inequality; SOCI 3210U Social Life and Moral

Order: Exploring Norms, Values, and Social Change).

***Appropriateness of the proposed methods for the assessment of student achievement of the intended program learning outcomes and Degree Level Expectations***

Methods of assessments will build on recent research about teaching and learning (with advice from the university's Teaching and Learning Centre). Research demonstrates the importance of having a variety of assessment methods that range from hands-on learning (e.g., via debates and discussions, practicum, and internship placements), recall of theories and concepts (short answer tests, oral tests), application of theories and concepts (e.g., case studies, research essays, reflective activities), and development of effective communication skills (e.g., presentations, debates, video and social media outreach, written communications). These types of assessments build the capacity of students to use their learning and development of skills in different types of settings and under a variety of expectations (e.g., development of transferable skills and confidence in their abilities). If students choose to engage in the experiential learning program, they will have the opportunity to apply their knowledge and skills in the workplace (e.g., during a practicum, internship, or co-op).

***Evaluating achievement of learning outcomes and degree-level expectations achievement***

The plans for documenting and demonstrating the level of student performance have been designed specifically to be consistent with the degree level expectations (DLE). The program-level learning outcomes are based on the DLEs and onto these were mapped appropriate courses and methods of assessment. The program will be externally reviewed during cyclical reviews and assessed on an ongoing basis through indicators such as enrolment levels, student grades, retention, and yearly course evaluations. Classes and assessment practices as outlined in the proposal will be closely monitored on an ongoing basis through the internal curriculum committee.

The BA Sociology, Technology and Innovation will be a full-time program; partially in person, online and hybrid (approximately 50% of FSSH courses are now offered online); the specializations are unique to Ontario Tech University; creative components include group presentations; practicum, internship, and (eventually) co-op programs will all be available to SCTI Majors.

- *Describe the requirements and structure of the program. Is it full-time/part-time? Is this an online or partially online/hybrid program? What are the unique curriculum or program innovations or creative components in this program?*
- *Address how the program's structure, requirements, and program-level learning outcomes are appropriate in meeting the Degree Level Expectations.*

Students will require 120 credit hours, which will include the following:

- Core first year courses: Students in the BA Sociology, Technology and Innovation will receive a broad-based education with introductory courses in Sociology and Writing. The students will also have a choice of additional introductory courses in Communication Studies, Criminology and Justice, Legal Studies, Political Science, Psychology, and Indigenous Studies.
- Year Two: Year two will incorporate core Sociological courses to provide students with a strong foundation. Students will also be required to take courses in research methods including quantitative and qualitative research methods.
- Upper year courses: In the students' third and fourth years, they will have an opportunity to complete the major or the major with a specialization. The two subject areas for the proposed specializations are Applied Sociology and Society, Values and Technology. Students will be required to complete 5 courses from those designated as counting towards the specialization.
- Sociology electives: Room has been provided in years 3 and 4 for the students to choose from Sociology electives. They will be required to select at least 5 senior level Sociology courses from the available electives.
- General electives: Room has been provided for general electives throughout the 4-year degree. Students can choose from any general elective offered at Ontario Tech. This will provide the student flexibility when planning their curriculum to suit their individual needs.
- Experiential Learning opportunities: Experiential Learning will be an important component of both the major and major with specializations. There will be space for students to participate in a practicum, internship or co-op program (when becomes available). The specialization in Applied Sociology in particular, will include the development of skills for work in community development, public policy and organizational management.

- *Please attach, as an Appendix, the Program Learning Outcome Alignment Map to Degree Level Expectations*
- *If the program is to be accredited, include with the above information about the accreditation requirements and add the accreditation tables, if available, as an Appendix.*

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



## *discipline*

Introductory/survey courses will include coverage of the state of the discipline; methods courses will cover the most widely cited contemporary approaches to the study of sociology. Sociology today is a vibrant and evolving discipline. It continues to analyze and interpret social phenomena, such as inequality, globalization, technology's impact on society, and cultural shifts. In recent years, there has been a growing emphasis on interdisciplinary approaches within sociology, as scholars recognize the interconnectedness of social issues with other fields such as psychology, economics, and political science. Additionally, sociologists increasingly engage with quantitative and qualitative research methods, including the use of big data and computational social science, to better understand complex social dynamics. Moreover, there is a heightened focus on addressing pressing contemporary issues, such as climate change, racial justice, and health disparities, through sociological inquiry and advocacy. Overall, sociology remains relevant and influential in shaping our understanding of society and informing policies and interventions aimed at creating a more just and equitable world.

The proposed curriculum provides learners with core foundational skills and knowledge in sociology and technology, and opportunities to develop expertise in doing, applying, and evaluating sociological research for and about people facing contemporary social challenges in real-world settings.

- *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)*

Experiential Learning will be an important component of both the major and major with specialization. There will be space for students to participate in a practicum, internship, or co-op program (when available). The specialization in Applied Sociology in particular, will include the development of skills for work in community development, public policy, and organizational management, as well as communication and networking competencies. The Faculty's experiential learning program provides an academic course that prepares students for the workforce and includes a placement of at least 100 hours (in the practicum) or 280 hours (in the internship) in an appropriate workplace. Co-op opportunities in the Faculty are currently in development. With over 200 established partnerships, students may choose a relevant opportunity depending on student preferences and a successful matching process. All formal experiential learning opportunities are competitive and require a minimum 3.0 GPA and fourth-year standing.

Placements are regularly available in partner organizations such as Children's Aid Society of Durham, CMHA Toronto, Community Living Oshawa/Clarington,

Grandview Kids Foundation, the City of Oshawa, Aura Freedom International, Durham Family Court Clinic, Murray McKinnon Foundation, Regional Municipality of Durham (Social Services), Safety Network Durham, New Roots Therapy, John Howard Society, AIDS Committee of Durham Region, FCJ Refugee Centre, Ministry of Finance, Ministry of the Attorney General, Ministry of Child and Youth Services, Ministry of the Solicitor General and Correctional Services, and many more. We anticipate that the program will have capacity for approximately 50 placements per year for qualifying sociology students.

- *Describe how the principles of Equity, Diversity, Inclusion, and Decolonization have been considered:*
  - *Does the program contain concepts, materials, or resources from scholars/professionals who are part of one or more historically marginalized groups?*
  - *Are multiple perspectives represented in the program, such as those offered by those who are Indigenous, Black, Persons of Colour, and/or 2SLGBTQIA+?*
  - *How has accessibility been considered? More specifically, have the needs of students with disabilities been integrated into the program design (e.g., the ways that students are asked to demonstrate their learning)?*
  - *Will this program provide space to allow for the discussion of other viewpoints outside the “dominant, Western narrative”?*
  - *Have the principles of [Universal Design](#) been considered?*
  - *Describe how the potential need to provide accessibility accommodations has been considered in the development of this program; please provide information beyond the services offered by Student Accessibility Services*

Courses within the Sociology, Technology and Innovation program will offer a rich variety of EDI-focused themes, and social justice themes as they are a primary component of all FSSH programs. Several professors within the Sociology program and FSSH as a whole, are part of historically marginalized groups. Many of them currently teach about or conduct research on topics related to equity (e.g., Dr. Shahid Alvi examines digital victimization and violence against women), diversity (e.g., Dr. Kanika Samuels-Wortley is a CRC on race, racism and inequality), and inclusion (e.g., Dr. Arshia Zaidi researches intersections between gender, sexuality, race and ethnicity). Examples of courses related to EDI include SOCI 2020U – Issues in Diversity, SSCI 3000U – Disability, Rehabilitation and Society, POSC 3102U – Race and Racism in Political Culture, and INDG 3310U – Indigenous Peoples, Sustainability and Development: A Global Perspective. New courses being developed include SOCI 3130U – Advanced Studies in Social Inequality and SOCI 4200U, Health, Aging and Society.

Accessibility is also a central feature of all FSSH offerings, with student accommodation as necessary.

The sociology program, incorporates the three principles of Universal Design for Learning:

1. **Equitable Use:** Our sociology program ensures that all students, regardless of their abilities or backgrounds, can fully participate in and benefit from the learning experience. For example, our classrooms are designed with adjustable desks and

wheelchair-accessible seating to accommodate students with mobility impairments, ensuring equitable access to physical spaces. This principle of equitable use extends to our online learning platform, which features customizable settings such as font size and color contrast to accommodate students with visual impairments or reading difficulties.

2. **Flexibility in Use:** We recognize that students have diverse learning preferences and needs. Therefore, our program offers flexibility in how students engage with course materials and demonstrate their understanding. For instance, students may choose from a variety of assessment options, including written essays, oral presentations, or multimedia projects, allowing them to showcase their knowledge and skills in ways that align with their strengths and interests. This flexibility extends to our teaching methods as well, with instructors employing a variety of instructional techniques to cater to different learning styles.
3. **Simple and Intuitive Use:** Our program is designed to be intuitive and easy to navigate for all students. Course materials are organized in a clear and logical manner, with consistent formatting and labeling to facilitate comprehension. In addition, we provide comprehensive instructions and guidance to support students in accessing and using course resources effectively. For example, our online learning platform includes tutorials and support resources to help students familiarize themselves with its features and functionalities, ensuring a seamless and user-friendly experience for all learners.

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

- *Provide, as an Appendix using the template provided, a clear and full calendar copy. The 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 [CIOE](#) for more information and templates*
- *Provide, as an Appendix, 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](#). In an appendix noted below, you will note which faculty members are expected to teach in the program and who is responsible for developing any new courses.*

Please see Appendix A for a proposed calendar copy.

Please see Appendix B for a full list of courses in the program.

### 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*
- *Describe any consultation undertaken with regard to the principles of Equity, Diversity, Inclusion, and Decolonization*

The proposed program is the culmination of three years of consultation and discussion among FSSH faculty as to the need, viability, and content of a sociology degree at Ontario Tech University. This consultation process involved formal and informal discussion among faculty, several draft proposals and careful deliberation. Undergraduate and graduate students were consulted informally, inside and outside the classroom. FSSH faculty are at the forefront of substantive issues around Diversity, Equity, and Inclusion. It is understood that courses will respect EDI principles as a core value.

Informal consultation with students, along with the ongoing high enrolment in the 1st year introductory sociology course, indicates that a Sociology program is appealing to students. Indeed, it is a popular component of the grade 11 course that combines sociology, anthropology, and psychology.

This program will attract new students to Ontario Tech University. There may be some impact on other programs if students choosing FSSH decide to major in Sociology, Technology and Innovation instead of existing programs, but with the interdisciplinarity of the programs in the Faculty, we anticipate that this impact will be limited. Indeed, we anticipate that in the future will develop pathways for students to undertake double majors (e.g., Sociology and Political Science) that will afford students the opportunity to develop broad-based knowledge about a range of social issues and will assist in preparing them for the workforce. Other Faculties will not be affected.

Does this Program 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

The program will incorporate existing courses from the Indigenous Studies Minor program. No new Indigenous content is included in this program.

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

N/A

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 (QAF 2.1.2.6, 2.1.2.8 a)

### a) General Resource Considerations

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

The new program will impact pathways agreements with other institutions/external partners. Any existing agreements with other institutions will be amended to allow for college-university pathways to be enhanced by the new program in Sociology, Technology and Innovation. This program will afford more college graduates the opportunity to pursue a university degree.

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

- *Complete as an Appendix, using the Faculty Information template provided, a chart detailing the list of faculty committed to the program and provide any additional details, in paragraph form below*
- *Include here a 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, achieve the goals of the program and foster the appropriate academic environment, contribute substantively to the program, and commit to student mentoring*
- *Describe the role of any sessional/part-time faculty; provide an approximate percentage used in the delivery of the program and the plans to ensure the sustainability of the program and quality of the student experience*

- *Explain the provision of supervision of any experiential learning opportunities*
- *If new faculty resources are needed, describe the plan and commitment to provide these resources to support the program and the rationale in section 4g)*

There are no new faculty requirements currently. Many of the current FSSH professors have PhDs in Sociology and/or have taught sociology courses during their careers. At least sixteen professors from all career states (Assistant, Associate and Full professors, and teaching faculty) have expressed interest in teaching in the program.

Please see Appendix C for Faculty Information template.

**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.*
- *If new resources are needed, describe the plan and commitment to provide these resources to support the program and the rationale in section 4g)*

Several courses may be taught by sessional instructors; there is an adequate labour market from which qualified professors are available. Most graduate students in FSSH will be well-equipped to support the Sociology program as TAs since there is a robust Criminology graduate program in addition to the new Master's in Social Practice and Innovation. Only the large 1st year course will require TA support, which is already budgeted for in FSSH.

**d) Supporting information for online and hybrid programs**

- *Describe the adequacy of the technological platform to be used for online delivery*
- *Describe how the quality of education will be maintained*
- *Describe how the program objectives will be met*
- *Describe how the program learning outcomes will be met*
- *Describe the support services and training for teaching staff that will be made available*
- *Describe the sufficiency and type of supports that will be available to students*
- *How has accessibility been considered?*
- *What strategies have been considered to accommodate students with disabilities?*
- *Have the principles of Universal Design been considered?*
- *Will course content be offered in both written and audible forms (e.g., closed*

*captioning, transcriptions)?*

- *Is course content designed logically and is it easy to follow with limited instruction?*
- *Are assignment expectations clear (i.e., a rubric)?*
- *Have the needs of students with limited or unreliable access to wi-fi been considered (e.g., breaking down pre-recorded lectures into maximum 10-minute videos)?*

Ontario Tech University has a robust learning management system (Canvas) and a stable internet system with access to secure VPN protocols. Even prior to the COVID lockdowns, Ontario Tech had well-established courses that were taught online. Since then, these tools have improved, and faculty members have become more adept at teaching online. Indeed, some faculty members have been teaching courses online since the early 2000s. Quality education can be maintained with clear expectations, careful planning of the curriculum, and engagement with the students. Since the university wishes to include a variety of delivery modalities, faculty members have developed strong methodologies for teaching online, in-person and in hybrid formats.

By designing all courses, including hybrid and online, with attention to Universal Design for Learning (UDL) protocols, we work to ensure that all students are accommodated to the best of our ability. UDL principles are considered by ensuring that all students have access to ppt slides prior to lectures, using closed captioning on lecture videos, having flexible scheduling of assignments, and so on, within the limits imposed by university rules and structures.

Within the parameters of academic freedom, course content is designed logically and clearly outlined on the syllabus. Given the wide range of andragogical models, different courses may have different designs and levels of complexity. Assignment expectations are clearly laid out in the syllabus or in assignment information sheets and within the Canvas Learning Management System. The university's Teaching and Learning Centre provides workshops that assist instructors in planning their courses, including advice on teaching online, rubric and assignment best practices, and so on, such as chunking lecture videos into shorter 10 min segments.

Students are always encouraged to reach out to instructors, academic advisors, and the Associate Dean of Undergraduate Experience if they run into difficulties in any of their courses, whether they are online or in-person.

### **e) Existing student supports**

Ontario Tech University, as a relatively small campus community, has a centralized delivery model for student supports. All undergraduate students have access to an extensive support system that ensures a quality student experience. Each Faculty may provide additional, Faculty- or program-specific supports. In addition to the outlined services below, students may also take advantage of the [Campus Bookstore](#), [Housing and Living Resources](#) as well as the [Ontario Tech Student Union](#). Further information can be found at: <http://studentlife.ontariotechu.ca/>.

### **Faculty-Specific Support**

The Academic Advising department is dedicated to providing a high level of accessible and individualized support to students. Advisors are available Monday to Friday via email, virtual chat, in-person drop-ins, and daytime and evening appointments.

All students in the Faculty of Social Science and Humanities are supported by a team of both first year and upper year focused Academic Advisors. The first-year advisor is dedicated to supporting students through a successful transition to university and conducting early alert outreach and programming to support student retention. Upper year advisors work with students beyond first year to develop and refine goals, explore academic opportunities and options, problem solve challenges and provide overall support in navigating the academic environment towards graduation.

### **Student Life**

#### **Student Learning Centre**

Ontario Tech University fosters a high level of academic excellence by working with students, undergraduate and graduate, to achieve educational success. Faculty specific academic resources are available online and include tip sheets and videos. Academic specialists offer one-on-one support services in mathematics, writing, study skills, ESL and physics. With the additional support of peer tutors and workshops, the Student Learning Centre can also accommodate the needs of a specific course or program.

#### **Student Accessibility Services**

Ontario Tech University ensures that students with disabilities have equal opportunities for academic success. Student Accessibility Services operates under the Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act. Services and accommodation support are provided for students with documented disabilities and include:

- Adaptive technology training
- Alternate format course material
- Learning skills support
- Testing support
- Transition support for incoming students

Student Accessibility Services also provides inclusive peer spaces, support groups, and



skills workshops for students.

### **Career Readiness**

Ontario Tech University offers comprehensive career service assistance, co-op and internship support and a variety of valuable resources to help students along their career paths, including:

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

The Career Centre hosts a variety of events during the academic year including employer information and networking sessions, job fairs and interviews conducted by leading employers.

### **Student Engagement, Equity and Inclusion**, and **Indigenous Education and Cultural Services**

The university supports students' successful transition and provides opportunities to develop leadership and professional skills throughout their university career. Services provided include:

- Equity and inclusivity programming and support groups
- Indigenous Education and Cultural Services provides space and supports for students to connect with Indigenous culture and resources
- Opportunities to grow and develop leadership skills through the Ambassador and Peer Mentorship program
- Orientation and events through first year
- Peer mentoring
- Services and supports for international and exchange students
- Specialized programming for first-generation, graduate, Indigenous, international, mature, online, transfer and diploma-to-degree pathways students

### **Student Mental Health Services**

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

- Access short term counselling and therapy services
- Access tools and resources online to learn about mental health and how to maintain good health and wellness
- Attend drop-in sessions
- Participate in events, activities or support groups that promote positive health and well-being
- Work with a mental health professional to address concerns

Students in distress will also be provided with support and counselling as needed. There is no cost to students and services are confidential. For those who need long-term counselling support or specialized mental health services, Ontario Tech University 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**

Ontario Tech University 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. Students are able to participate in varsity and intramural sports as well as group fitness classes and personal training sessions.

### **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
- Treatment of disease, illness, and injury
- Allergy injections, immunizations, and influenza injections
- Complementary Health Services featuring acupuncture, chiropractic, custom orthotics, massage therapy, nutritional counselling, and physical therapy
- An on-site laboratory (blood work, STI testing, throat swabs, etc.)
- 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 SAFA 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**

Ontario Tech University is a leader among North American universities in implementing and using curriculum and industry specific software in a technology-enriched learning environment (TELE). Our unique environment is adapted to each discipline based on faculty requirements and input for optimal student learning. We are committed to providing the greatest value for students' investment in education and technology while studying at Ontario Tech University.

One of the greatest advantages of Ontario Tech University's approach to TELE is that

all students have equal access to the same technology, resources and services. Whether you are inside or outside of the classroom, your course-specific software allows you to work on your own or with others and enjoy seamless access to all Ontario Tech online resources. TELE supports Bring-your-own-device (BYOD) which provides you with laptop standards when acquiring the right laptop for your program and software support services onsite and online. An annual fee for TELE covers a wide range of program-specific software, technical software support, exam support and virus protection.

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

### ***Wireless network***

Wireless internet connection is available in public areas and open-air locations around the Ontario Tech 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 network drops in lecture halls and designated areas as well as network drops for each residence suite.

Ontario Tech 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.

### ***Exam support services***

IT Services provide hardware, software and technical support during examinations. IT team will be equipped with loaner laptops in the event of major technical issues.

### ***Laptop repairs***

IT Services provide on campus repairs on eligible laptop models.

### ***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.

### ***General Use Workstations (GUWs)***

Ontario Tech undergraduate students are able to use general workstations available at the library and have access to Bring Your Own Device Technology-Enriched Learning Environment (BYOD TELE) model course-specific software.

### ***Software Support***

Software Support specialists are available to students on-site and online to assist in downloading/installing University software and support any other software related issues.

### **Printing services**

Printing services are available to students in the following areas: labs, classrooms, study common areas, the Learning Commons and the Library. All Ontario Tech 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 University 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 Ontario Tech University 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.

### **f) Physical resource requirements**

- *Please attach a report, as an Appendix, from the Library regarding existing library holdings and support for student learning; please contact your [Subject Librarian](#) as you begin your proposal to request a 'Library statement for new program proposal'*
- *Address any space/infrastructure requirements including information technology, laboratory space, equipment, etc. **If new space is required, please complete Table 4 (examples in purple); otherwise, please remove this Table from the document***
- *Ideally, please provide information on the change in the number of faculty, students, administrative staff, etc. as it relates to space, 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)*
- ***If new resources are needed, describe the plan and commitment to provide these resources to support the program and the rationale in section 4g)***

There are no additional physical resource requirements.

**g) Resource Summary**

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

**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:

There are no additional resource requirements.

***The resource requirements outlined above have been reviewed and approved by the Academic Resource Committee (ARC):*** \_15, April 2024

## 5 Closing Statements Regarding Program Quality (QAF 2.1.2.8)

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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*

The collective faculty expertise within our Sociology, Technology and innovation program is exceptionally well-suited to contribute substantially to the proposed program. Our faculty members bring diverse backgrounds and research interests encompassing a wide range of sociological subfields, including but not limited to: social inequality, race and ethnicity, gender studies, environmental sociology, urban sociology, technology and society, and globalization. Many of our faculty members have established themselves as leading scholars in their respective areas, with a strong record of publication in top-tier academic journals and contributions to key sociological debates. Moreover, many faculty possess extensive experience in applied sociology, community engagement, and policy analysis, enabling them to bridge theory and practice effectively. Additionally, our faculty members are committed to innovative teaching methods and pedagogical approaches that foster student engagement and critical thinking. They bring a wealth of experience in traditional and non-traditional classroom instruction and experiential learning opportunities, such as internships, fieldwork, and community-based research projects. Overall, the strength and expertise of our faculty, coupled with their dedication to innovation and scholarly excellence, will contribute to the quality of the program and enhance the student experience.

## • APPENDICES

*Please include at minimum the below. Additional Appendices may be added, as appropriate. Appendices should ultimately be listed, attached, and labelled (A, B, C, etc.) in the order in which they first are mentioned in the document.*

Calendar Copy with Program Maps

List of Program Courses, New Course Proposals, Required Course Changes, Course

Syllabi for Existing Courses (can each be attached as separate appendices)

Detailed Listing of Faculty Committed to the Program

Library Report

### **Items to be separate documents sent to CIQE:**

New Program Funding and Tuition form (for CIQE use only)

Full Budget Spreadsheet (for ARC use only)

CVs for all faculty committed to the program (to be provided to the external reviewers)

## **Sociology, Technology and Innovation**

### **General Information**

Broadly speaking, Sociology is the study of society, relationships, and institutions with the goal of understanding how social and cultural structures are shaped by human actions, beliefs, consciousness, and relationships. The Major in Sociology, Technology and Innovation affords students the opportunity to explore a wide range of issues, such as the nature of gender identity, racism and class, conflict, shared beliefs, the social implications of the internet and technology, forms of governance and social control, and their impacts on societies and communities.. Studying Sociology, Technology and Innovation will help students to think critically and analytically about human social life, looking beyond views that are often taken for granted in day-to-day interactions. Beginning in second year, students will have the opportunity to continue with the unspecialized program or to choose from two areas of specialization – Applied Sociology, or Society, Technology and Human Values.

### **Applied Sociology Specialization**

The specialization in applied sociology equips students with the theoretical understanding and practical skills necessary to analyze and address complex social issues in real-world contexts. Through an interdisciplinary approach, students explore sociological concepts and methodologies while gaining insights into the dynamics of human behavior, social structures, and institutions. This specialization prioritizes the practical application of sociological insights across domains such as community development, social work, public policy, and organizational management. The program emphasizes the application of sociological knowledge to fields such as community development, social work, public policy, and organizational management. By engaging in research projects, students develop critical thinking, research, and communication skills essential for driving meaningful societal transformation and advocating for fairness and equity across diverse environments. Training in applied sociology provides excellent preparation for graduate and professional studies as well as administrative, analytical, and conflict resolution work in many business, non-profit, political, and other organizational fields including but not limited to counselling, clinical and social work contexts and careers, public and private organizations involved in social research, social policy, and program development.

### **Society, Technology and Human Values Specialization**

Students in this specialization explore the intricate interplay between society, technology, and human values, acknowledging humans as both creators and consumers of technology. Learners will examine the historical and current dynamics of these relationships, gaining insights into the significant impact of technology on our everyday lives. They will acquire practical skills and knowledge to navigate the complex



intersections of society and technology. Students also learn to critically analyze technological advancements, evaluate their ethical and social consequences, and contribute to informed, ethical, and responsible decision-making regarding technology in various contexts.

Throughout the program, students engage with theoretical frameworks and empirical research to develop a comprehensive understanding of how technological advancements shape and are shaped by social structures, cultural norms, and individual values. By examining case studies, historical trends, and current developments, students gain insights into the multifaceted ways in which technology influences social processes, from communication patterns to economic systems to cultural practices. Key themes include technological determinism, digital divides, privacy concerns, labour displacement, environmental sustainability, ethical dimensions of technology use and design, privacy, surveillance, artificial intelligence, and genetic engineering.

Beyond theoretical exploration, this specialization emphasizes the acquisition of practical skills and knowledge essential for navigating the intricate intersections of society and technology. Through readings, case studies, hands-on projects, collaborative research endeavours, and experiential learning opportunities, students learn to critically analyze technological advancements, assess their ethical and social implications, and contribute to informed, ethical, and responsible decision-making in various contexts.

### **Admission requirements**

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.

Current Ontario secondary school students must complete the Ontario Secondary School Diploma (OSSD) with six 4U or 4M courses, including English (ENG4U). Expected average of 70%. All other applicants should refer to admissions for the requirements for their specific category of admission.

#### ○ **Practicum**

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](#).

- **Internship**

This program offers students who have successfully completed three years of study with a cumulative 3.0 GPA (B average on a 4.3 scale) an opportunity to engage in a work-integrated learning partnership with organizations locally and globally. The internship program not only gives students an opportunity to apply classroom concepts to the challenges of organizational life, but also helps them to gain valuable and relevant work experience to promote networking and life-long career success.

The internship program placement equates to a minimum of 280 hours of paid or unpaid field experience. The intern's wages, where applicable, are paid by the sponsoring organization over a contracted period. The faculty may provide links to various internship placement opportunities or a student may secure an internship opportunity that meets the criteria as prescribed by the Faculty of Social Science and Humanities. Successful work placement completion and both a verbal and written final project will result in the intern receiving a mark and three credits toward the Honours Bachelor of Arts degree requirements.

Admission to the internship program is competitive. While students are participating in an internship program, they may enrol in up to two additional courses (six credits) per semester. These courses must not interfere with the internship schedule outlined by the employer. For additional information, please refer to the course description for [SSCI 4103U](#).

- **Double majors**

Students registered in a Bachelor of Arts (Honours) program within the Faculty of Social Science and Humanities at the university have the opportunity, in most cases, to combine two majors within the Faculty of Social Science and Humanities concurrently as a double major (note - some restrictions apply). Double major program maps have been approved by the Faculty of Social Science and Humanities and are available through the Academic Advising Office. Students undertaking a double major within the Faculty of Social Science and Humanities will, in most cases, be required to complete more than 120 credit hours. Students wishing to declare a double major must consult with the Academic Advising office. New in 2023-2024, the Faculty of Social Science and Humanities will offer a double major in [Legal Studies and Political Science](#) that is 120 credit hours to complete.

- **Degree and major requirements**

To be eligible for the Bachelor of Arts (Honours) degree in Sociology, Technology and Innovation, students must meet both the [degree requirements](#) and requirements of the major as outlined below for a total of 120 credits. Each year prior to course registration, the order and timing of course offerings will be released by the faculty and communicated to students.

## **Year 1 [30 credit hours]**

- SOCI 1000U - Introductory Sociology
- SSCI 1910U - Writing for the Social Sciences

Three of:

- COMM 1100U - Introduction to Communication and Digital Media Studies
- CRMN 1000U - Introduction to Criminology and Justice
- LGLS 1000U - Foundations of Legal Studies
- POSC 1000U - Introduction to Political Science
- PSYC 1000U - Introductory Psychology

Three FSSH Electives

Two General Electives

Please note: any course not taken in the above option block may be taken as an elective. ALSU 1101U, INDG 1000U, SSCI 1210U, SSCI 1470U, and SSCI 1700U are recommended as electives in the first year.

## **Year 2 [30 credit hours]**

- SOCI 2000U - Classical Sociological Theory (new course)
- SOCI 2020U - Issues in Diversity (formerly SSCI 2020U)
- SOCI 2025U - Youth Cultures (formerly SSCI 2025U)
- SSCI 2900U - Research Methods
- SSCI 2910U - Data Analysis
- SSCI 2920U - Qualitative Research Methods

Two of:

- CRMN 2030U - Social Control
- POSC 2100U - Global Politics
- POSC 2800U - Introduction to Business, Economy and Society
- SOCI 2010U - Deviance and Social Control (new)
- SOCI 2300U - Social Problems (formerly SSCI 1300U)
- SOCI 2700U - Human Sexuality (formerly SSCI 2700U)
- SOCI 2720U - Sports and Society (formerly SSCI 2720U)
- SSCI 2101U - Introduction to Social Entrepreneurship

Two General Electives

## **Year 3 [30 credit hours]**

- SOCI 3000U - Contemporary Sociological Theory (new course)
- SOCI 3001U - Economy and Society (new course)

One of:

- SSCI 3910U - Advanced Data Analysis
- SSCI 3920U - Advanced Qualitative Methods

Three of:

- CRMN 3023U - Family Violence
- CRMN 3010U - Social Justice/Criminal Justice
- INDG 3310U - Indigenous Peoples, Sustainability and Development: A Global Perspective
- LGLS 3200U - Sociology of Law
- LGLS 3520U - Law and Technology
- LGLS 3700U - Law and Power
- POSC 3101U - Inequality, Environment and Development
- POSC 3602U - Labour in the Global Economy
- POSC 3800U - Capitalism and Socialism
- SSCI 3000U - Disability, Rehabilitation and Society

Two SOCI Electives

Two General Electives

#### **Year 4 [30 credit hours]**

- SOCI 4020U - Social Movements (new course)

One of:

- SOCI 4030U - Doing Sociology (new course)
- SSCI 4010U - Policy Development
- SSCI 4098U - Practicum
- SSCI 4103U - Internship

One of:

- COMM 4420U - Political Communication, Digital Media and Democracy
- INDG 4310U - The Politics of Indigenous Rights
- LGLS 4200U - Law and Social Change
- SOCI 4999U - Special Topics in Sociology (new)
- SSCI 4020U - Leadership and Administration

Three SOCI electives

Four General Electives

- 
- **\*\*General and FSSH electives**

General electives can be taken at/or adjoining their year level, where permission has been granted and prerequisites have been fulfilled. FSSH electives are any courses offered by the Faculty of Social Science and Humanities (i.e. ALSU, COMM, CRMN, INDG, FPSY, LBAT, LGLS, POSC, PSYC and SSCI). No more than five 1000-level elective courses can be included. A minimum of three FSSH elective courses must be outside of major at the 2000-level or higher and a minimum of three elective courses must be at the 3000-level or higher.

- **Specializations**

Students will have the opportunity to obtain additional specializations within one of two subject areas: Applied Sociology and Society, Values and Technology. To achieve a specialization, students will be required to take a minimum of 5 course credits, as described in more detail below.

### **Specialization in Applied Sociology**

Three of:

- SOCI 3100U - Applied Sociology (new course)
- SOCI 3110U - Community-Based Participatory Action Research (new course)
- SOCI 3120U - Evaluation Research (new course)
- SOCI 4100U - Social Innovation and Change (new course)
- SOCI 4110U - Sociology of Organizations (new course)

Two of:

- COMM 2530U - Advertising as Social Communication
- COMM 3250U - Pop Culture and Entertainment
- COMM 4510U - Public Relations
- COMM 4530U - Media Activism and Protest Cultures
- CRMN 3056U - Race-ing Justice
- CRMN 3401U - Indigenous Peoples and Justice
- CRMN 4037U - Youth Justice Policy
- CRMN 4052U - Policing Diverse Communities
- SOCI 3220U - Emerging Technologies and Society (new course)
- SOCI 3130U - Advanced Studies in Social Inequality (new course)
- SSCI 3300U - Community Connections

### **Specialization in Society, Values and Technology**

Three of:

- SOCI 3200U - Ethics in the Modern World: Challenges and Perspectives (new course)
- SOCI 3210U - Social Life and Moral Order: Exploring Norms, Values, and Social Change (new course)
- SOCI 3220U - Emerging Technologies and Society (new course)
- SOCI 4200U - Health, Aging and Society (new course)
- SOCI 4210U - Privacy, Data and Surveillance (new course)

Two of:

- COMM 2410U - Social History of Communication and Media Technologies
- COMM 3510U - Work in the Creative and Tech Industries
- COMM 3710U - Media, Identity and Intercultural Communication
- COMM 4120U - AI, Ethics and Communication
- COMM 4420U - Political Communication, Digital Media and Democracy
- COMM 4510U - Public Relations, Social Power, Social Media Platforms and Social Responsibility
- CRMN 3045U - Terrorism
- CRMN 3301U - Green Criminology and Eco-Justice
- CRMN 3401U - Indigenous Peoples and Justice
- POSC 3102U - Race and Racism in Political Culture
- POSC 3501U - Politics and Poverty
- PSYC 3500U - Stereotypes and Prejudice
- SOCI 3230U - Families in Contemporary Society (new course)
- SOCI 4100U - Social Innovation and Change (new course)
- SOCI 4220U - Technology and Environmental Sustainability (new course)

## Sociology, Technology and Innovation – Advanced Entry

### General Information

The Sociology, Technology and Innovation - Advanced Entry program provides college graduates with the opportunity to apply their two-year college diploma toward a Bachelor of Arts (Honours) in Sociology, Technology and Innovation.

Sociology, Technology and Innovation - Advanced Entry students will take the same mandatory courses as other Sociology students in their third and fourth years, but the order that these courses are taken will differ to facilitate completion of all course requirements within a two-year period.

### Admission requirements

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.

For further information, please visit [college-university transfer programs](#).

- **Advanced Entry completion requirements**

Students accepted into the Advanced Entry program will complete the following courses.

#### Year 3 [30 credit hours]

- SOCI 2000U – Classical Sociological Theory (new course)
- SSCI 2900U - Research Methods
- SSCI 2910U - Data Analysis
- SSCI 2920U – Qualitative Research Methods
- SOCI 3000U – Contemporary Sociological Theory (new course)
- SOCI 3001U – Economy and Society (new course)

Two of:

- CRMN 2030U – Social Control
- POSC 2100U - Global Politics
- SOCI 2010U - Deviance and Social Control (new course)
- SOCI 2020U - Issues in Diversity (formerly SSCI 2020U)
- SOCI 2025U - Youth Cultures (formerly SSCI 2025U)
- SOCI 2300U - Social Problems (formerly SSCI 1300U)

- SOCI 2700U - Human Sexuality (formerly SSCI 2700U)
- SOCI 2720U - Sports and Society (formerly SSCI 2720U)
- SSCI 2101U - Introduction to Social Entrepreneurship

Two General Electives

**Year 4 [30 credit hours]**

- SOCI 4020U - Social Movements (new course)

One of:

- SSCI 3910U - Advanced Data Analysis
- SSCI 3920U - Advanced Qualitative Methods

One of:

- SOCI 4030U - Doing Sociology (new course)
- SSCI 4010U - Policy Development
- SSCI 4098U – Practicum
- SSCI 4103U – Internship

Two of:

- CRMN 3023U - Family Violence
- CRMN 3010U - Social Justice/Criminal Justice
- INDG 3310U - Indigenous Peoples, Sustainability and Development: A Global Perspective
- LGLS 3200U - Sociology of Law
- LGLS 3520U - Law and Technology
- LGLS 3700U - Law and Power
- POSC 3101U - Inequality, Environment and Development
- POSC 3800U - Capitalism and Socialism
- SSCI 3000U - Disability, Rehabilitation and Society

One of:

- COMM 4420U - Political Communication, Digital Media and Democracy
- INDG 4310U - The Politics of Indigenous Rights
- SOCI 4999U - Special Topics in Sociology (new)
- SSCI 4020U - Leadership and Administration

One 3000- or 4000-level SOCI course

One 4000-level SOCI course

Two General electives



## NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.

**Faculty:**  
FSSH

**This new course is associated with:**

Minor Program Adjustment    Major Program Modification    New Program    None

**Will this course appear anywhere other than the course description section of the Calendar?**

Yes    No

If you answered yes to the above, please complete:

**A new core course for an existing program, specialization or minor:** Minor Program Adjustment

**A new elective course for an existing program, specialization or minor, listed in the program map:** Course Placement

**A new course (core or elective) related to a Major Program Modification:** Major Program Modification

**A new course (core or elective) related to a New Program:** New Program proposal

**Programs impacted:** [Please list all impacted programs including any applicable fields or specializations.]

BA in Sociology, Technology and Innovation  
BA in Sociology , Technology and Innovation - Advanced Entry

**Calendar start date:** (When the course should first appear in the Academic Calendar 2020-2021)

Fall 2025

**Registration start date:** (The first time the course will be open for registration e.g. Fall 2020)

Fall 2025

**Additional supporting information** (optional; please indicate if you are attaching any additional documentation)

**Subject Code:** SOCI

**Course Number:** 2000U

**Full Course Title:** Classical Sociological Theory

**Short-Form Course Title** (max. 30 characters):

**Course Description:**

This course introduces foundational theories that have significantly shaped the discipline of sociology. Students will engage with the works of influential sociological theorists, including but not limited to De Tocqueville, Marx, Weber, Durkheim, Simmel, Mead, Parsons, and Goffman. By examining key texts and engaging in critical discussions, students will gain insight into the theoretical frameworks underpinning sociological inquiry.

The course will contextualize these theories within their respective historical periods, providing students with a deeper understanding of the social, political, and intellectual contexts that influenced their development. While recognizing the breadth of sociological theory's historical landscape, emphasis will be placed on extracting the analytical assumptions and implications inherent in each theoretical perspective.

Sociological theories serve as tools for comprehending the complexities of the social world, offering both logical frameworks and empirical insights. Through close analysis of primary texts and supplementary materials, students will develop the skills necessary to grasp the internal logic of each theory and apply it to real-world social phenomena.

Furthermore, the course aims to enhance students' critical thinking and writing abilities. Through a combination of class discussions, written assignments, and analytical exercises, students will refine their capacity to articulate complex sociological concepts and theories effectively.

By the conclusion of the course, students will have acquired a comprehensive understanding of classical sociological theory, strengthened their analytical skills, and cultivated a proficiency in applying sociological frameworks to interpret and analyze diverse social phenomena.

<b>Credit Hours: 3</b>
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<b>Contact Hours – please indicate total number of hours for each component</b>
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<b>Lecture: 3</b>	<b>Lab:</b>
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<b>Tutorial:</b>	<b>Other:</b>
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<b>Cross-listings</b>	
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<b>Prerequisites for Calendar</b>	SOCI 1000U
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<b>Prerequisites for Banner</b>	
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<b>Co-requisites</b>	
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<b>Prerequisites with concurrency (pre or co-requisite)</b>	
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<b>Credit restrictions</b>	<input type="checkbox"/> <b>Equivalency*</b>
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<b>Recommended Prerequisites</b>	
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<b>Course Restrictions</b>	
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<b>Course Type</b>	<input checked="" type="checkbox"/> <b>Core</b>	<input type="checkbox"/> <b>Elective</b>	<input type="checkbox"/> <b>Core or Elective</b>
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<b>Is the course:</b>	<input checked="" type="checkbox"/> <b>Undergraduate</b>	<input type="checkbox"/> <b>Graduate</b>	<input type="checkbox"/> <b>Professional (e.g. some Education courses)</b>
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<b>Grading scheme</b>	<input checked="" type="checkbox"/> <b>N (normal alpha grade)</b>	<input type="checkbox"/> <b>P (pass/fail)</b>
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\***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

**Course instructional method:**

CLS (In Class Delivery)	x	HYB (In Class and Online Delivery)	x
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	x	WEB (Fully Online – Asynchronous)	x
Not Applicable			

**Teaching and assessment methods:**

A variety of teaching and assessment methods may be used, including lectures, seminars, guest-lectures, videos, independent readings, in class or online activities. Assessments may include exams, papers, projects, assignments, and/or presentations.

**Learning outcomes:** (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at [teachingandlearning@ontariotechu.ca](mailto:teachingandlearning@ontariotechu.ca).)

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

- Recall the major theoretical traditions in classical sociological theory.
- Identify key figures and their contributions to classical sociological theory.
- Explain the primary concepts, arguments, and theoretical frameworks of classical sociological theorists.
- Interpret the significance of classical sociological theories within the broader context of sociological discourse.
- Apply knowledge of historical, social, and intellectual contexts to situate classical sociological theories.
- Utilize theoretical frameworks to analyze and interpret real-world social issues and phenomena.
- Critically assess the foundational assumptions underlying classical sociological theories.
- Evaluate the relevance, applicability, and limitations of classical sociological theories in understanding contemporary social phenomena.
- Judge the strengths and weaknesses of classical sociological theories in light of empirical evidence.
- Assess the ongoing relevance and importance of classical sociological perspectives in understanding contemporary social issues.
- Develop coherent arguments and interpretations based on engagement with theoretical texts and discussions.
- Generate innovative insights and connections between classical sociological theory and contemporary social dynamics.
- Demonstrate writing proficiency through assignments, essays, and analytical reflections.
- Effectively communicate complex sociological ideas and arguments in a clear and coherent manner.
- Critique and analyze scholarly literature on classical sociological theory to refine research skills.
- Synthesize multiple sources to develop comprehensive understandings of classical sociological perspectives.
- Recognize and appreciate the ongoing relevance of classical sociological perspectives in understanding contemporary social issues and dynamics.

Does this course contain any experiential learning components?  Yes  No

**If yes:**

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			

Other Types of Experiences:

We have consulted with all impacted areas:  Yes  NA

**Process of consultation, if applicable:**

The proposed program and courses is the culmination of three years of consultation and discussion among FSSH faculty as to the need, viability and content of a sociology degree at Ontario Tech University. This consultation process involved formal and informal discussion among faculty, several draft proposals and careful deliberation. Undergraduate and graduate students were consulted informally, inside and outside the classroom.

Informal consultation with students, along with the ongoing high enrolment in the 1st year introductory sociology course, indicates that a Sociology program is appealing to students. Indeed, it is a popular component of the grade 11 course that combines sociology, anthropology and psychology.

**Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course?**  Yes  No Please explain:

Courses will offer a rich variety of EDI-focused themes; social justice is a primary component of all FSSH programs; several professors are part of historically marginalized groups.

Accessibility is also a central feature of FSSH offerings, with student accommodations as necessary Universal design for learning: all professors are familiar with the central three components

**Does this course 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

**Financial Implications**

As per the new program financial plan. 10 new sections allotted for the beginning of the program. All new courses will not run every year and be rotated as appropriate.

## NEW COURSE TEMPLATE

For changes to existing courses see *Course Change Template*

New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.

Faculty: FSSH

This new course is associated with:

Minor Program Adjustment    Major Program Modification    New Program    None

Will this course appear anywhere other than the course description section of the Calendar?

Yes    No

If you answered yes to the above, please complete:

**A new core course for an existing program, specialization or minor:** Minor Program Adjustment

**A new elective course for an existing program, specialization or minor, listed in the program map:**

Course Placement

**A new course (core or elective) related to a Major Program Modification:** Major Program Modification

**A new course (core or elective) related to a New Program:** New Program proposal

**Programs impacted:** [Please list all impacted programs including any applicable fields or specializations.]

BA in Sociology, Technology and Innovation

BA in Sociology, Technology and Innovation - Advanced Entry

**Calendar start date:** (When the course should first appear in the Academic Calendar 2020-2021)

Fall 2025

**Registration start date:** (The first time the course will be open for registration e.g. Fall 2020)

Fall 2025

**Additional supporting information** (optional; please indicate if you are attaching any additional documentation)

<b>Subject Code: SOCI</b>	<b>Course Number: 3000U</b> *ensure the course code has not been previously used
<b>Full Course Title: Contemporary Sociological Theory</b>	
<b>Short-Form Course Title</b> (max. 30 characters):	

Course Description:

This course provides a comprehensive exploration of contemporary sociological theory, through in-depth examination of works by prominent contemporary theorists. Students will analyze and engage with cutting-edge theoretical frameworks that illuminate the complexities of modern social life.

Drawing upon the works of influential figures such as Anthony Giddens, Pierre Bourdieu, Judith Butler, Zygmunt Bauman, Saskia Sassen, Manuel Castells, and others, students will critically evaluate the key concepts, methodologies, and theoretical insights central to contemporary sociological thought. Topics covered may include the dynamics of globalization, the construction of identity, the impacts of technology and digital culture, the intersections of power and inequality, and the challenges of social change and transformation.

By studying the contributions of these leading theorists, students will gain an appreciation for the diverse theoretical perspectives that inform sociological analysis in the 21st century. Through in-depth readings, discussions, and written assignments, students will develop the analytical skills necessary to critically assess theoretical arguments, evaluate empirical research, and apply sociological concepts to contemporary social phenomena.

Furthermore, the course will explore emerging trends and debates within contemporary sociological theory, providing students with insights into the evolving nature of sociological inquiry. Through engagement with current scholarship and active participation in academic discourse, students will cultivate a deeper understanding of the complex social dynamics shaping our world today.

By the conclusion of the course, students will emerge with a nuanced understanding of contemporary sociological theory, equipped with the analytical tools and critical perspectives needed to navigate and contribute to ongoing discussions within the field. This course will prepare students for further study in sociology or related disciplines.

<b>Credit Hours: 3</b>	
<b>Contact Hours – please indicate total number of hours for each component</b>	
<b>Lecture: 3</b>	<b>Lab:</b>
<b>Tutorial:</b>	<b>Other:</b>
<b>Cross-listings</b>	
<b>Prerequisites for Calendar</b>	SSCI 1000U
<b>Prerequisites for Banner</b>	
<b>Co-requisites</b>	
<b>Prerequisites with concurrency (pre or co-requisite)</b>	
<b>Credit restrictions</b>	<input type="checkbox"/> <b>Equivalency*</b>

<b>Recommended Prerequisites</b>	
<b>Course Restrictions</b>	
<b>Course Type</b>	<input checked="" type="checkbox"/> <b>Core</b> <input type="checkbox"/> <b>Elective</b> <input type="checkbox"/> <b>Core or Elective</b>
<b>Is the course:</b>	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses)
<b>Grading scheme</b>	<input checked="" type="checkbox"/> <b>N (normal alpha grade)</b> <input type="checkbox"/> <b>P (pass/fail)</b>

\***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

**Course instructional method:**

CLS (In Class Delivery)	x	HYB (In Class and Online Delivery)	x
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	x	WEB (Fully Online – Asynchronous)	x
Not Applicable			

**Teaching and assessment methods:**

A variety of teaching and assessment methods may be used, including lectures, seminars, guest-lectures, videos, independent readings, in class or online activities. Assessments may include exams, papers, projects, assignments, and/or presentations

**Learning outcomes:** (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at [teachingandlearning@ontariotechu.ca](mailto:teachingandlearning@ontariotechu.ca).)

- By the end of this course, students should be able to:
- Understand the central concepts and methodologies of contemporary sociological theory as elucidated by prominent and widely cited theorists.
  - Analyze and evaluate the key theoretical insights and arguments presented by contemporary sociological theorists, particularly focusing on topics such as globalization dynamics, identity construction, impacts of technology and digital culture, power structures, and social change.
  - Critically assess empirical research within the framework of contemporary sociological theory, discerning its relevance and applicability to real-world social phenomena.
  - Develop the ability to articulate and defend one's own interpretations and critiques of contemporary sociological theories through written assignments, discussions, and presentations.
  - Demonstrate proficiency in applying sociological concepts and frameworks to analyze and interpret contemporary social issues and dynamics.
  - Engage actively in academic discourse by participating in discussions, debates, and collaborative projects drawing on contemporary sociological theory.
  - Identify and analyze emerging trends and debates within contemporary sociological theory, demonstrating an awareness of the evolving nature of sociological inquiry.
  - Cultivate a nuanced understanding of the complex social dynamics shaping the modern world, informed by diverse theoretical perspectives and empirical evidence.
  - Prepare for further study in sociology or related disciplines by acquiring advanced analytical skills, critical thinking abilities, and a deep appreciation for the ongoing discussions and contributions within the field of sociology.

Does this course contain any experiential learning components?  Yes

**No**

**If yes:**

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

We have consulted with all impacted areas:  Yes  NA

**Process of consultation, if applicable:**

The proposed program and courses is the culmination of three years of consultation and discussion among FSSH faculty as to the need, viability and content of a sociology degree at Ontario Tech University. This consultation process involved formal and informal discussion among faculty, several draft proposals and careful deliberation. Undergraduate and graduate students were consulted informally, inside and outside the classroom. Informal consultation with students, along with the ongoing high enrolment in the 1st year introductory sociology course, indicates that a Sociology program is appealing to students. Indeed, it is a popular component of the grade 11 course that combines sociology, anthropology and psychology.

**Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course?**  Yes  No **Please explain:**

Courses will offer a rich variety of EDI-focused themes; social justice is a primary component of all FSSH programs; several professors are part of historically marginalized groups. Accessibility is also a central feature of FSSH offerings, with student accommodations as necessary Universal design for learning: all professors are familiar with the central three components

**Does this course 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

**Financial Implications**

As per the new program financial plan. 10 new sections allotted for the beginning of the program. All new courses will not run every year and be rotated as appropriate.



## NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.

Faculty: FSSH

This new course is associated with:

Minor Program Adjustment    Major Program Modification    New Program    None

Will this course appear anywhere other than the course description section of the Calendar?

Yes    No

If you answered yes to the above, please complete:

**A new core course for an existing program, specialization or minor:** Minor Program Adjustment

**A new elective course for an existing program, specialization or minor, listed in the program map:** Course Placement

**A new course (core or elective) related to a Major Program Modification:** Major Program Modification

**A new course (core or elective) related to a New Program:** New Program proposal

**Programs impacted:** [Please list all impacted programs including any applicable fields or specializations.]

BA in Sociology, Technology and Innovation

BA in Sociology, Technology and Innovation - Advanced Entry

**Calendar start date:** (When the course should first appear in the Academic Calendar 2020-2021)

Fall 2025

**Registration start date:** (The first time the course will be open for registration e.g. Fall 2020)

Fall 2025

**Additional supporting information** (optional; please indicate if you are attaching any additional documentation)

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<b>Subject Code: SOCI</b>	<b>Course Number: 3001U</b>
<b>Full Course Title: Economy and Society</b>	
<b>Short-Form Course Title</b> (max. 30 characters):	

<b>Course Description:</b>  Examines the complex interplay between economy and society, emphasizing the sociological analysis of economic processes and their impacts on social structures and relations. Drawing on theoretical frameworks from sociology and political economy, students examine topics such as capitalism, globalization, labor markets, consumption, and social inequality. Particular attention is paid to contemporary and classical theorists such as Mill, Ricardo, Marx, Schumpeter, Keynes, Hayek, Veblen, and Innis. Through interdisciplinary perspectives and case studies, students explore how economic systems intersect with issues of race, gender, and class. Discussions also address ethical and political dimensions of economic life, encouraging reflection on alternative models and social justice concerns. By the end, students gain analytical tools to critically assess economic dynamics and contribute to discussions on creating more equitable societies.
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<b>Credit Hours: 3</b>	
<b>Contact Hours – please indicate total number of hours for each component</b>	
<b>Lecture: 3</b>	<b>Lab:</b>
<b>Tutorial:</b>	<b>Other:</b>
<b>Cross-listings</b>	
<b>Prerequisites for Calendar</b>	SOCI 1000U, SOCI 2000U
<b>Prerequisites for Banner</b>	
<b>Co-requisites</b>	
<b>Prerequisites with concurrency (pre or co-requisite)</b>	SOCI 3000U
<b>Credit restrictions</b>	<input type="checkbox"/> <b>Equivalency*</b>
<b>Recommended Prerequisites</b>	
<b>Course Restrictions</b>	
<b>Course Type</b>	<input checked="" type="checkbox"/> <b>Core</b> <input type="checkbox"/> <b>Elective</b> <input type="checkbox"/> <b>Core or Elective</b>
<b>Is the course:</b> <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses)	
<b>Grading scheme</b>	<input checked="" type="checkbox"/> <b>N (normal alpha grade)</b> <input type="checkbox"/> <b>P (pass/fail)</b>

\***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

**Course instructional method:**

CLS (In Class Delivery)	x	HYB (In Class and Online Delivery)	x
IND (Individual Studies)		OFF (Off Site)	

WB1 (Virtual Meet Time – Synchronous)	x	WEB (Fully Online – Asynchronous)	x
Not Applicable			

**Teaching and assessment methods:**

A variety of teaching and assessment methods may be used, including lectures, seminars, guest-lectures, videos, independent readings, in class or online activities. Assessments may include exams, papers, projects, assignments, and/or presentations

**Learning outcomes:** (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at [teachingandlearning@ontariotechu.ca](mailto:teachingandlearning@ontariotechu.ca).)

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

- Recall key theoretical frameworks from sociology and political economy, including contributions from classical and contemporary theorists.
- Identify and define core concepts related to the interplay between economy and society, such as capitalism, globalization, labor markets, consumption, and social inequality.
- Explain the complex relationship between economic processes and social structures, emphasizing the sociological analysis of their interplay.
- Summarize how economic systems intersect with issues of race, gender, and class, drawing on interdisciplinary perspectives and case studies.
- Apply theoretical frameworks from sociology and political economy to analyze real-world economic phenomena and their impacts on social relations and structures.
- Utilize analytical tools to critically assess economic dynamics, identifying patterns of social inequality and their underlying causes.
- Analyze the ethical and political dimensions of economic life, critically evaluating alternative models and their implications for social justice concerns.
- Critique the role of capitalism, globalization, and other economic systems in perpetuating or challenging social inequalities, drawing on both historical and contemporary examples.
- Evaluate the effectiveness of different strategies for addressing economic injustices and promoting equitable societies, considering diverse perspectives and empirical evidence.
- Assess the limitations and strengths of various theoretical perspectives in explaining the interplay between economy and society, synthesizing insights from classical and contemporary theorists.
- Generate proposals for alternative economic models or policies aimed at reducing social inequalities and fostering greater economic justice, drawing on interdisciplinary insights and ethical considerations.
- Design research projects or advocacy campaigns that address specific intersections between economic processes and social issues, demonstrating an understanding of the complexities involved and proposing innovative solutions.

Does this course contain any experiential learning components?  Yes  No

**If yes:**

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

**We have consulted with all impacted areas:**  Yes  NA

**Process of consultation, if applicable:**

The proposed program and courses is the culmination of three years of consultation and discussion among FSSH faculty as to the need, viability and content of a sociology degree at Ontario Tech University. This consultation process involved formal and informal discussion among faculty, several draft proposals and careful deliberation. Undergraduate and graduate students were consulted informally, inside and outside the classroom.

Informal consultation with students, along with the ongoing high enrolment in the 1st year introductory sociology course, indicates that a Sociology program is appealing to students. Indeed, it is a popular component of the grade 11 course that combines sociology, anthropology and psychology.

**Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course?**  Yes  No Please explain:

Courses will offer a rich variety of EDI-focused themes; social justice is a primary component of all FSSH programs; several professors are part of historically marginalized groups.

Accessibility is also a central feature of FSSH offerings, with student accommodations as necessary.

Universal design for learning: all professors are familiar with the central three components

**Does this course 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

**Financial Implications**

As per the new program financial plan. 10 new sections allotted for the beginning of the program. All new courses will not run every year and be rotated as appropriate.

## NEW COURSE TEMPLATE

For changes to existing courses see *Course Change Template*

New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.

Faculty: FSSH

This new course is associated with:

Minor Program Adjustment    Major Program Modification    New Program    None

Will this course appear anywhere other than the course description section of the Calendar?

Yes    No

If you answered yes to the above, please complete:

**A new core course for an existing program, specialization or minor:** Minor Program Adjustment

**A new elective course for an existing program, specialization or minor, listed in the program map:**  
Course Placement

**A new course (core or elective) related to a Major Program Modification:** Major Program Modification

**A new course (core or elective) related to a New Program:** New Program proposal

**Programs impacted:** [Please list all impacted programs including any applicable fields or specializations.]

BA in Sociology, Technology and Innovation  
BA in Sociology, Technology and Innovation - Advanced Entry

**Calendar start date:** (When the course should first appear in the Academic Calendar 2020-2021)

Fall 2025

**Registration start date:** (The first time the course will be open for registration e.g. Fall 2020)

Fall 2025

**Additional supporting information** (optional; please indicate if you are attaching any additional documentation)

<b>Subject Code: SOCI</b>	<b>Course Number: 4020U</b>
<b>Full Course Title: Social Movements</b>	
<b>Short-Form Course Title</b> (max. 30 characters):	

**Course Description:**  
This course examines the intricacies of social movements, exploring their origins, dynamics, and impacts on society. Through theoretical analysis and empirical case studies, students will explore the various forms, strategies, and goals of social movements, including civil rights, environmental activism, feminist movements, and global justice movements. The course will also investigate the role of social media and digital technologies in shaping contemporary activism. Students will analyze the factors that contribute to the success or failure of social movements, considering issues of power, mobilization, and collective identity. The course will also explore the impacts of social movements on policy change, cultural norms, and social institutions. Through critical engagement with scholarly literature and discussions, students will develop an understanding of the complexities and significance of social movements in shaping contemporary society. This course will equip students with analytical tools to evaluate and contribute meaningfully to ongoing debates surrounding social change and activism.

<b>Credit Hours: 3</b>	
<b>Contact Hours – please indicate total number of hours for each component</b>	
<b>Lecture: 3</b>	<b>Lab:</b>
<b>Tutorial:</b>	<b>Other:</b>
<b>Cross-listings</b>	
<b>Prerequisites for Calendar</b>	SOCI 1000, SOCI 2000U, 3000U
<b>Prerequisites for Banner</b>	
<b>Co-requisites</b>	
<b>Prerequisites with concurrency (pre or co-requisite)</b>	
<b>Credit restrictions</b>	<input type="checkbox"/> <b>Equivalency*</b>
<b>Recommended Prerequisites</b>	
<b>Course Restrictions</b>	
<b>Course Type</b>	<input checked="" type="checkbox"/> <b>Core</b> <input type="checkbox"/> <b>Elective</b> <input type="checkbox"/> <b>Core or Elective</b>
<b>Is the course:</b>	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses)
<b>Grading scheme</b>	<input checked="" type="checkbox"/> <b>N (normal alpha grade)</b> <input type="checkbox"/> <b>P (pass/fail)</b>

\***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

**Course instructional method:**

CLS (In Class Delivery)	x	HYB (In Class and Online Delivery)	x
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	x	WEB (Fully Online – Asynchronous)	x
Not Applicable			

**Teaching and Assessment methods:**

A variety of teaching and assessment methods may be used, including lectures, seminars, guest-lectures, videos, independent readings, in class or online activities. Assessments may include exams, papers, projects, assignments, and/or presentations.

**Learning outcomes:** (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at [teachingandlearning@ontariotechu.ca](mailto:teachingandlearning@ontariotechu.ca).)

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

- Recall key theoretical concepts related to social movements, including their origins, dynamics, and impacts on society.
- Identify various forms, strategies, and goals of social movements discussed in the course, such as civil rights, environmental activism, feminist movements, and global justice movements.
  
- Explain the complexities involved in the formation and evolution of social movements, integrating theoretical analysis with empirical case studies.
- Summarize the role of social media and digital technologies in contemporary activism, considering their influence on mobilization and communication strategies.
- Apply theoretical frameworks to analyze specific social movements and their strategies for achieving change, drawing on empirical evidence and case studies.
- Utilize writing skills to articulate insights gained from theoretical analysis and empirical research, demonstrating the ability to synthesize complex information coherently.
- Analyze factors contributing to the success or failure of social movements, including issues of power dynamics, mobilization tactics, and collective identity formation.
- Evaluate the impacts of social movements on policy change, cultural norms, and social institutions, considering both short-term outcomes and long-term societal transformations.
- Critically evaluate scholarly literature on social movements, identifying strengths and weaknesses in theoretical approaches and empirical research methodologies.
- Assess the effectiveness of different communication strategies used by social movements, considering their ability to engage diverse audiences and mobilize support for social change.
- Conceptualize and generate written analyses or research papers exploring specific aspects of social movements, such as their impact on policy development or their role in challenging cultural norms.
- Conceptualize and design communication campaigns or advocacy materials aimed at raising awareness about social issues and mobilizing support for particular causes, demonstrating effective written and verbal communication skills.

Does this course contain any experiential learning components?  Yes  No

**If yes:**

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

**We have consulted with all impacted areas:**  Yes  NA

**Process of consultation, if applicable:**

The proposed program and courses is the culmination of three years of consultation and discussion among FSSH faculty as to the need, viability and content of a sociology degree at Ontario Tech University. This consultation process involved formal and informal discussion among faculty, several draft proposals and careful deliberation. Undergraduate and graduate students were consulted informally, inside and outside the classroom.

Informal consultation with students, along with the ongoing high enrolment in the 1st year introductory sociology course, indicates that a Sociology program is appealing to students. Indeed, it is a popular component of the grade 11 course that combines sociology, anthropology and psychology.

**Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course?**  Yes  No **Please explain:**

Courses will offer a rich variety of EDI-focused themes; social justice is a primary component of all FSSH programs; several professors are part of historically marginalized groups.

Accessibility is also a central feature of FSSH offerings, with student accommodations as necessary  
Universal design for learning: all professors are familiar with the central three components

**Does this course 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

**Financial Implications**

As per the new program financial plan. 10 new sections allotted for the beginning of the program. All new courses will not run every year and be rotated as appropriate.



## NEW COURSE TEMPLATE

For changes to existing courses see *Course Change Template*

New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.

Faculty: FSSH

This new course is associated with:

Minor Program Adjustment    Major Program Modification    New Program    None

Will this course appear anywhere other than the course description section of the Calendar?

Yes    No

If you answered yes to the above, please complete:

**A new core course for an existing program, specialization or minor:** Minor Program Adjustment

**A new elective course for an existing program, specialization or minor, listed in the program map:**  
Course Placement

**A new course (core or elective) related to a Major Program Modification:** Major Program Modification

**A new course (core or elective) related to a New Program:** New Program proposal

**Programs impacted:** [Please list all impacted programs including any applicable fields or specializations.]

BA in Sociology, Technology and Innovation  
BA in Sociology, Technology and Innovation - Advanced Entry

**Calendar start date:** (When the course should first appear in the Academic Calendar 2020-2021)

Fall 2025

**Registration start date:** (The first time the course will be open for registration e.g. Fall 2020)

Fall 2025

**Additional supporting information** (optional; please indicate if you are attaching any additional documentation)

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<b>Subject Code:</b> SOCI	<b>Course Number:</b> 4030U *ensure the course code has not been previously used
<b>Full Course Title:</b> Doing Sociology	
<b>Short-Form Course Title</b> (max. 30 characters):	

<p><b>Course Description:</b></p> <p>This course immerses students in the practical aspects of sociological research, emphasizing methods and ethics. Through hands-on exploration of local community problems, students learn to design research projects, select appropriate methodologies, and navigate ethical challenges. The course covers the challenges associated with the interpretation of qualitative and quantitative data.</p> <p>Ethical considerations are central, addressing issues like consent, confidentiality, privacy, and power dynamics. Students engage in critical reflection on ethical dilemmas and decision-making in research practice. Moreover, the course emphasizes the relevance of sociological research to communities, highlighting its potential to inform social change and empower marginalized voices.</p> <p>By course end, students gain practical skills and ethical awareness, preparing them for sociological research in academic, community, and professional settings. They emerge equipped to conduct rigorous research that contributes meaningfully to understanding and addressing societal issues.</p>
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<b>Credit Hours:</b> 3	
<b>Contact Hours – please indicate total number of hours for each component</b>	
<b>Lecture:</b> 3	<b>Lab:</b>
<b>Tutorial:</b>	<b>Other:</b>
<b>Cross-listings</b>	
<b>Prerequisites for Calendar</b>	SOCI 1000U, SSCI 2900U, SSCI, 2920U, SSCI 2910U.
<b>Prerequisites for Banner</b>	
<b>Co-requisites</b>	
<b>Prerequisites with concurrency (pre or co-requisite)</b>	
<b>Credit restrictions</b>	<input type="checkbox"/> <b>Equivalency*</b>
<b>Recommended Prerequisites</b>	
<b>Course Restrictions</b>	
<b>Course Type</b>	<input checked="" type="checkbox"/> <b>Core</b> <input type="checkbox"/> <b>Elective</b> <input type="checkbox"/> <b>Core or Elective</b>
<b>Is the course:</b>	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses)
<b>Grading scheme</b>	<input checked="" type="checkbox"/> <b>N (normal alpha grade)</b> <input type="checkbox"/> <b>P (pass/fail)</b>

**\*Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

**Course instructional method:**

CLS (In Class Delivery)	x	HYB (In Class and Online Delivery)	x
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	x	WEB (Fully Online – Asynchronous)	x
Not Applicable			

**Teaching and assessment methods:**

A variety of teaching and assessment methods may be used, including lectures, seminars, guest-lectures, videos, independent readings, in class or online activities. Assessments may include exams, papers, projects, assignments, and/or presentations.

**Learning outcomes:** (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at [teachingandlearning@ontariotechu.ca](mailto:teachingandlearning@ontariotechu.ca).)

- Students will be able to:
- Recall key concepts related to sociological research methodologies, including qualitative and quantitative approaches, as well as ethical considerations such as consent, confidentiality, and power dynamics.
  - Identify common challenges associated with the interpretation of qualitative and quantitative data in sociological research.
  - Develop a deep understanding of research ethics in sociology, by focusing on issues such as consent, confidentiality, privacy, and power dynamics, and engage in critical reflection on ethical dilemmas and decision-making in research practice.
  - Recognize the relevance of sociological research to communities, emphasizing its potential to inform social change and empower marginalized voices, and gain an appreciation for the practical applications of sociological research beyond academia.
  - Acquire practical skills and ethical awareness necessary for conducting sociological research in academic, community, and professional settings, preparing students to contribute meaningfully to understanding and addressing societal issues through rigorous and ethical research practices.
  - Explain the practical aspects of sociological research, including the process of designing research projects, selecting appropriate methodologies, and navigating ethical challenges.
  - Summarize the importance of ethical considerations in sociological research, particularly in relation to issues of consent, confidentiality, privacy, and power dynamics.
  - Apply sociological research methods to real-world community problems, demonstrating the ability to design research projects that address specific social issues.
  - Utilize writing and communication skills to effectively communicate research findings to diverse audiences, demonstrating clarity, coherence, and persuasiveness.
  - Analyze ethical dilemmas encountered in sociological research practice, critically evaluating different approaches to resolving them and their potential implications for research outcomes.
  - Evaluate the relevance of sociological research to communities, assessing its potential to inform social change and empower marginalized voices.
  - Assess the strengths and limitations of different sociological research methodologies in addressing specific research questions and advancing knowledge in the field.

- Generate research proposals or reports that demonstrate the application of sociological research methods to address local community problems, incorporating ethical considerations and potential implications for social change.
- Conceptualize and design communication strategies to disseminate research findings to relevant stakeholders, demonstrating the ability to engage with diverse audiences and advocate for social justice issues.

Does this course contain any experiential learning components?  Yes  No

**If yes:**

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences: This course could potentially include field experiences, applied research and workplace projects.			

We have consulted with all impacted areas:  Yes  NA

**Process of consultation, if applicable:**

The proposed program and courses is the culmination of three years of consultation and discussion among FSSH faculty as to the need, viability and content of a sociology degree at Ontario Tech University. This consultation process involved formal and informal discussion among faculty, several draft proposals and careful deliberation. Undergraduate and graduate students were consulted informally, inside and outside the classroom.

Informal consultation with students, along with the ongoing high enrolment in the 1st year introductory sociology course, indicates that a Sociology program is appealing to students. Indeed, it is a popular component of the grade 11 course that combines sociology, anthropology and psychology

**Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course?**  Yes  No **Please explain:**

Courses will offer a rich variety of EDI-focused themes; social justice is a primary component of all FSSH programs; several professors are part of historically marginalized groups. Accessibility is also a central feature of FSSH offerings, with student accommodations as necessary Universal design for learning: all professors are familiar with the central three components

**Does this course 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

**Financial Implications**

As per the new program financial plan. 10 new sections allotted for the beginning of the program. All new courses will not run every year and be rotated as appropriate.

**NEW COURSE TEMPLATE**

*For changes to existing courses see Course Change Template*

*New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.*

**Faculty: FSSH**

**This new course is associated with:**

Minor Program Adjustment  Major Program Modification  New Program  None

<b>Will this course appear anywhere other than the course description section of the Calendar?</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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*If you answered yes to the above, please complete:*

***A new core course for an existing program, specialization or minor: Minor Program Adjustment***

***A new elective course for an existing program, specialization or minor, listed in the program map:***

*Course Placement*

***A new course (core or elective) related to a Major Program Modification: Major Program***

*Modification*

***A new course (core or elective) related to a New Program: New Program proposal***

**Programs impacted:** [Please list all impacted programs including any applicable fields or specializations.]

BA in Sociology, Technology and Innovation  
BA in Sociology, Technology and Innovation - Advanced Entry

**Calendar start date:** (When the course should first appear in the Academic Calendar 2020-2021)

Fall 2025

**Registration start date:** (The first time the course will be open for registration e.g. Fall 2020)

Fall 2025

**Additional supporting information** (optional; please indicate if you are attaching any additional documentation)

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<b>Subject Code: SOCI</b>	<b>Course Number: 4999U</b> *ensure the course code has not been previously used
<b>Full Course Title: Special Topics in Sociology</b>	
<b>Short-Form Course Title</b> (max. 30 characters):	

<p>Course Description:</p> <p>In this course, students engage with specialized topics within the discipline, varying each semester based on faculty expertise. Topics may include but are not limited to, health and illness, environmental sociology, gender and sexuality, globalization, digital sociology, deviance and social control, urban sociology, and sociology of education. Specific topics for each semester will be announced prior to registration, reflecting faculty interests and emerging trends in the field.</p>
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<b>Credit Hours: 3</b>	
<b>Contact Hours – please indicate total number of hours for each component</b>	
<b>Lecture: 3</b>	<b>Lab:</b>
<b>Tutorial:</b>	<b>Other:</b>
<b>Cross-listings</b>	
<b>Prerequisites for Calendar</b>	SSCI 1000U, SSCI 2900U, SSCI 2000U, ONE OF SSCI 2910U OR SSCI 2920U
<b>Prerequisites for Banner</b>	
<b>Co-requisites</b>	
<b>Prerequisites with concurrency (pre or co-requisite)</b>	
<b>Credit restrictions</b>	<input type="checkbox"/> <b>Equivalency*</b>
<b>Recommended Prerequisites</b>	
<b>Course Restrictions</b>	
<b>Course Type</b>	<input type="checkbox"/> <b>Core</b> <input type="checkbox"/> <b>Elective</b> <input checked="" type="checkbox"/> <b>Core or Elective</b>
<b>Is the course:</b>	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses)
<b>Grading scheme</b>	<input checked="" type="checkbox"/> <b>N (normal alpha grade)</b> <input type="checkbox"/> <b>P (pass/fail)</b>

\***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

**Course instructional method:**

CLS (In Class Delivery)	x	HYB (In Class and Online Delivery)	x
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	x	WEB (Fully Online – Asynchronous)	x
Not Applicable			

**Teaching and assessment methods:**

A variety of teaching and assessment methods may be used, including lectures, seminars, guest-lectures, videos, independent readings, in class or online activities. Assessments may include exams, papers, projects, assignments, and/or presentations.

**Learning outcomes:** (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at [teachingandlearning@ontariotechu.ca](mailto:teachingandlearning@ontariotechu.ca).)

- Students will be able to:
- Recall fundamental concepts and theories covered in the course regarding specialized topics in sociology.
  - Comprehend the significance and relevance of specialized topics within sociology, demonstrating a deep understanding of their implications for contemporary society and sociological inquiry.
  - Employ sociological concepts and theories to analyze and interpret real-world phenomena related to specialized topics covered in the course.
  - Implement advanced research methodologies to construct and execute sociological research projects focused on specialized topics, showcasing the practical application of theoretical knowledge.
  - Dissect the complexities, associations and interrelationships between different specialized topics in sociology, discerning patterns, connections, and discrepancies within and across various sociological domains.
  - Assess the effectiveness and shortcomings of various sociological approaches and methodologies in addressing specialized topics, evaluating their adaptability to diverse social contexts and research inquiries.
  - Develop innovative research proposals or theoretical frameworks integrating insights from multiple specialized topics in sociology, showcasing the ability to synthesize and expand upon existing knowledge within the field.

Does this course contain any experiential learning components?  Yes  No

**If yes:**

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

**We have consulted with all impacted areas:**  Yes  NA

**Process of consultation, if applicable:**

The proposed program and courses are the culmination of three years of consultation and discussion among FSSH faculty as to the need, viability and content of a sociology degree at Ontario Tech University. This consultation process involved formal and informal discussion among faculty, several

draft proposals and careful deliberation. Undergraduate and graduate students were consulted informally, inside and outside the classroom.

Informal consultation with students, along with the ongoing high enrolment in the 1st year introductory sociology course, indicates that a Sociology program is appealing to students. Indeed, it is a popular component of the grade 11 course that combines sociology, anthropology and psychology

**Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course?**  Yes  No **Please explain:**

Courses will offer a rich variety of EDI-focused themes; social justice is a primary component of all FSSH programs; several professors are part of historically marginalized groups.

Accessibility is also a central feature of FSSH offerings, with student accommodations as necessary Universal design for learning: all professors are familiar with the central three components

**Does this course 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

### Financial Implications

As per the new program financial plan. 10 new sections allotted for the beginning of the program. All new courses will not run every year and be rotated as appropriate.



## NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.

Faculty: FSSH

This new course is associated with:

Minor Program Adjustment    Major Program Modification    New Program    None

Will this course appear anywhere other than the course description section of the Calendar?

Yes    No

If you answered yes to the above, please complete:

**A new core course for an existing program, specialization or minor:** Minor Program Adjustment

**A new elective course for an existing program, specialization or minor, listed in the program map:**  
Course Placement

**A new course (core or elective) related to a Major Program Modification:** Major Program Modification

**A new course (core or elective) related to a New Program:** New Program proposal

**Programs impacted:** [Please list all impacted programs including any applicable fields or specializations.]

BA in Sociology, Technology and Innovation  
BA in Sociology, Technology and Innovation - Advanced Entry

**Calendar start date:** (When the course should first appear in the Academic Calendar 2020-2021)

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Fall 2025

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2025

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

Subject Code: SOCI	Course Number: 3100U *ensure the course code has not been previously used
Full Course Title: Applied Sociology	
Short-Form Course Title (max. 30 characters):	

**Course Description:**

Introduction to Applied Sociology is a foundational third-year core course designed to introduce students to the principles, methods, and applications of applied sociology. As a multidisciplinary field, applied sociology focuses on utilizing sociological knowledge and research to address practical issues and effect positive social change in various settings. Emphasis is placed on understanding the role of sociologists in informing policies, interventions, and community initiatives. By course end, students will grasp the transformative potential of applied sociology and be prepared to engage actively in addressing contemporary societal issues.

Credit Hours: 3	
Contact Hours – please indicate total number of hours for each component	
Lecture: 3	Lab:
Tutorial:	Other:
Cross-listings	
Prerequisites for Calendar	SSCI 1000U, SSCI 2900U, SSCI 2910U, SSCI 2920U
Prerequisites for Banner	
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	<input type="checkbox"/> Equivalency*
Recommended Prerequisites	
Course Restrictions	
Course Type	<input checked="" type="checkbox"/> Core <input type="checkbox"/> Elective <input checked="" type="checkbox"/> Core or Elective
Is the course:	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses)
Grading scheme	<input checked="" type="checkbox"/> N (normal alpha grade) <input type="checkbox"/> P (pass/fail)

\*Equivalency: Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

**Course instructional method:**

CLS (In Class Delivery)	x	HYB (In Class and Online Delivery)	x
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	x	WEB (Fully Online – Asynchronous)	x
Not Applicable			

A variety of teaching and assessment methods may be used, including lectures, seminars, guest-lectures, videos, independent readings, in class or online activities. Assessments may include exams, papers, projects, assignments, and/or presentations.

Assessment methods may include:

- Written assignments analyzing real-world social problems from an applied sociology perspective.
- Group projects designing and implementing sociological interventions or program evaluations.
- Presentations or debates exploring ethical dilemmas and professional challenges in applied sociology.
- Reflective journals documenting students' learning and professional development throughout the course.

**Teaching and assessment methods:**

**Learning outcomes:** (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at [teachingandlearning@ontariotechu.ca](mailto:teachingandlearning@ontariotechu.ca).)

By the end of the course, students will have developed a solid understanding of the principles and practices of applied sociology and gained practical skills in utilizing sociological knowledge to address social issues in different contexts. They will be able to:

- Recall fundamental principles and methods of applied sociology introduced in the course, including the utilization of sociological knowledge and research to address practical issues and effect positive social change.
- Explain the principles and objectives of applied sociology, demonstrating an understanding of its focus on practical applications and societal impact.
- Interpret the role of sociologists in addressing contemporary societal issues through applied research and interventions, recognizing the importance of interdisciplinary approaches.
- Apply sociological theories and methodologies to analyze real-world social problems and propose potential solutions, demonstrating the practical application of learned principles.
- Utilize critical thinking skills to evaluate the effectiveness of sociological approaches in addressing practical issues and effecting positive social change in various settings.
- Analyze the complexities of societal issues addressed in the course through a sociological lens, identifying underlying causes, patterns, and implications for social policy and practice.
- Critically evaluate different sociological perspectives and methodologies in their application to specific practical issues, discerning strengths and limitations.
- Appraise the transformative potential of applied sociology in addressing contemporary societal issues, assessing its impact on policies, interventions, and community initiatives.
- Assess the ethical implications of applying sociological knowledge and research in diverse settings, considering issues of power, social justice, and cultural sensitivity.
- Develop innovative approaches to addressing societal issues based on sociological insights, proposing creative solutions that integrate interdisciplinary perspectives.
- Construct research proposals or practical interventions informed by sociological theories and methodologies, demonstrating the ability to generate new ideas and contribute to positive social change.

Does this course contain any experiential learning components?  Yes  No

If yes:

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	x
Field Experiences			
Other Types of Experiences:			

We have consulted with all impacted areas:  Yes  NA

Process of consultation, if applicable:

The proposed program and courses are the culmination of three years of consultation and discussion among FSSH faculty as to the need, viability and content of a sociology degree at Ontario Tech University. This consultation process involved formal and informal discussion among faculty, several draft proposals and careful deliberation. Undergraduate and graduate students were consulted informally, inside and outside the classroom. Informal consultation with students, along with the ongoing high enrolment in the 1st year introductory sociology course, indicates that a Sociology program is appealing to students. Indeed, it is a popular component of the grade 11 course that combines sociology, anthropology and psychology

Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course?  Yes  No Please explain:

Courses will offer a rich variety of EDI-focused themes; social justice is a primary component of all FSSH programs; several professors are part of historically marginalized groups. Accessibility is also a central feature of FSSH offerings, with student accommodations as necessary Universal design for learning: all professors are familiar with the central three components

Does this course 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

Financial Implications

As per the new program financial plan. 10 new sections allotted for the beginning of the program. All new courses will not run every year and be rotated as appropriate.

## NEW COURSE TEMPLATE

For changes to existing courses see *Course Change Template*

New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.

Faculty: FSSH

This new course is associated with:

Minor Program Adjustment    Major Program Modification    New Program    None

Will this course appear anywhere other than the course description section of the Calendar?

Yes    No

If you answered yes to the above, please complete:

**A new core course for an existing program, specialization or minor:** Minor Program Adjustment

**A new elective course for an existing program, specialization or minor, listed in the program map:**

Course Placement

**A new course (core or elective) related to a Major Program Modification:** Major Program Modification

**A new course (core or elective) related to a New Program:** New Program proposal

**Programs impacted:** [Please list all impacted programs including any applicable fields or specializations.]

BA in Sociology, Technology and Innovation

BA in Sociology, Technology and Innovation - Advanced Entry

**Calendar start date:** (When the course should first appear in the Academic Calendar 2020-2021)

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Fall 2025

**Registration start date:** (The first time the course will be open for registration e.g. Fall 2020)

Fall 2025

**Additional supporting information** (optional; please indicate if you are attaching any additional documentation)

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<b>Subject Code: SOCI</b>	<b>Course Number: 3110U</b> *ensure the course code has not been previously used
<b>Full Course Title: Community-Based Participatory Action Research</b>	
<b>Short-Form Course Title</b> (max. 30 characters):	

**Course Description:**

This course focuses on community-based participatory research (CBPR) and action-based research (ABR) methodologies. CBPR involves collaborating with community members in all aspects of the research process, while ABR emphasizes using research findings to enact social change. Through theoretical exploration and practical application, students will learn to co-design research projects with community stakeholders, emphasizing shared decision-making and mutual learning. They will engage in participatory data collection techniques and collaborative analysis processes, fostering meaningful community engagement. The course addresses ethical considerations such as power dynamics and research reciprocity, and students will critically reflect on their roles as researchers within community contexts. By course end, students will possess the skills and knowledge to conduct ethical, effective, and socially impactful research in collaboration with communities, promoting social justice and positive social change.

**Credit Hours: 3**

**Contact Hours – please indicate total number of hours for each component**

**Lecture: 3**

**Lab:**

**Tutorial:**

**Other:**

**Cross-listings**

**Prerequisites for Calendar**

SSCI 1000U, SSCI 2900U, SSCI 2910U, SSCI 2920U

**Prerequisites for Banner**

**Co-requisites**

**Prerequisites with concurrency  
(pre or co-requisite)**

**Credit restrictions**

**Equivalency\***

**Recommended Prerequisites**

**Course Restrictions**

<b>Course Type</b>	<input type="checkbox"/> Core	<input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Core or Elective
<b>Is the course:</b>	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses)		
<b>Grading scheme</b>	<input checked="" type="checkbox"/> N (normal alpha grade) <input type="checkbox"/> P (pass/fail)		

\***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

**Course instructional method:**

CLS (In Class Delivery)	x	HYB (In Class and Online Delivery)	x
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	x	WEB (Fully Online – Asynchronous)	x
Not Applicable			

A variety of teaching and assessment methods may be used, including lectures, seminars, guest-lectures, videos, independent readings, in class or online activities. Assessments may include exams, papers, projects, assignments, and/or presentations.

**Teaching and assessment methods:**

**Learning outcomes:** (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](http://teachingandlearning@ontariotechu.ca), or contact them at [teachingandlearning@ontariotechu.ca](mailto:teachingandlearning@ontariotechu.ca).)

- By the end of this course, students should be able to:
- Identify the fundamental principles and methodologies of community-based participatory research (CBPR) and action-based research (ABR), including the collaborative nature of CBPR and the focus on enacting social change in ABR.
  - Explain the key concepts and theoretical frameworks underpinning CBPR and ABR methodologies, demonstrating comprehension of the principles of community engagement, shared decision-making, and mutual learning.
  - Interpret the ethical considerations inherent in CBPR and ABR, including power dynamics, research reciprocity, and the researcher's role within community contexts.
  - Implement CBPR and ABR methodologies to co-design research projects with community stakeholders, emphasizing collaborative decision-making and meaningful community engagement.
  - Utilize participatory data collection techniques and collaborative analysis processes in conducting research projects, demonstrating proficiency in applying theoretical knowledge to practical research settings.
  - Analyze the complexities of community-based research processes, identifying challenges and opportunities for meaningful community engagement and social impact.
  - Critically assess the ethical implications of conducting CBPR and ABR, considering issues such as power dynamics, research reciprocity, and cultural sensitivity within diverse community contexts.
  - Assess the effectiveness of CBPR and ABR methodologies in promoting social justice and positive social change within communities, evaluating the impact of research outcomes on community empowerment and well-being.
  - Judge the researcher's role in fostering ethical, effective, and socially impactful research collaborations with communities, reflecting on personal and professional responsibilities within community-based research settings.
  - Develop research proposals or action plans that integrate CBPR and ABR methodologies, showcasing the ability to design ethical, effective, and socially impactful research projects in collaboration with communities.

- Devise innovative strategies for addressing ethical challenges and maximizing community engagement in research processes, fostering inclusive and empowering research practices that promote social justice and positive social change.

Does this course contain any experiential learning components?  Yes  NO

**If yes:**

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

**We have consulted with all impacted areas:**  Yes  NA

**Process of consultation, if applicable:**

The proposed program and courses are the culmination of three years of consultation and discussion among FSSH faculty as to the need, viability and content of a sociology degree at Ontario Tech University. This consultation process involved formal and informal discussion among faculty, several draft proposals and careful deliberation. Undergraduate and graduate students were consulted informally, inside and outside the classroom. Informal consultation with students, along with the ongoing high enrolment in the 1st year introductory sociology course, indicates that a Sociology program is appealing to students. Indeed, it is a popular component of the grade 11 course that combines sociology, anthropology and psychology

**Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course?**  Yes  No **Please explain:**

Courses will offer a rich variety of EDI-focused themes; social justice is a primary component of all FSSH programs; several professors are part of historically marginalized groups. Accessibility is also a central feature of FSSH offerings, with student accommodations as necessary Universal design for learning: all professors are familiar with the central three components

**Does this course 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

**Financial Implications**

As per the new program financial plan. 10 new sections allotted for the beginning of the program. All new courses will not run every year and be rotated as appropriate.

**NEW COURSE TEMPLATE**

*For changes to existing courses see Course Change Template*

*New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.*

**Faculty: FSSH**

**This new course is associated with:**

Minor Program Adjustment  Major Program Modification  New Program  None

**Will this course appear anywhere other than the course description section of the Calendar?**

Yes  No

*If you answered yes to the above, please complete:*

***A new core course for an existing program, specialization or minor: Minor Program Adjustment***

***A new elective course for an existing program, specialization or minor, listed in the program map: Course Placement***

***A new course (core or elective) related to a Major Program Modification: Major Program Modification***

***A new course (core or elective) related to a New Program: New Program proposal***

**Programs impacted:** [Please list all impacted programs including any applicable fields or specializations.]

**BA in Sociology, Technology and Innovation**  
**BA in Sociology, Technology and Innovation - Advanced Entry**

**Calendar start date:** (When the course should first appear in the Academic Calendar 2020-2021)

Fall 2025

**Registration start date:** (The first time the course will be open for registration e.g. Fall 2020)

Fall 2025

**Additional supporting information** (optional; please indicate if you are attaching any additional documentation)

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<b>Subject Code: SOCI</b>	<b>Course Number: 3120U</b> *ensure the course code has not been previously used
<b>Full Course Title: Evaluation Research</b>	
<b>Short-Form Course Title</b> (max. 30 characters):	

Course Description:

Examines the theory and practice of evaluation research, focusing on assessing the effectiveness, efficiency, and impact of programs, policies, and interventions. Students will explore various types of evaluation research, including formative, summative, process, outcome, and impact evaluations. Through case studies and practical exercises, students will learn to design evaluation frameworks, develop research questions, select appropriate methodologies, and analyze and interpret evaluation data. The course will also address ethical considerations in evaluation research, such as confidentiality, validity, and stakeholder engagement. By course end, students will possess the skills and knowledge to conduct rigorous evaluation studies, providing valuable insights for decision-makers in diverse fields such as education, healthcare, social services, and public policy.

<b>Credit Hours: 3</b>	
<b>Contact Hours – please indicate total number of hours for each component</b>	
<b>Lecture: 3</b>	<b>Lab:</b>
<b>Tutorial:</b>	<b>Other:</b>
<b>Cross-listings</b>	
<b>Prerequisites for Calendar</b>	SSCI 1000U, SSCI 2900U, SSCI 2910U, SSCI 2920U
<b>Prerequisites for Banner</b>	
<b>Co-requisites</b>	
<b>Prerequisites with concurrency (pre or co-requisite)</b>	
<b>Credit restrictions</b>	<input type="checkbox"/> <b>Equivalency*</b>
<b>Recommended Prerequisites</b>	

<b>Course Restrictions</b>	
<b>Course Type</b>	<input type="checkbox"/> Core <input type="checkbox"/> Elective <input checked="" type="checkbox"/> Core or Elective
<b>Is the course:</b>	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses)
<b>Grading scheme</b>	<input checked="" type="checkbox"/> N (normal alpha grade) <input type="checkbox"/> P (pass/fail)

**\*Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

**Course instructional method:**

CLS (In Class Delivery)	x	HYB (In Class and Online Delivery)	x
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	x	WEB (Fully Online – Asynchronous)	x
Not Applicable			

A variety of teaching and assessment methods may be used, including lectures, seminars, guest-lectures, videos, independent readings, in class or online activities. Assessments may include exams, papers, projects, assignments, and/or presentations.

**Teaching and assessment methods:**

**Learning outcomes:** (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at [teachingandlearning@ontariotechu.ca](mailto:teachingandlearning@ontariotechu.ca).)

- By the end of this course, students should be able to:
- Recall and classify the fundamental principles and types of evaluation research, including formative, summative, process, outcome, and impact evaluations.
  - Outline key concepts related to assessing the effectiveness, efficiency, and impact of programs, policies, and interventions through evaluation research.
  - Explain the theory and practice of evaluation research, demonstrating comprehension of its role in assessing the effectiveness and impact of various interventions and policies.
  - Interpret the ethical considerations inherent in evaluation research, such as confidentiality, validity, and stakeholder engagement, understanding their importance in maintaining research integrity.
  - Implement evaluation frameworks to design evaluation studies, demonstrating the ability to develop research questions and select appropriate methodologies for assessing program effectiveness and impact.
  - Utilize practical exercises to apply evaluation methodologies, analyzing and interpreting evaluation data to draw meaningful conclusions about program outcomes and effectiveness.
  - Analyze the complexities of evaluation research, identifying factors that contribute to the effectiveness and impact of programs, policies, and interventions.
  - Critically evaluate the strengths and limitations of different types of evaluation research, discerning their applicability to diverse programmatic contexts and research questions.
  - Assess the ethical implications of evaluation research methodologies, evaluating their adherence to principles of confidentiality, validity, and stakeholder engagement.
  - Appraise the effectiveness of evaluation studies in providing valuable insights for decision-makers in fields such as education, healthcare, social services, and public policy, evaluating their impact on informed decision-making and program improvement.
  - Conceptualize and develop rigorous evaluation studies that address specific research questions and objectives, showcasing the ability to design evaluation frameworks and select appropriate methodologies.

- Devise strategies for addressing ethical considerations in evaluation research, demonstrating the ability to maintain research integrity and stakeholder trust in evaluation processes.

Does this course contain any experiential learning components?  Yes  No

**If yes:**

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

**We have consulted with all impacted areas:**  Yes  NA

**Process of consultation, if applicable:**

The proposed program and courses are the culmination of three years of consultation and discussion among FSSH faculty as to the need, viability and content of a sociology degree at Ontario Tech University. This consultation process involved formal and informal discussion among faculty, several draft proposals and careful deliberation. Undergraduate and graduate students were consulted informally, inside and outside the classroom. Informal consultation with students, along with the ongoing high enrolment in the 1st year introductory sociology course, indicates that a Sociology program is appealing to students. Indeed, it is a popular component of the grade 11 course that combines sociology, anthropology and psychology

**Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course?**  Yes  No **Please explain:**

Courses will offer a rich variety of EDI-focused themes; social justice is a primary component of all FSSH programs; several professors are part of historically marginalized groups. Accessibility is also a central feature of FSSH offerings, with student accommodations as necessary Universal design for learning: all professors are familiar with the central three components

**Does this course 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

### Financial Implications

As per the new program financial plan. 10 new sections allotted for the beginning of the program. All new courses will not run every year and be rotated as appropriate.

### NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.

Faculty: FSSH

This new course is associated with:

Minor Program Adjustment  Major Program Modification  New Program  None

Will this course appear anywhere other than the course description section of the Calendar?

Yes  No

If you answered yes to the above, please complete:

**A new core course for an existing program, specialization or minor:** Minor Program Adjustment

**A new elective course for an existing program, specialization or minor, listed in the program map:**  
Course Placement

**A new course (core or elective) related to a Major Program Modification:** Major Program Modification

**A new course (core or elective) related to a New Program:** New Program proposal

**Programs impacted:** [Please list all impacted programs including any applicable fields or specializations.]

BA in Sociology, Technology and Innovation  
BA in Sociology, Technology and Innovation - Advanced Entry

**Calendar start date:** (When the course should first appear in the Academic Calendar 2020-2021)

Fall 2025

**Registration start date:** (The first time the course will be open for registration e.g. Fall 2020)

Fall 2025

**Additional supporting information** (optional; please indicate if you are attaching any additional documentation)

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<b>Subject Code: SOCI</b>	<b>Course Number: 3130U</b> *ensure the course code has not been previously used
<b>Full Course Title: Advanced Studies in Social Inequality</b>	
<b>Short-Form Course Title</b> (max. 30 characters):	

Course Description:

This course critically examines contemporary forms of social inequality, examining how power structures and systemic biases shape societal hierarchies and harms. Students explore current manifestations of inequality, such as those based on race, class, gender, sexuality, disability, and immigration status, through the lens of prominent sociological theorists such as Marx, Max Weber, W.E.B. Du Bois, Patricia Hill Collins, Pierre Bourdieu, and bell hooks. Through rigorous readings, discussions, and research projects, students explore topics including income disparity, educational inequity, healthcare access, housing discrimination, ageism, and inequalities in the criminal justice system.

Topics might include:

1. Intersectionality and Kimberlé Crenshaw's framework
2. Globalization and Immanuel Wallerstein's world-systems theory
3. Digital divides and Manuel Castells' network society
4. Environmental justice and the contributions of Robert Bullard
5. Social mobility and Erik Olin Wright's class analysis

By course conclusion, students will possess the analytical acumen and critical perspectives needed to confront systemic injustices, advocate for marginalized communities, and propose actionable solutions aimed at fostering a more equitable and just society.

<b>Credit Hours: 3</b>	
<b>Contact Hours – please indicate total number of hours for each component</b>	
<b>Lecture: 3</b>	<b>Lab:</b>
<b>Tutorial:</b>	<b>Other:</b>
<b>Cross-listings</b>	
<b>Prerequisites for Calendar</b>	SSCI 1000U, SSCI 2000U, SOCI 2300U

Prerequisites for Banner	
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	<input type="checkbox"/> Equivalency*
Recommended Prerequisites	
Course Restrictions	
Course Type	<input type="checkbox"/> Core <input type="checkbox"/> Elective <input checked="" type="checkbox"/> Core or Elective
Is the course:	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses)
Grading scheme	<input checked="" type="checkbox"/> N (normal alpha grade) <input type="checkbox"/> P (pass/fail)

\***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

**Course instructional method:**

CLS (In Class Delivery)	x	HYB (In Class and Online Delivery)	x
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	x	WEB (Fully Online – Asynchronous)	x
Not Applicable			

**Teaching and assessment methods:**

A variety of teaching and assessment methods may be used, including lectures, seminars, guest-lectures, videos, independent readings, in class or online activities. Assessments may include exams, papers, projects, assignments, and/or presentations.

**Learning outcomes:** (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at [teachingandlearning@ontariotechu.ca](mailto:teachingandlearning@ontariotechu.ca).)

- In taking this course, students will be able to:
- Demonstrate a thorough understanding of contemporary social inequality, recognizing how systemic biases and power structures perpetuate societal hierarchies and injustices.
  - Analyze diverse manifestations of social inequality, including those based on race, class, gender, sexuality, disability, and immigration status, while exploring their interconnectedness and implications.
  - Evaluate the impact of social inequality on various societal domains such as income distribution, education, healthcare, housing, and the criminal justice system, assessing both its consequences and potential solutions.
  - Apply sociological concepts and theoretical perspectives to analyze real-world examples of social inequality, demonstrating the ability to identify underlying factors and propose effective interventions.
  - Conceptualize and develop research projects that investigate specific dimensions of social inequality, employing appropriate methodologies to generate new insights and recommendations for addressing systemic injustices.
  - Recall key concepts and discussions related to social inequality, including its various forms, contributing factors, and the complexities involved in addressing systemic injustices within diverse social contexts.

Does this course contain any experiential learning components?  Yes       No

**If yes:**

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

**We have consulted with all impacted areas:**  Yes  NA

**Process of consultation, if applicable:**

The proposed program and courses are the culmination of three years of consultation and discussion among FSSH faculty as to the need, viability and content of a sociology degree at Ontario Tech University. This consultation process involved formal and informal discussion among faculty, several draft proposals and careful deliberation. Undergraduate and graduate students were consulted informally, inside and outside the classroom. Informal consultation with students, along with the ongoing high enrolment in the 1st year introductory sociology course, indicates that a Sociology program is appealing to students. Indeed, it is a popular component of the grade 11 course that combines sociology, anthropology and psychology

**Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course?**  Yes  No **Please explain:**

Courses will offer a rich variety of EDI-focused themes; social justice is a primary component of all FSSH programs; several professors are part of historically marginalized groups. Accessibility is also a central feature of FSSH offerings, with student accommodations as necessary Universal design for learning: all professors are familiar with the central three components

**Does this course 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

**Financial Implications**

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As per the new program financial plan. 10 new sections allotted for the beginning of the program. All new courses will not run every year and be rotated as appropriate.

## NEW COURSE TEMPLATE

*For changes to existing courses see Course Change Template*

*New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.*

**Faculty: FSSH**

**This new course is associated with:**

Minor Program Adjustment    Major Program Modification    New Program    None

**Will this course appear anywhere other than the course description section of the Calendar?**

Yes    No

*If you answered yes to the above, please complete:*

***A new core course for an existing program, specialization or minor: Minor Program Adjustment***

***A new elective course for an existing program, specialization or minor, listed in the program map: Course Placement***

***A new course (core or elective) related to a Major Program Modification: Major Program Modification***

***A new course (core or elective) related to a New Program: New Program proposal***

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**Programs impacted:** [Please list all impacted programs including any applicable fields or specializations.]

**BA in Sociology, Technology and Innovation**  
**BA in Sociology, Technology and Innovation - Advanced Entry**

**Calendar start date:** (When the course should first appear in the Academic Calendar 2020-2021)

**Fall 2025**

**Registration start date:** (The first time the course will be open for registration e.g. Fall 2020)

**Fall 2025**

**Additional supporting information** (optional; please indicate if you are attaching any additional documentation)

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<b>Subject Code: SOCI</b>	<b>Course Number: 4100U</b> *ensure the course code has not been previously used
<b>Full Course Title: Social Innovation and Change</b>	
<b>Short-Form Course Title</b> (max. 30 characters):	

<b>Course Description:</b> Social Innovation and Change is an advanced fourth-year sociology course that explores the intersection of social innovation, transformative change, and societal progress. Rooted in sociological theory and practice, this course equips students with the knowledge, skills, and tools necessary to understand, analyze, and stimulate innovative solutions to complex social problems. Topics covered include the role of social entrepreneurship, grassroots movements, policy interventions, and technological advancements in propelling social change
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<b>Credit Hours: 3</b>	
<b>Contact Hours – please indicate total number of hours for each component</b>	
<b>Lecture: 3</b>	<b>Lab:</b>
<b>Tutorial:</b>	<b>Other:</b>
<b>Cross-listings</b>	
<b>Prerequisites for Calendar</b>	SOCI 1000U, SOCI 2000U, SOCI 3000U, SSCI 2910U
<b>Prerequisites for Banner</b>	
<b>Co-requisites</b>	
<b>Prerequisites with concurrency (pre or co-requisite)</b>	
<b>Credit restrictions</b>	<input type="checkbox"/> <b>Equivalency*</b>
<b>Recommended Prerequisites</b>	
<b>Course Restrictions</b>	

<b>Course Type</b>	<input type="checkbox"/> Core	<input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Core or Elective
<b>Is the course:</b>	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Graduate	<input type="checkbox"/> Professional (e.g. some Education courses)
<b>Grading scheme</b>	<input checked="" type="checkbox"/> N (normal alpha grade)	<input type="checkbox"/> P (pass/fail)	

\***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

**Course instructional method:**

CLS (In Class Delivery)	x	HYB (In Class and Online Delivery)	x
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	x	WEB (Fully Online – Asynchronous)	x
Not Applicable			

A variety of teaching and assessment methods may be used, including lectures, seminars, guest-lectures, videos, independent readings, in class or online activities. Assessments may include exams, papers, projects, assignments, and/or presentations

Assessment methods may include:

- Research papers or projects exploring a specific social innovation initiative or problem.
- Presentations or pitches of innovative solutions to real-world social challenges.
- Participation in group discussions, debates, or simulations on social innovation topics.
- Reflective essays or journals documenting students' learning and experiences throughout the course.

**Teaching and Assessment methods:**

**Learning outcomes:** (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at [teachingandlearning@ontariotechu.ca](mailto:teachingandlearning@ontariotechu.ca).)

- By the end of this course, students will be able to:
- Recall key concepts and theories related to social innovation, transformative change, and societal progress discussed in the course, including the role of social entrepreneurship, grassroots movements, policy interventions, and technological advancements.
  - Explain the theoretical foundations of social innovation and transformative change within the context of sociological theory and practice, demonstrating comprehension of how these concepts intersect and contribute to societal progress.
  - Summarize the various roles played by social entrepreneurship, grassroots movements, policy interventions, and technological advancements in driving social change, integrating theoretical insights with practical examples.
  - Utilize sociological theories and frameworks to analyze real-world examples of social innovation and transformative change, demonstrating the ability to identify underlying factors and assess their potential for addressing complex social problems.
  - Employ analytical skills to evaluate the effectiveness of different change strategies.
  - Examine the complexities of social problems addressed by social innovation initiatives, identifying root causes, barriers to change, and potential pathways for transformative solutions.

- Critically assess the impacts of social entrepreneurship, grassroots movements, policy interventions, and technological advancements on societal progress, considering their implications for different social groups and communities.
- Evaluate the effectiveness and limitations of various approaches to social innovation and transformative change, considering factors such as scalability, sustainability, equity, and ethical considerations.
- Assess the potential implications of social innovation initiatives for broader social structures and systems, evaluating their capacity to address systemic inequalities and promote social justice.
- Formulate innovative strategies or proposals for addressing specific social problems, drawing on insights gained from the course to devise actionable solutions that contribute to positive societal change.
- Conceptualize and construct research projects or action plans that integrate sociological perspectives and practical tools for fostering social innovation and transformative change, demonstrating the ability to apply theoretical knowledge to real-world challenges.

Does this course contain any experiential learning components?  Yes  No

If yes:

Case Study		Simulated Workplace Project	x
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

We have consulted with all impacted areas:  Yes  NA

Process of consultation, if applicable:

The proposed program and courses are the culmination of three years of consultation and discussion among FSSH faculty as to the need, viability and content of a sociology degree at Ontario Tech University. This consultation process involved formal and informal discussion among faculty, several draft proposals and careful deliberation. Undergraduate and graduate students were consulted informally, inside and outside the classroom.

Informal consultation with students, along with the ongoing high enrolment in the 1st year introductory sociology course, indicates that a Sociology program is appealing to students. Indeed, it is a popular component of the grade 11 course that combines sociology, anthropology and psychology

Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course?  Yes  No Please explain:

Courses will offer a rich variety of EDI-focused themes; social justice is a primary component of all FSSH programs; several professors are part of historically marginalized groups.

Accessibility is also a central feature of FSSH offerings, with student accommodations as necessary

Universal design for learning: all professors are familiar with the central three components

Does this course 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

#### Financial Implications

As per the new program financial plan. 10 new sections allotted for the beginning of the program. All new courses will not run every year and be rotated as appropriate.

#### NEW COURSE TEMPLATE

*For changes to existing courses see Course Change Template*

*New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.*

**Faculty: FSSH**

**This new course is associated with:**

Minor Program Adjustment  Major Program Modification  New Program  None

**Will this course appear anywhere other than the course description section of the Calendar?**

Yes  No

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If you answered yes to the above, please complete:

**A new core course for an existing program, specialization or minor:** Minor Program Adjustment

**A new elective course for an existing program, specialization or minor, listed in the program map:**  
Course Placement

**A new course (core or elective) related to a Major Program Modification:** Major Program Modification

**A new course (core or elective) related to a New Program:** New Program proposal

**Programs impacted:** [Please list all impacted programs including any applicable fields or specializations.]

**BA in Sociology, Technology and Innovation**  
**BA in Sociology, Technology and Innovation - Advanced Entry**

**Calendar start date:** (When the course should first appear in the Academic Calendar 2020-2021)

**Fall 2025**

**Registration start date:** (The first time the course will be open for registration e.g. Fall 2020)

**Fall 2025**

**Additional supporting information** (optional; please indicate if you are attaching any additional documentation)

<b>Subject Code:</b> SOCI	<b>Course Number:</b> 4110U *ensure the course code has not been previously used
<b>Full Course Title:</b> Sociology of Organizations	
<b>Short-Form Course Title</b> (max. 30 characters):	

**Course Description:**

This course examines organizational dynamics from a sociological perspective, exploring contemporary theories, research, and practices in organizational sociology. Drawing upon the works of leading experts in the field, including scholars such as Michel Crozier, Peter M. Blau, and Arlie Hochschild, students will critically examine the structures, processes, cultures, and power dynamics that shape modern organizations.

Topics covered will include:

1. Organizational Structure and Design: Analyzing different organizational forms, such as bureaucratic, networked, and hybrid structures, and their implications for efficiency, flexibility, and innovation.

2. Organizational Culture and Identity: Investigating the role of organizational culture, values, and symbols in shaping employee behavior, identity formation, and organizational performance, drawing insights from the work of Edgar Schein and Mary Jo Hatch.
3. Power and Politics in Organizations: Exploring power relations, conflicts, and political processes within organizations, informed by the theories of Max Weber and Michel Foucault.
4. Organizational Change and Innovation: Understanding the processes of organizational change, resistance, and adaptation in response to internal and external pressures, informed by research from scholars such as Karl E. Weick and W. Richard Scott.
5. Diversity and Inclusion in Organizations: Examining strategies for managing diversity, addressing inequalities, and fostering inclusive organizational environments, drawing on the work of scholars like Patricia Hill Collins and Joan Acker.

<b>Credit Hours: 3</b>	
<b>Contact Hours – please indicate total number of hours for each component</b>	
<b>Lecture: 3</b>	<b>Lab:</b>
<b>Tutorial:</b>	<b>Other:</b>
<b>Cross-listings</b>	
<b>Prerequisites for Calendar</b>	SOCI 1000U, SOCI 2000U, SOCI 3000U
<b>Prerequisites for Banner</b>	
<b>Co-requisites</b>	
<b>Prerequisites with concurrency (pre or co-requisite)</b>	
<b>Credit restrictions</b>	<input type="checkbox"/> <b>Equivalency*</b>
<b>Recommended Prerequisites</b>	
<b>Course Restrictions</b>	
<b>Course Type</b>	<input type="checkbox"/> <b>Core</b> <input type="checkbox"/> <b>Elective</b> <input checked="" type="checkbox"/> <b>Core or Elective</b>
<b>Is the course:</b>	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses)
<b>Grading scheme</b>	<input checked="" type="checkbox"/> <b>N (normal alpha grade)</b> <input type="checkbox"/> <b>P (pass/fail)</b>

\***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

**Course instructional method:**

CLS (In Class Delivery)	x	HYB (In Class and Online Delivery)	x
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	x	WEB (Fully Online – Asynchronous)	x
Not Applicable			

**Teaching and assessment methods:**

A variety of teaching and assessment methods may be used, including lectures, seminars, guest-lectures, videos, independent readings, in class or online activities. Assessments may include exams, papers, projects, assignments, and/or presentations.

**Learning outcomes:** (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at [teachingandlearning@ontariotechu.ca](mailto:teachingandlearning@ontariotechu.ca).)

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

- Recall key theories and concepts in organizational sociology, including those related to organizational structure, culture, power dynamics, change, and diversity.
- Explain the significance of organizational culture, values, and symbols in shaping employee behavior, identity formation, and organizational performance.
- Summarize theories of power and politics in organizations and their implications for organizational dynamics.
- Apply theories and concepts from organizational sociology to analyze real-world organizational dynamics, including structures, processes, cultures, and power dynamics.
- Utilize knowledge of organizational change processes and innovation to propose strategies for managing change and fostering innovation within organizations.
- Analyze different organizational structures and their implications for efficiency, flexibility, and innovation, considering how they influence organizational behavior and outcomes.
- Critically assess power relations, conflicts, and political processes within organizations, identifying their impact on decision-making and organizational effectiveness.
- Evaluate strategies for managing diversity, addressing inequalities, and fostering inclusive organizational environments.
- Assess the processes of organizational change, resistance, and adaptation in response to internal and external pressures, considering their implications for organizational success.
- Develop innovative approaches for enhancing organizational culture, identity, and performance.

Does this course contain any experiential learning components?  Yes  No

**If yes:**

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

**We have consulted with all impacted areas:**  Yes  NA

**Process of consultation, if applicable:**

The proposed program and courses are the culmination of three years of consultation and discussion among FSSH faculty as to the need, viability and content of a sociology degree at Ontario Tech University. This consultation process involved formal and informal discussion among faculty, several draft proposals and careful deliberation. Undergraduate and graduate students were consulted informally, inside and outside the classroom.



Informal consultation with students, along with the ongoing high enrolment in the 1st year introductory sociology course, indicates that a Sociology program is appealing to students. Indeed, it is a popular component of the grade 11 course that combines sociology, anthropology and psychology

**Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course?**  Yes  No **Please explain:**

Courses will offer a rich variety of EDI-focused themes; social justice is a primary component of all FSSH programs; several professors are part of historically marginalized groups. Accessibility is also a central feature of FSSH offerings, with student accommodations as necessary Universal design for learning: all professors are familiar with the central three components

**Does this course 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

### Financial Implications

As per the new program financial plan. 10 new sections allotted for the beginning of the program. All new courses will not run every year and be rotated as appropriate.

### NEW COURSE TEMPLATE

*For changes to existing courses see Course Change Template*

*New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.*

**Faculty: FSSH**

**This new course is associated with:**

Minor Program Adjustment  Major Program Modification  New Program  None

**Will this course appear anywhere other than the course description section of the Calendar?**

Yes  No

If you answered yes to the above, please complete:

**A new core course for an existing program, specialization or minor:** Minor Program Adjustment

**A new elective course for an existing program, specialization or minor, listed in the program map:**  
Course Placement

**A new course (core or elective) related to a Major Program Modification:** Major Program Modification

**A new course (core or elective) related to a New Program:** New Program proposal

**Programs impacted:** [Please list all impacted programs including any applicable fields or specializations.]

BA in Sociology, Technology and Innovation  
BA in Sociology, Technology and Innovation - Advanced Entry

**Calendar start date:** (When the course should first appear in the Academic Calendar 2020-2021)

Fall 2025

**Registration start date:** (The first time the course will be open for registration e.g. Fall 2020)

Fall 2025

**Additional supporting information** (optional; please indicate if you are attaching any additional documentation)

<b>Subject Code:</b> SOCI	<b>Course Number:</b> 3220U *ensure the course code has not been previously used
<b>Full Course Title:</b> Emerging Technologies and Society	
<b>Short-Form Course Title</b> (max. 30 characters):	

Course Description:

Course Title: Emerging Technologies and Society

Course Description:

This course offers a comprehensive examination of the dynamic interplay between emerging technologies and society from a sociological perspective. Through the lens of leading scholars in the field, including Donna Haraway, Langdon Winner, and Sherry Turkle, students will explore the social, cultural, ethical, and political dimensions of cutting-edge technologies and their impact on contemporary society.

Topics covered include:

1. Artificial Intelligence and Automation: Analyzing the implications of AI and automation on employment, labor markets, and socioeconomic inequality, drawing on the work of scholars such as Ursula Huws and Manuel Castells.

2. **Biotechnology and Bioethics:** Examining the ethical dilemmas and societal implications of biotechnological advancements, including genetic engineering, cloning, and reproductive technologies, informed by the scholarship of Sheila Jasanoff and Dorothy Nelkin.
3. **Blockchain and Distributed Ledger Technologies:** Investigating the potential of blockchain and decentralized technologies to disrupt traditional power structures, governance models, and economic systems, with insights from scholars such as Primavera De Filippi and Kevin Werbach.
4. **Surveillance Technologies and Privacy:** Critically assessing the social impacts of surveillance technologies, including facial recognition, drones, and predictive analytics, informed by the works of David Lyon, Shoshana Zuboff, and Simone Browne.
5. **Virtual Reality and Digital Culture:** Exploring the cultural, social, and psychological dimensions of virtual reality and digital immersive technologies, drawing on the research of Howard Rheingold, Brenda Laurel, and Sherry Turkle.

<b>Credit Hours: 3</b>	
<b>Contact Hours – please indicate total number of hours for each component</b>	
<b>Lecture: 3</b>	<b>Lab:</b>
<b>Tutorial:</b>	<b>Other:</b>
<b>Cross-listings</b>	
<b>Prerequisites for Calendar</b>	SOCI 1000U, SOCI 2000U
<b>Prerequisites for Banner</b>	
<b>Co-requisites</b>	
<b>Prerequisites with concurrency (pre or co-requisite)</b>	
<b>Credit restrictions</b>	<input type="checkbox"/> <b>Equivalency*</b>
<b>Recommended Prerequisites</b>	SOCI 3000U
<b>Course Restrictions</b>	
<b>Course Type</b>	<input checked="" type="checkbox"/> <b>Core</b> <input type="checkbox"/> <b>Elective</b> <input checked="" type="checkbox"/> <b>Core or Elective</b>
<b>Is the course:</b>	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses)
<b>Grading scheme</b>	<input checked="" type="checkbox"/> <b>N (normal alpha grade)</b> <input type="checkbox"/> <b>P (pass/fail)</b>

\***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

**Course instructional method:**

CLS (In Class Delivery)	x	HYB (In Class and Online Delivery)	x
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	x	WEB (Fully Online – Asynchronous)	x
Not Applicable			

**Teaching and assessment methods:**

A variety of teaching and assessment methods may be used, including lectures, seminars, guest-lectures, videos, independent readings, in class or online activities. Assessments may include exams, papers, projects, assignments, and/or presentations.

**Learning outcomes:** (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at [teachingandlearning@ontariotechu.ca](mailto:teachingandlearning@ontariotechu.ca).)

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

- Recall key sociological concepts and perspectives discussed in the course, including the social, cultural, ethical, and political dimensions of emerging technologies.
- Explain the potential impacts of technological advancements on employment, labor markets, and socioeconomic inequality.
- Understand the ethical dilemmas and societal implications of advancements in biotechnology.
- Analyze the potential for emerging decentralized technologies to influence power structures and economic systems.
- Apply sociological perspectives to analyze and interpret the societal impacts of surveillance technologies and digital immersive experiences.
- Utilize theoretical frameworks to assess the cultural, social, and psychological dimensions of emerging digital trends.
- Analyze the social, cultural, and political factors influencing the development and implementation of emerging technologies.
- Critically evaluate scholarly perspectives on the relationship between technology and society, considering various sociological approaches.
- Evaluate the ethical considerations surrounding advancements in biotechnology, reflecting on their implications for individual rights and societal values.
- Assess the potential implications of emerging decentralized technologies for governance models and economic systems.
- Develop informed viewpoints on the societal implications of emerging technologies, integrating sociological insights with technological advancements.
- Conceptualize and design strategies for addressing societal challenges arising from the adoption and use of emerging technologies.

Does this course contain any experiential learning components?  Yes  No

**If yes:**

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

**We have consulted with all impacted areas:**  Yes  NA

**Process of consultation, if applicable:**

The proposed program and courses are the culmination of three years of consultation and discussion among FSSH faculty as to the need, viability and content of a sociology degree at Ontario Tech University. This consultation process involved formal and informal discussion among faculty, several

draft proposals and careful deliberation. Undergraduate and graduate students were consulted informally, inside and outside the classroom.  
Informal consultation with students, along with the ongoing high enrolment in the 1st year introductory sociology course, indicates that a Sociology program is appealing to students. Indeed, it is a popular component of the grade 11 course that combines sociology, anthropology and psychology

**Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course?**  Yes  No **Please explain:**

Courses will offer a rich variety of EDI-focused themes; social justice is a primary component of all FSSH programs; several professors are part of historically marginalized groups.  
Accessibility is also a central feature of FSSH offerings, with student accommodations as necessary  
Universal design for learning: all professors are familiar with the central three components

**Does this course 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

### Financial Implications

As per the new program financial plan. 10 new sections allotted for the beginning of the program. All new courses will not run every year and be rotated as appropriate.

### NEW COURSE TEMPLATE

*For changes to existing courses see Course Change Template*

*New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.*

**Faculty: FSSH**

**This new course is associated with:**

Minor Program Adjustment  Major Program Modification  New Program  None

**Will this course appear anywhere other than the course description section of the Calendar?**

Yes  No

If you answered yes to the above, please complete:

**A new core course for an existing program, specialization or minor:** Minor Program Adjustment

**A new elective course for an existing program, specialization or minor, listed in the program map:**  
Course Placement

**A new course (core or elective) related to a Major Program Modification:** Major Program Modification

**A new course (core or elective) related to a New Program:** New Program proposal

**Programs impacted:** [Please list all impacted programs including any applicable fields or specializations.]

**BA in Sociology, Technology and Innovation**  
**BA in Sociology, Technology and Innovation - Advanced Entry**

**Calendar start date:** (When the course should first appear in the Academic Calendar 2020-2021)

**Fall 2025**

**Registration start date:** (The first time the course will be open for registration e.g. Fall 2020)

**Fall 2025**

**Additional supporting information** (optional; please indicate if you are attaching any additional documentation)

<b>Subject Code:</b> SOCI	<b>Course Number:</b> 3210U *ensure the course code has not been previously used
<b>Full Course Title:</b> Social Life and Moral Order: Exploring Norms, Values, and Social Change	
<b>Short-Form Course Title</b> (max. 30 characters):	

**Course Title:** Social Life and Moral Order: Exploring Norms, Values, and Social Change

This course exposes students to the connections between social norms, values, and processes of social change within contemporary society. Drawing upon the foundational works of prominent scholars such as Emile Durkheim, Talcott Parsons, and Erving Goffman, students will delve into the dynamics of moral order and social cohesion, examining how norms and values shape individual behavior, group interactions, and societal institutions.

Topics covered may include:

1. Theoretical Foundations of Moral Order: Analyzing classical sociological theories of morality and social order, including Durkheim's concept of collective conscience, Parsons' theory of social systems, and Goffman's dramaturgical approach to social interaction.
2. Norms, Deviance, and Social Control: Exploring the role of social norms in defining acceptable behavior and sanctioning deviations, drawing on insights from scholars such as Howard Becker, Michel Foucault, and Kai T. Erikson.

3. Values and Belief Systems: Investigating the formation and transformation of cultural values and belief systems, including the influence of religion, ideology, and globalization on moral frameworks, with reference to the works of Max Weber, Clifford Geertz, and Robert Bellah.

4. Social Change and Moral Conflict: Examining processes of social change and moral contestation, including debates over human rights, environmental ethics, and identity politics, informed by the scholarship of Jurgen Habermas, Nancy Fraser, and Charles Taylor.

5. Moral Economy and Social Justice: Critically analyzing the distribution of resources, power, and opportunities within society through the lens of moral economy and social justice perspectives, with insights from scholars such as Karl Polanyi, Amartya Sen, and Iris Marion Young.

<b>Credit Hours: 3</b>	
<b>Contact Hours – please indicate total number of hours for each component</b>	
<b>Lecture: 3</b>	<b>Lab:</b>
<b>Tutorial:</b>	<b>Other:</b>
<b>Cross-listings</b>	
<b>Prerequisites for Calendar</b>	SOCI 1000U, SOCI 2000U, SOCI 3000U
<b>Prerequisites for Banner</b>	
<b>Co-requisites</b>	
<b>Prerequisites with concurrency (pre or co-requisite)</b>	
<b>Credit restrictions</b>	<input type="checkbox"/> <b>Equivalency*</b>
<b>Recommended Prerequisites</b>	
<b>Course Restrictions</b>	
<b>Course Type</b>	<input type="checkbox"/> <b>Core</b> <input type="checkbox"/> <b>Elective</b> <input checked="" type="checkbox"/> <b>Core or Elective</b>
<b>Is the course:</b>	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses)
<b>Grading scheme</b>	<input checked="" type="checkbox"/> <b>N (normal alpha grade)</b> <input type="checkbox"/> <b>P (pass/fail)</b>

\***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

**Course instructional method:**

CLS (In Class Delivery)	x	HYB (In Class and Online Delivery)	x
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	x	WEB (Fully Online – Asynchronous)	x
Not Applicable			

**Teaching and assessment methods:**

A variety of teaching and assessment methods may be used, including lectures, seminars, guest-lectures, videos, independent readings, in class or online activities. Assessments may include exams, papers, projects, assignments, and/or presentations.

Assessment methods may include:

- Critical essays analyzing sociological perspectives on norms, values, and social change.
- Case study analyses exploring real-world examples of moral dilemmas and social transformations.
- Group presentations on topics related to social norms, values, and social order.
- Participation in class discussions and debates on moral and ethical issues.

**Learning outcomes:** (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at [teachingandlearning@ontariotechu.ca](mailto:teachingandlearning@ontariotechu.ca).)

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

- Recall key sociological theories of morality and social order discussed in the course, including concepts such as collective conscience, social systems, and dramaturgical approach.
- Remember foundational theories and concepts related to social norms, values, and processes of social change.
- Explain the role of social norms in defining acceptable behavior and regulating social life, drawing on various sociological perspectives.
- Understand the formation and transformation of cultural values and belief systems, including the influences of religion, ideology, and globalization.
- Apply theoretical frameworks to analyze processes of social change and moral contestation, including debates over human rights, environmental ethics, and identity politics.
- Utilize insights from moral economy and social justice perspectives to analyze the distribution of resources, power, and opportunities within society.
- Analyze the dynamics of moral order and social cohesion, examining how norms and values shape individual behavior, group interactions, and societal institutions.
- Critically assess the influence of social norms on defining acceptable behavior and regulating social life, drawing on a variety of sociological perspectives.
- Evaluate the influence of values and belief systems on cultural norms and moral frameworks, considering their implications for social cohesion and stability.
- Assess the implications of social change and moral conflict on contemporary society, including their impact on human rights, environmental sustainability, and social justice.
- Develop informed perspectives on the connections between social norms, values, and processes of social change within contemporary society.
- Construct strategies for addressing moral conflicts and promoting social cohesion and justice, drawing on insights from sociological theories and empirical research

**Does this course contain any experiential learning components?**  Yes  No

**If yes:**

Case Study	x	Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

**We have consulted with all impacted areas:**  Yes  NA

**Process of consultation, if applicable:**



The proposed program and courses are the culmination of three years of consultation and discussion among FSSH faculty as to the need, viability and content of a sociology degree at Ontario Tech University. This consultation process involved formal and informal discussion among faculty, several draft proposals and careful deliberation. Undergraduate and graduate students were consulted informally, inside and outside the classroom.

Informal consultation with students, along with the ongoing high enrolment in the 1st year introductory sociology course, indicates that a Sociology program is appealing to students. Indeed, it is a popular component of the grade 11 course that combines sociology, anthropology and psychology

**Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course?**  Yes  No **Please explain:**

Courses will offer a rich variety of EDI-focused themes; social justice is a primary component of all FSSH programs; several professors are part of historically marginalized groups. Accessibility is also a central feature of FSSH offerings, with student accommodations as necessary Universal design for learning: all professors are familiar with the central three components

**Does this course 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

### Financial Implications

As per the new program financial plan. 10 new sections allotted for the beginning of the program. All new courses will not run every year and be rotated as appropriate.

### NEW COURSE TEMPLATE

*For changes to existing courses see Course Change Template*

*New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.*

**Faculty: FSSH**

**This new course is associated with:**

Minor Program Adjustment    Major Program Modification    New Program    None

**Will this course appear anywhere other than the course description section of the Calendar?**

Yes    No

*If you answered yes to the above, please complete:*

**A new core course for an existing program, specialization or minor:** Minor Program Adjustment

**A new elective course for an existing program, specialization or minor, listed in the program map:**  
Course Placement

**A new course (core or elective) related to a Major Program Modification:** Major Program Modification

**A new course (core or elective) related to a New Program:** New Program proposal

**Programs impacted:** [Please list all impacted programs including any applicable fields or specializations.]

**BA in Sociology, Technology and Innovation**  
**BA in Sociology, Technology and Innovation - Advanced Entry**

**Calendar start date:** (When the course should first appear in the Academic Calendar 2020-2021)

**Fall 2025**

**Registration start date:** (The first time the course will be open for registration e.g. Fall 2020)

**Fall 2025**

**Additional supporting information** (optional; please indicate if you are attaching any additional documentation)

**Subject Code:** SOCI

**Course Number:** 3200U

\*ensure the course code has not been previously used

**Full Course Title:** Ethics in the Modern World: Challenges and Perspectives

**Short-Form Course Title** (max. 30 characters):

**Course Description:**

This course examines contemporary ethical dilemmas. Through interdisciplinary exploration and critical analysis, students will engage with pressing ethical issues that shape our world today, spanning domains such as technology, politics, environment, healthcare, and global justice. Drawing upon insights from leading scholars such as Peter Singer, Martha Nussbaum, and Amartya Sen, students explore foundational ethical theories, global justice issues, technological ethics, business ethics, and social justice movements. Through readings, case studies, and discussions, students develop critical thinking skills and ethical awareness, preparing them to navigate and contribute to ethical decision-making in diverse contexts.

<b>Credit Hours: 3</b>	
<b>Contact Hours – please indicate total number of hours for each component</b>	
<b>Lecture: 3</b>	<b>Lab:</b>
<b>Tutorial:</b>	<b>Other:</b>
<b>Cross-listings</b>	
<b>Prerequisites for Calendar</b>	SOCI 1000U, SSCI 2910U, SOCI 2000U, SOCI 3000U
<b>Prerequisites for Banner</b>	
<b>Co-requisites</b>	
<b>Prerequisites with concurrency (pre or co-requisite)</b>	
<b>Credit restrictions</b>	<input type="checkbox"/> <b>Equivalency*</b>
<b>Recommended Prerequisites</b>	
<b>Course Restrictions</b>	
<b>Course Type</b>	<input type="checkbox"/> <b>Core</b> <input type="checkbox"/> <b>Elective</b> <input checked="" type="checkbox"/> <b>Core or Elective</b>
<b>Is the course:</b>	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses)
<b>Grading scheme</b>	<input checked="" type="checkbox"/> <b>N (normal alpha grade)</b> <input type="checkbox"/> <b>P (pass/fail)</b>

\***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

#### Course instructional method:

CLS (In Class Delivery)	x	HYB (In Class and Online Delivery)	x
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	x	WEB (Fully Online – Asynchronous)	x
Not Applicable			

A variety of teaching and assessment methods may be used, including lectures, seminars, guest-lectures, videos, independent readings, in class or online activities. Assessments may include exams, papers, projects, assignments, and/or presentations.

Assessment methods may include:

- Critical essays analyzing ethical issues in specific domains.
- Case study analyses demonstrating ethical reasoning and decision-making skills.
- Group projects exploring ethical solutions to real-world problems.
- Class participation in discussions and debates on ethical controversies.

#### Teaching and assessment methods:

**Learning outcomes:** (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at [teachingandlearning@ontariotechu.ca](mailto:teachingandlearning@ontariotechu.ca).)

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

- Identify key ethical theories and concepts discussed in the course, including foundational ethical theories, global justice issues, technological ethics, business ethics, and social justice movements.

- Retrieve information about the interdisciplinary nature of ethical dilemmas explored in the course, spanning domains such as technology, politics, environment, healthcare, and global justice.
- Explain the foundational ethical theories and principles relevant to contemporary ethical dilemmas, drawing on insights from various disciplines.
- Comprehend the complexities of global justice issues and social justice movements, considering their implications for ethical decision-making in diverse contexts.
- Employ ethical theories and principles to analyze and evaluate contemporary ethical dilemmas, demonstrating an understanding of their relevance to real-world situations.
- Utilize critical thinking skills to apply ethical reasoning in assessing the ethical implications of technological advancements, political decisions, environmental policies, healthcare practices, and business practices.
- Examine the ethical dimensions of various case studies and scenarios, identifying stakeholders, ethical principles at play, and potential consequences of different courses of action.
- Dissect and scrutinize the arguments and perspectives presented by different stakeholders in ethical debates, considering their validity and ethical implications.
- Judge the ethical reasoning and decision-making processes employed in addressing contemporary ethical dilemmas, assessing their effectiveness and ethical soundness.
- Appraise the ethical implications of different policies, practices, and interventions aimed at addressing ethical challenges in diverse contexts.
- Formulate ethical solutions and recommendations for addressing contemporary ethical dilemmas, drawing on insights from ethical theories and interdisciplinary perspectives.
- Propose strategies for fostering ethical awareness and ethical decision-making in various domains, considering the complexities and nuances of contemporary ethical issues.

Does this course contain any experiential learning components?  Yes  No

If yes:

Case Study	x	Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

We have consulted with all impacted areas:  Yes  NA

Process of consultation, if applicable:

The proposed program and courses are the culmination of three years of consultation and discussion among FSSH faculty as to the need, viability and content of a sociology degree at Ontario Tech University. This consultation process involved formal and informal discussion among faculty, several draft proposals and careful deliberation. Undergraduate and graduate students were consulted informally, inside and outside the classroom. Informal consultation with students, along with the ongoing high enrolment in the 1st year introductory sociology course, indicates that a Sociology program is appealing to students. Indeed, it is a popular component of the grade 11 course that combines sociology, anthropology and psychology

Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course?  Yes  No Please explain:

Courses will offer a rich variety of EDI-focused themes; social justice is a primary component of all FSSH programs; several professors are part of historically marginalized groups. Accessibility is also a central feature of FSSH offerings, with student accommodations as necessary. Universal design for learning: all professors are familiar with the central three components.

**Does this course 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

#### **Financial Implications**

As per the new program financial plan. 10 new sections allotted for the beginning of the program. All new courses will not run every year and be rotated as appropriate.

#### **NEW COURSE TEMPLATE**

*For changes to existing courses see Course Change Template*

*New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.*

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Faculty: FSSH

This new course is associated with:

Minor Program Adjustment    Major Program Modification    New Program    None

Will this course appear anywhere other than the course description section of the Calendar?

Yes    No

If you answered yes to the above, please complete:

**A new core course for an existing program, specialization or minor:** Minor Program Adjustment

**A new elective course for an existing program, specialization or minor, listed in the program map:**  
Course Placement

**A new course (core or elective) related to a Major Program Modification:** Major Program Modification

**A new course (core or elective) related to a New Program:** New Program proposal

**Programs impacted:** [Please list all impacted programs including any applicable fields or specializations.]

BA in Sociology, Technology and Innovation

BA in Sociology, Technology and Innovation - Advanced Entry

**Calendar start date:** (When the course should first appear in the Academic Calendar 2020-2021)

Fall 2025

**Registration start date:** (The first time the course will be open for registration e.g. Fall 2020)

Fall 2025

**Additional supporting information** (optional; please indicate if you are attaching any additional documentation)

**Subject Code:** SOCI

**Course Number:** 3230U

\*ensure the course code has not been previously used

**Full Course Title:** Families in Contemporary Society

**Short-Form Course Title** (max. 30 characters):

**Course Description:**

This course offers an in-depth examination of the sociology of family in today's rapidly evolving society. Drawing upon the seminal works of prominent scholars such as Judith Stacey, Arlie Hochschild, and William J. Goode, students explore the diversity of family structures, roles, and dynamics, and analyze the impact of social, economic, and cultural forces on family life.

Topics covered include:

1. Theoretical Perspectives on Family: Introduction to key sociological theories of family, including structural-functionalism, conflict theory, symbolic interactionism, and feminist perspectives, providing students with a comprehensive framework for understanding family dynamics.
2. Changing Family Structures: Analysis of contemporary family structures and arrangements, including nuclear families, extended families, single-parent families, cohabiting couples, and LGBTQ+ families, exploring how societal shifts influence family composition and roles.
3. Gender, Work, and Family: Examination of the intersection of gender, work, and family life, including discussions on the division of household labor, gendered expectations within families, and the impact of employment patterns on family dynamics, drawing on the work of scholars such as Stephanie Coontz and Susan Ferguson.
4. Intergenerational Relations: Investigation of intergenerational relationships and dynamics within families, including discussions on parent-child relationships, sibling relationships, and the transmission of cultural values and resources across generations, informed by research from scholars such as Glen H. Elder Jr. and Annette Lareau.
5. Family Policy and Social Change: Exploration of family policies and interventions aimed at supporting families in contemporary society, including discussions on childcare, parental leave, marriage equality, and reproductive rights, with reference to the scholarship of Sara McLanahan, Nancy Folbre, and Frances Goldscheider.

<b>Credit Hours: 3</b>	
<b>Contact Hours – please indicate total number of hours for each component</b>	
<b>Lecture: 3</b>	<b>Lab:</b>
<b>Tutorial:</b>	<b>Other:</b>
<b>Cross-listings</b>	
<b>Prerequisites for Calendar</b>	SOCI 1000U, SOCI 2000U, SOCI 3000U
<b>Prerequisites for Banner</b>	
<b>Co-requisites</b>	
<b>Prerequisites with concurrency (pre or co-requisite)</b>	
<b>Credit restrictions</b>	<input type="checkbox"/> <b>Equivalency*</b>
<b>Recommended Prerequisites</b>	
<b>Course Restrictions</b>	
<b>Course Type</b>	<input type="checkbox"/> <b>Core</b> <input type="checkbox"/> <b>Elective</b> <input checked="" type="checkbox"/> <b>Core or Elective</b>
<b>Is the course:</b>	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses)
<b>Grading scheme</b>	<input checked="" type="checkbox"/> <b>N (normal alpha grade)</b> <input type="checkbox"/> <b>P (pass/fail)</b>

\***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

**Course instructional method:**

CLS (In Class Delivery)	x	HYB (In Class and Online Delivery)	x
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	x	WEB (Fully Online – Asynchronous)	x
Not Applicable			

**Teaching and assessment methods:**

A variety of teaching and assessment methods may be used, including lectures, seminars, guest-lectures, videos, independent readings, in class or online activities. Assessments may include exams, papers, projects, assignments, and/or presentations.

**Learning outcomes:** (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](http://teachingandlearning@ontariotechu.ca), or contact them at [teachingandlearning@ontariotechu.ca](mailto:teachingandlearning@ontariotechu.ca).)

- By the end of this course, students should be able to:
- Recall and classify key sociological theories of family discussed in the course.
  - Explain the influence of social, economic, and cultural forces on contemporary family life, drawing on insights from seminal works in sociology of the family.
  - Understand the intersection of gender, work, and family life, including discussions on the division of household labor, gendered expectations within families, and the impact of employment patterns on family dynamics.
  - Apply theoretical perspectives to analyze and interpret family dynamics, including the roles of individuals within the family unit and the impact of societal changes on family structures.
  - Utilize knowledge of intergenerational relationships to assess the transmission of cultural values and resources within families, considering factors such as parent-child relationships and sibling dynamics.
  - Analyze the impact of changing family structures on society, considering how societal shifts influence family composition, roles, and functions.
  - Critically assess family policies and interventions aimed at supporting families in contemporary society, considering their effectiveness in addressing diverse family needs and challenges.
  - Evaluate the strengths and limitations of different theoretical perspectives on the family, considering their applicability to diverse family arrangements and dynamics.
  - Assess the implications of gendered expectations within families and the division of household labor, considering their effects on individual well-being and family functioning.
  - Develop recommendations for family policies and interventions to address contemporary challenges facing families, drawing on insights from sociology of the family literature.
  - Design strategies for promoting intergenerational understanding and support within families, considering the diverse needs and dynamics of family relationships.

Does this course contain any experiential learning components?  Yes  No

**If yes:**

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			



We have consulted with all impacted areas:  Yes  NA

**Process of consultation, if applicable:**

The proposed program and courses are the culmination of three years of consultation and discussion among FSSH faculty as to the need, viability and content of a sociology degree at Ontario Tech University. This consultation process involved formal and informal discussion among faculty, several draft proposals and careful deliberation. Undergraduate and graduate students were consulted informally, inside and outside the classroom. Informal consultation with students, along with the ongoing high enrolment in the 1st year introductory sociology course, indicates that a Sociology program is appealing to students. Indeed, it is a popular component of the grade 11 course that combines sociology, anthropology and psychology

**Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course?**  Yes  No **Please explain:**

Courses will offer a rich variety of EDI-focused themes; social justice is a primary component of all FSSH programs; several professors are part of historically marginalized groups. Accessibility is also a central feature of FSSH offerings, with student accommodations as necessary Universal design for learning: all professors are familiar with the central three components

**Does this course 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

**Financial Implications**

As per the new program financial plan. 10 new sections allotted for the beginning of the program. All new courses will not run every year and be rotated as appropriate.

**NEW COURSE TEMPLATE**

*For changes to existing courses see Course Change Template*

*New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.*

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Faculty: FSSH

This new course is associated with:

Minor Program Adjustment    Major Program Modification    New Program    None

Will this course appear anywhere other than the course description section of the Calendar?

Yes    No

If you answered yes to the above, please complete:

**A new core course for an existing program, specialization or minor:** Minor Program Adjustment

**A new elective course for an existing program, specialization or minor, listed in the program map:**  
Course Placement

**A new course (core or elective) related to a Major Program Modification:** Major Program Modification

**A new course (core or elective) related to a New Program:** New Program proposal

**Programs impacted:** [Please list all impacted programs including any applicable fields or specializations.]

BA in Sociology, Technology and Innovation

BA in Sociology, Technology and Innovation - Advanced Entry

**Calendar start date:** (When the course should first appear in the Academic Calendar 2020-2021)

Fall 2025

**Registration start date:** (The first time the course will be open for registration e.g. Fall 2020)

Fall 2025

**Additional supporting information** (optional; please indicate if you are attaching any additional documentation)

**Subject Code:** SOCI

**Course Number:** 4200U

\*ensure the course code has not been previously used

**Full Course Title:** Health, Aging and Society

**Short-Form Course Title** (max. 30 characters):

**Course Description:**

This course provides a comprehensive exploration of the relationships between aging, health, and society in contemporary contexts. Drawing upon the pioneering research of influential scholars such as Ursula M.

Staudinger, Linda George, and Sarah Harper, students will examine the social, cultural, economic, and political dimensions of aging and health within diverse populations.

Topics covered include:

1. Theories of Aging: Introduction to key theoretical perspectives on aging, including life course theory, social gerontology, and critical gerontology, enabling students to understand the multifaceted nature of aging processes and experiences.
2. Health and Wellness in Later Life: Analysis of health disparities, chronic illness, and disability among older adults, exploring the social determinants of health, healthcare access, and aging-in-place initiatives, with insights from scholars such as James S. House and Vicki A. Freedman.
3. Aging and Caregiving: Examination of the roles and responsibilities of family caregivers, care recipients, and formal care providers in supporting older adults' well-being, informed by research from scholars such as Carol Levine, Nancy Folbre, and Suzanne Braun Levine.
4. Aging, Work, and Retirement: Investigation of the changing nature of work and retirement in an aging society, including discussions on phased retirement, age discrimination, and the implications of workforce aging on productivity and social security systems, drawing on the work of scholars such as Phyllis Moen and Jacqueline Angel.
5. Age-Friendly Communities and Policy: Exploration of policies and programs aimed at creating age-friendly environments and promoting social inclusion, transportation accessibility, and intergenerational connections for older adults, with reference to the scholarship of Nancy A. Morrow-Howell, Andrew Scharlach, and Jon Pynoos.

<b>Credit Hours: 3</b>	
<b>Contact Hours – please indicate total number of hours for each component</b>	
<b>Lecture: 3</b>	<b>Lab:</b>
<b>Tutorial:</b>	<b>Other:</b>
<b>Cross-listings</b>	
<b>Prerequisites for Calendar</b>	SOCI 1000U, SOCI 2000U, SOCI 3000U
<b>Prerequisites for Banner</b>	
<b>Co-requisites</b>	
<b>Prerequisites with concurrency (pre or co-requisite)</b>	
<b>Credit restrictions</b>	<input type="checkbox"/> <b>Equivalency*</b>
<b>Recommended Prerequisites</b>	
<b>Course Restrictions</b>	
<b>Course Type</b>	<input type="checkbox"/> <b>Core</b> <input type="checkbox"/> <b>Elective</b> <input checked="" type="checkbox"/> <b>Core or Elective</b>
<b>Is the course:</b>	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses)
<b>Grading scheme</b>	<input checked="" type="checkbox"/> <b>N (normal alpha grade)</b> <input type="checkbox"/> <b>P (pass/fail)</b>

\***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

**Course instructional method:**

CLS (In Class Delivery)	x	HYB (In Class and Online Delivery)	x
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	x	WEB (Fully Online – Asynchronous)	x
Not Applicable			

**Teaching and assessment methods:**

A variety of teaching and assessment methods may be used, including lectures, seminars, guest-lectures, videos, independent readings, in class or online activities. Assessments may include exams, papers, projects, assignments, and/or presentations.

**Learning outcomes:** (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at [teachingandlearning@ontariotechu.ca](mailto:teachingandlearning@ontariotechu.ca).)

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

- Recall fundamental theoretical perspectives on aging, encompassing life course theory, social gerontology, and critical gerontology.
- Identify significant concepts and theories discussed in the exploration of health, aging, and society.
- Explain the factors contributing to health disparities, chronic illness, and disability among older adults.
- Understand the roles and dynamics of caregiving within families and formal care systems in supporting older adults' well-being.
- Apply theoretical frameworks to analyze the complex interplay between aging, health, and societal factors.
- Utilize knowledge of aging and caregiving dynamics to evaluate support systems and interventions for older adults.
- Analyze the changing landscape of work and retirement in societies with aging populations.
- Critically evaluate the impact of aging on productivity and social security systems.
- Evaluate the effectiveness of policies and programs aimed at creating age-friendly environments and fostering social inclusion for older adults.
- Assess the strengths and weaknesses of age-friendly community initiatives in meeting the needs of diverse older adult populations.
- Generate recommendations for enhancing age-friendly community policies and programs to address the challenges and opportunities presented by population aging.
- Design strategies for strengthening social support networks and fostering intergenerational connections to promote the well-being of older adults.

Does this course contain any experiential learning components?  Yes  No

**If yes:**

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

We have consulted with all impacted areas:  Yes  NA

**Process of consultation, if applicable:**

The proposed program and courses are the culmination of three years of consultation and discussion among FSSH faculty as to the need, viability and content of a sociology degree at Ontario Tech University. This consultation process involved formal and informal discussion among faculty, several draft proposals and careful deliberation. Undergraduate and graduate students were consulted informally, inside and outside the classroom. Informal consultation with students, along with the ongoing high enrolment in the 1st year introductory sociology course, indicates that a Sociology program is appealing to students. Indeed, it is a popular component of the grade 11 course that combines sociology, anthropology and psychology

**Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course?**  Yes  No **Please explain:**

Courses will offer a rich variety of EDI-focused themes; social justice is a primary component of all FSSH programs; several professors are part of historically marginalized groups. Accessibility is also a central feature of FSSH offerings, with student accommodations as necessary Universal design for learning: all professors are familiar with the central three components

**Does this course 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

**Financial Implications**

As per the new program financial plan. 10 new sections allotted for the beginning of the program. All new courses will not run every year and be rotated as appropriate.

**NEW COURSE TEMPLATE**

*For changes to existing courses see Course Change Template*

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New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.

**Faculty: FSSH**

**This new course is associated with:**

Minor Program Adjustment    Major Program Modification    New Program    None

**Will this course appear anywhere other than the course description section of the Calendar?**

Yes    No

*If you answered yes to the above, please complete:*

***A new core course for an existing program, specialization or minor: Minor Program Adjustment***

***A new elective course for an existing program, specialization or minor, listed in the program map: Course Placement***

***A new course (core or elective) related to a Major Program Modification: Major Program Modification***

***A new course (core or elective) related to a New Program: New Program proposal***

**Programs impacted:** [Please list all impacted programs including any applicable fields or specializations.]

**BA in Sociology, Technology and Innovation**  
**BA in Sociology, Technology and Innovation - Advanced Entry**

**Calendar start date:** (When the course should first appear in the Academic Calendar 2020-2021)

**Fall 2025**

**Registration start date:** (The first time the course will be open for registration e.g. Fall 2020)

**Fall 2025**

**Additional supporting information** (optional; please indicate if you are attaching any additional documentation)

**Subject Code: SOCI**

**Course Number: 4210U**

\*ensure the course code has not been previously used

**Full Course Title: Privacy, Data and Surveillance**

**Short-Form Course Title** (max. 30 characters):

**Course Description:**

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This course exposes students to the sociological analysis of privacy, data, and surveillance in modern society. Drawing on seminal works by scholars like Shoshana Zuboff and danah boyd, students will analyze contemporary issues using real-world cases like the Cambridge Analytica scandal and the Snowden revelations.

Topics include:

1. Theoretical Frameworks: Introduction to key theories such as the "surveillance society" and the right to privacy, providing a foundation for critical analysis.
2. Data Collection and Ethics: Examining ethical and legal implications of data collection, profiling, and algorithmic decision-making, with insights from cases like Facebook's data practices.
3. Surveillance Technologies: Analyzing impacts of surveillance technologies like facial recognition and social media monitoring on autonomy and social relations, referencing real-world cases of privacy invasion.
4. Digital Privacy Challenges: Exploring challenges posed by online tracking, data breaches, and privacy-preserving technologies, with examples such as the Equifax data breach.
5. Legal and Policy Responses: Reviewing legal and policy responses to privacy concerns, including discussions on GDPR and Edward Snowden's revelations, fostering understanding of international data protection frameworks.

<b>Credit Hours: 3</b>	
<b>Contact Hours – please indicate total number of hours for each component</b>	
<b>Lecture: 3</b>	<b>Lab:</b>
<b>Tutorial:</b>	<b>Other:</b>
<b>Cross-listings</b>	
<b>Prerequisites for Calendar</b>	SOCI 1000U, SOCI 2000U, SOCI 3000U
<b>Prerequisites for Banner</b>	
<b>Co-requisites</b>	
<b>Prerequisites with concurrency (pre or co-requisite)</b>	
<b>Credit restrictions</b>	<input type="checkbox"/> <b>Equivalency*</b>
<b>Recommended Prerequisites</b>	LGLS 3700U OR LGLS 3520U
<b>Course Restrictions</b>	
<b>Course Type</b>	<input type="checkbox"/> <b>Core</b> <input type="checkbox"/> <b>Elective</b> <input checked="" type="checkbox"/> <b>Core or Elective</b>
<b>Is the course:</b>	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses)
<b>Grading scheme</b>	<input checked="" type="checkbox"/> <b>N (normal alpha grade)</b> <input type="checkbox"/> <b>P (pass/fail)</b>

\***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

**Course instructional method:**

CLS (In Class Delivery)	x	HYB (In Class and Online Delivery)	x
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	x	WEB (Fully Online – Asynchronous)	x

Not Applicable

**Teaching and assessment methods:**

A variety of teaching and assessment methods may be used, including lectures, seminars, guest-lectures, videos, independent readings, in class or online activities. Assessments may include exams, papers, projects, assignments, and/or presentations.

**Learning outcomes:** (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at [teachingandlearning@ontariotechu.ca](mailto:teachingandlearning@ontariotechu.ca).)

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

- Recall and classify fundamental theoretical frameworks introduced in the course, such as the concepts of the "surveillance society" and the right to privacy.
- Retrieve and summarize key cases and examples discussed in the exploration of privacy, data, and surveillance, including notable instances of privacy breaches and controversies.
- Explain the ethical and legal implications of data collection, profiling, and algorithmic decision-making in contemporary society.
- Understand the societal impacts of surveillance technologies such as facial recognition and social media monitoring on autonomy and social relations.
- Apply theoretical insights to analyze real-world cases of privacy invasion and surveillance, drawing connections between theoretical concepts and practical implications.
- Utilize knowledge of digital privacy challenges to assess the effectiveness of privacy-preserving technologies in mitigating online tracking and data breaches.
- Analyze the impacts of surveillance technologies on autonomy and social relations, evaluating their effects on individual freedoms and collective norms.
- Critically examine the challenges posed by data breaches and online tracking, identifying underlying factors contributing to privacy vulnerabilities.
- Evaluate legal and policy responses to privacy concerns, including the General Data Protection Regulation (GDPR) and other notable regulations, considering their effectiveness in safeguarding individual privacy rights.
- Assess the adequacy of international data protection frameworks in addressing evolving privacy challenges in the digital age.
- Develop recommendations for enhancing data ethics and privacy protection measures in various domains, considering the complexities of contemporary data-driven societies.
- Design strategies for promoting awareness and advocacy on privacy issues, aiming to empower individuals and communities to protect their privacy rights in an increasingly surveilled world.

Does this course contain any experiential learning components?  Yes

No

**If yes:**

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			



We have consulted with all impacted areas:  Yes  NA

**Process of consultation, if applicable:**

The proposed program and courses are the culmination of three years of consultation and discussion among FSSH faculty as to the need, viability and content of a sociology degree at Ontario Tech University. This consultation process involved formal and informal discussion among faculty, several draft proposals and careful deliberation. Undergraduate and graduate students were consulted informally, inside and outside the classroom. Informal consultation with students, along with the ongoing high enrolment in the 1st year introductory sociology course, indicates that a Sociology program is appealing to students. Indeed, it is a popular component of the grade 11 course that combines sociology, anthropology and psychology

**Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course?**  Yes  No **Please explain:**

Courses will offer a rich variety of EDI-focused themes; social justice is a primary component of all FSSH programs; several professors are part of historically marginalized groups. Accessibility is also a central feature of FSSH offerings, with student accommodations as necessary Universal design for learning: all professors are familiar with the central three components

**Does this course 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

**Financial Implications**

As per the new program financial plan. 10 new sections allotted for the beginning of the program. All new courses will not run every year and be rotated as appropriate.

**NEW COURSE TEMPLATE**

*For changes to existing courses see Course Change Template*

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New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.

**Faculty: FSSH**

**This new course is associated with:**

Minor Program Adjustment    Major Program Modification    New Program    None

**Will this course appear anywhere other than the course description section of the Calendar?**

Yes    No

*If you answered yes to the above, please complete:*

***A new core course for an existing program, specialization or minor: Minor Program Adjustment***

***A new elective course for an existing program, specialization or minor, listed in the program map:***

*Course Placement*

***A new course (core or elective) related to a Major Program Modification: Major Program Modification***

***A new course (core or elective) related to a New Program: New Program proposal***

**Programs impacted:** [Please list all impacted programs including any applicable fields or specializations.]

**BA in Sociology, Technology and Innovation**

**BA in Sociology, Technology and Innovation - Advanced Entry**

**Calendar start date:** (When the course should first appear in the Academic Calendar 2020-2021)

**Fall 2025**

**Registration start date:** (The first time the course will be open for registration e.g. Fall 2020)

**Fall 2025**

**Additional supporting information** (optional; please indicate if you are attaching any additional documentation)

**Subject Code: SOCI**

**Course Number: 4220U**

\*ensure the course code has not been previously used

**Full Course Title: Technology and Environmental Sustainability**

**Short-Form Course Title** (max. 30 characters):

**Course Description:**

Technological innovations can both contribute to and mitigate environmental challenges. Drawing upon the research of influential scholars such as Bill McKibben, Vandana Shiva, and Amory Lovins, students will examine the environmental impacts of various technologies and strategies for sustainable development within sociological frameworks.

Topics covered include:

1. Environmental Challenges: Introduction to key environmental challenges facing the planet, including climate change, pollution, resource depletion, and biodiversity loss, providing context for understanding the role of technology in addressing these issues.
2. Sustainable Technologies: Analysis of technologies designed to promote environmental sustainability, such as renewable energy systems, energy-efficient buildings, sustainable agriculture practices, and waste reduction technologies, with insights from scholars and practitioners in the field of sustainability science.
3. Green Innovation and Entrepreneurship: Exploration of innovative approaches to sustainable technology development and entrepreneurship, including case studies of successful green startups and initiatives, drawing on research from scholars such as Paul Hawken and Gunter Pauli.
4. Environmental Justice and Technology: Examination of the social and environmental justice implications of technological solutions to environmental problems, considering issues of equity, access, and participation in sustainable development efforts, with reference to the work of scholars such as David Pellow and Julian Agyeman.
5. Policy and Governance: Review of policy and governance frameworks for promoting environmental sustainability through technology, including discussions on international agreements, regulatory mechanisms, and incentives for green technology adoption, with insights from scholars such as Tim Jackson and Lester Brown.

<b>Credit Hours: 3</b>
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<b>Contact Hours – please indicate total number of hours for each component</b>
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<b>Lecture: 3</b>	<b>Lab:</b>
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<b>Tutorial:</b>	<b>Other:</b>
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<b>Cross-listings</b>	
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<b>Prerequisites for Calendar</b>	SOCI 1000U, SOCI 2000U, SOCI 3000U
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<b>Prerequisites for Banner</b>	
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<b>Co-requisites</b>	
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<b>Prerequisites with concurrency (pre or co-requisite)</b>	
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<b>Credit restrictions</b>	<input type="checkbox"/> <b>Equivalency*</b>
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<b>Recommended Prerequisites</b>	
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<b>Course Restrictions</b>	
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<b>Course Type</b>	<input checked="" type="checkbox"/> <b>Core</b>	<input type="checkbox"/> <b>Elective</b>	<input checked="" type="checkbox"/> <b>Core or Elective</b>
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<b>Is the course:</b>	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Graduate	<input type="checkbox"/> Professional (e.g. some Education courses)
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<b>Grading scheme</b>	<input checked="" type="checkbox"/> <b>N (normal alpha grade)</b>	<input type="checkbox"/> <b>P (pass/fail)</b>
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\***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

**Course instructional method:**

CLS (In Class Delivery)	x	HYB (In Class and Online Delivery)	x
IND (Individual Studies)		OFF (Off Site)	

WB1 (Virtual Meet Time – Synchronous)	x	WEB (Fully Online – Asynchronous)	x
Not Applicable			

**Teaching and assessment methods:**

A variety of teaching and assessment methods may be used, including lectures, seminars, guest-lectures, videos, independent readings, in class or online activities. Assessments may include exams, papers, projects, assignments, and/or presentations.

**Learning outcomes:** (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at [teachingandlearning@ontariotechu.ca](mailto:teachingandlearning@ontariotechu.ca).)

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

- Define key terms related to environmental sustainability and technology.
- Recall basic principles of environmental science and sustainable development.
- Identify major environmental challenges facing society today.
- Explain the interconnections between technology, environmental sustainability, and socio-economic factors.
- Summarize the environmental impacts of various technological innovations.
- Describe the ethical considerations involved in technological solutions for environmental sustainability.
- Apply systems thinking to analyze complex interactions between technology and environmental systems.
- Propose technological solutions to address specific environmental challenges.
- Utilize design thinking principles to develop prototypes of sustainable technology solutions.
- Analyze case studies of successful sustainable technology projects and initiatives.
- Evaluate the environmental and social impacts of different technological interventions.
- Compare and contrast the effectiveness of various sustainable technology strategies.
- Critically assess the ethical implications of technological solutions for environmental sustainability.
- Evaluate the feasibility and scalability of proposed sustainable technology solutions.
- Assess the potential socio-economic benefits and drawbacks of implementing sustainable technology projects.
- Design innovative sustainable technology solutions to address specific environmental challenges.
- Collaborate with peers to develop comprehensive sustainability plans integrating technological, social, and economic factors.
- Advocate for the adoption of sustainable technology solutions through persuasive presentations and proposals.

Does this course contain any experiential learning components?  Yes  No

**If yes:**

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

**We have consulted with all impacted areas:**  Yes  NA

**Process of consultation, if applicable:**

The proposed program and courses are the culmination of three years of consultation and discussion among FSSH faculty as to the need, viability and content of a sociology degree at Ontario Tech University. This consultation process involved formal and informal discussion among faculty, several draft proposals and careful deliberation. Undergraduate and graduate students were consulted informally, inside and outside the classroom. Informal consultation with students, along with the ongoing high enrolment in the 1st year introductory sociology course, indicates that a Sociology program is appealing to students. Indeed, it is a popular component of the grade 11 course that combines sociology, anthropology and psychology

**Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course?**  Yes  No **Please explain:**

Courses will offer a rich variety of EDI-focused themes; social justice is a primary component of all FSSH programs; several professors are part of historically marginalized groups. Accessibility is also a central feature of FSSH offerings, with student accommodations as necessary Universal design for learning: all professors are familiar with the central three components

**Does this course 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

**Financial Implications**

As per the new program financial plan. 10 new sections allotted for the beginning of the program. All new courses will not run every year and be rotated as appropriate.

**NEW COURSE TEMPLATE**

*For changes to existing courses see Course Change Template*

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New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.

**Faculty: FSSH**

**This new course is associated with:**

Minor Program Adjustment    Major Program Modification    New Program    None

**Will this course appear anywhere other than the course description section of the Calendar?**

Yes    No

*If you answered yes to the above, please complete:*

**A new core course for an existing program, specialization or minor:** Minor Program Adjustment

**A new elective course for an existing program, specialization or minor, listed in the program map:**  
Course Placement

**A new course (core or elective) related to a Major Program Modification:** Major Program Modification

**A new course (core or elective) related to a New Program:** New Program proposal

**Programs impacted:** [Please list all impacted programs including any applicable fields or specializations.]

**BA in Sociology**  
**BA in Sociology - Advanced Entry**

**Calendar start date:** (When the course should first appear in the Academic Calendar 2020-2021)

**Fall 2025**

**Registration start date:** (The first time the course will be open for registration e.g. Fall 2020)

**Fall 2025**

**Additional supporting information** (optional; please indicate if you are attaching any additional documentation)

**Subject Code: SOCI**

**Course Number: 2010U**

\*ensure the course code has not been previously used

**Full Course Title: Deviance and Social Control**

**Short-Form Course Title** (max. 30 characters):

**Course Description:**

.This course adopts a critical sociological perspective to analyze the historical portrayal of deviance by social control in the modern West. It examines formal expressions of social control theories by religious authorities, legal experts, medical therapists, social scientists, philosophers, politicians, and activists, exploring their social context and the interplay between social power and knowledge production. This perspective views deviance as a perpetual struggle between a prevailing social order, which defines and enforces norms, and marginalized individuals or groups who resist, subvert, and transform these boundaries. The course investigates how societies construct and contest normative boundaries, examining the material and symbolic consequences of these constructions, particularly regarding sex/gender, race/ethnicity, and class/economics. Additionally, it explores how mass media disseminate theoretical perspectives into common understanding and represent deviance in contemporary popular culture.

**Credit Hours: 3****Contact Hours – please indicate total number of hours for each component****Lecture: 3****Lab:****Tutorial:****Other:****Cross-listings****Prerequisites for Calendar**

SOCI 1000U

**Prerequisites for Banner****Co-requisites****Prerequisites with concurrency (pre or co-requisite)****Credit restrictions** **Equivalency\*****Recommended Prerequisites****Course Restrictions****Course Type** **Core** **Elective** **Core or Elective****Is the course:**  Undergraduate  Graduate  Professional (e.g. some Education courses)**Grading scheme** **N (normal alpha grade)** **P (pass/fail)**

\***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

**Course instructional method:**

CLS (In Class Delivery)	x	HYB (In Class and Online Delivery)	x
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	x	WEB (Fully Online – Asynchronous)	x
Not Applicable			

**Teaching and assessment methods:**

A variety of teaching and assessment methods may be used, including lectures, seminars, guest-lectures, videos, independent readings, in class or online activities. Assessments may include exams, papers, projects, assignments, and/or presentations.

**Learning outcomes:** (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at [teachingandlearning@ontariotechu.ca](mailto:teachingandlearning@ontariotechu.ca).)

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

- Analyze the concept of deviance from multiple theoretical perspectives, including sociological, historical, and cultural lenses.
- Evaluate the role of social control mechanisms throughout the history of the modern West and understand their impact on shaping societal norms and boundaries.
- Examine how various social institutions, such as religious authorities, legal systems, and media, contribute to the construction and enforcement of normative boundaries.
- Critically assess the intersections of power, privilege, and identity in the labeling and marginalization of deviant individuals or groups.
- Explore the ways in which deviant behaviors and identities are resisted, subverted, and transformed by marginalized communities.
- Investigate the relationship between deviance, social inequality, and systems of oppression, particularly regarding sex/gender, race/ethnicity, and class/economics.
- Develop critical thinking skills through engagement with complex sociological theories and empirical research on deviance and social control.
- Apply theoretical frameworks to real-world examples of deviant behaviors and social control mechanisms.

Enhance communication skills through class discussions, written assignments, and presentations on topics related to deviance and its control.

Does this course contain any experiential learning components?  Yes  No

**If yes:**

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

**We have consulted with all impacted areas:**  Yes  NA

**Process of consultation, if applicable:**

The proposed program and courses are the culmination of three years of consultation and discussion among FSSH faculty as to the need, viability and content of a sociology degree at Ontario Tech University. This consultation process involved formal and informal discussion among faculty, several draft proposals and careful deliberation. Undergraduate and graduate students were consulted informally, inside and outside the classroom.



Informal consultation with students, along with the ongoing high enrolment in the 1st year introductory sociology course, indicates that a Sociology program is appealing to students. Indeed, it is a popular component of the grade 11 course that combines sociology, anthropology and psychology

**Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course?**  Yes  No **Please explain:**

Courses will offer a rich variety of EDI-focused themes; social justice is a primary component of all FSSH programs; several professors are part of historically marginalized groups. Accessibility is also a central feature of FSSH offerings, with student accommodations as necessary. Universal design for learning: all professors are familiar with the central three components

**Does this course 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

#### **Financial Implications**

As per the new program financial plan. 10 new sections allotted for the beginning of the program. All new courses will not run every year and be rotated as appropriate.

## COURSE CHANGE TEMPLATE

For new courses see New Course Template

Changes to courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact. If you are uncertain about a change or definitions of terms used on this form, please reach out to your Curriculog contact, or [cige@ontariotechu.ca](mailto:cige@ontariotechu.ca).

<b>Faculty:</b> Faculty of Social Science and Humanities	
<b>Course Level</b>	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate

### COURSE CHANGES (check all that apply)

<input type="checkbox"/>	Contact hours	<input type="checkbox"/>	Cross-listings
<input type="checkbox"/>	Co-requisites	<input type="checkbox"/>	Experiential Learning
<input type="checkbox"/>	Course description	<input type="checkbox"/>	Grade Mode (N – alpha grade, P – Pass/Fail)
<input type="checkbox"/>	Course Instructional Method (CLS, HYB, WB1, WEB)	<input type="checkbox"/>	Learning outcomes
<input checked="" type="checkbox"/>	Course number or course Subject code	<input type="checkbox"/>	Prerequisites
<input type="checkbox"/>	Course title (include new short form title)	<input type="checkbox"/>	Delete course from Academic Calendar
<input type="checkbox"/>	Credit restrictions and/or Equivalencies	<input type="checkbox"/>	Teaching and assessment methods
<input type="checkbox"/>	Credit weighting	<input type="checkbox"/>	Course restrictions
<input type="checkbox"/>	Deleting an Elective Shown in the Program Map	<input type="checkbox"/>	Other (please specify):

IS THIS COURSE CHANGE ASSOCIATED WITH A PROGRAM PROPOSAL?     Yes       No

### REASON FOR CHANGE AND WAYS IN WHICH IT MAINTAINS/ENHANCES COURSE/PROGRAM OBJECTIVES

With the creation of the new Sociology major, this course would fall under that new program. It is to become a core Sociology offering.

### FINANCIAL IMPLICATIONS

NONE

### CALENDAR START DATE (When the course should first appear in the Academic Calendar e.g. 2020-2021)

Fall 2025

### REGISTRATION START DATE (The first time the course will be open for registration e.g. Fall 2020)

Fall 2025

### ADDITIONAL SUPPORTING INFORMATION (optional; please indicate if you are attaching any additional documentation)

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**COURSE INFORMATION**

Subject Code: SOCI	Course Number: 2025U
Full Course Title: Youth Cultures	
Short-Form Course Title (max. 30 characters):	

**CHANGE TO CALENDAR DESCRIPTION (if required)**

Current	Proposed
SSCI 2025U	SOCI 2025U

**CHANGE TO CREDIT AND CONTACT HOURS [if applicable, indicate changes to total contact hours only; changes to frequency (e.g. 1x3 hours to 2X1.5 hours) not required]:**

Credit Hours	
Lecture	Lab
Tutorial	Other

**OTHER CHANGES (if applicable)**

Cross-listings	
Prerequisites for Calendar and Banner	
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	<input type="checkbox"/> Equivalency*
Recommended Prerequisites	
Course Restrictions	
Course Type	<input type="checkbox"/> Core <input type="checkbox"/> Elective <input type="checkbox"/> Core or Elective
Grading scheme	<input type="checkbox"/> N (normal alpha grade) <input type="checkbox"/> P (pass/fail)

\***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

**CHANGES TO COURSE INSTRUCTIONAL METHOD (if applicable):**

CLS (In Class Delivery)		HYB (In Class and Online Delivery)	
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)		WEB (Fully Online – Asynchronous)	
Not Applicable			

**CHANGES TO TEACHING AND ASSESSMENT METHODS (if applicable)**

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**CHANGES TO LEARNING OUTCOMES (if applicable; for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at [teachingandlearning@ontariotechu.ca](mailto:teachingandlearning@ontariotechu.ca).)**

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**DOES THIS COURSE CONTAIN ANY EXPERIENTIAL LEARNING COMPONENTS?**

**If yes:**

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

**CONSULTATION (Curriculog contact to complete an Impact Report)**

Consultation with Sociology program committee, UCC and Academic Advising. Updating Social Science courses to be included in the new Sociology major.
--

**DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?**

Yes       No

**WE HAVE CONSULTED WITH ALL IMPACTED AREAS?**  Yes       NA

**Please describe:**

--

**ARE THERE ANY CONSIDERATIONS FOR THE PRINCIPLES OF EQUITY, DIVERSITY, INCLUSION, OR DECOLONIZATION INCLUDED WITH THIS COURSE CHANGE?**  Yes       No      **Please explain:**

--

**DOES THIS COURSE 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?**

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**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

**Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):**

**COURSE CHANGE TEMPLATE**

*For new courses see New Course Template*

Changes to courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact. If you are uncertain about a change or definitions of terms used on this form, please reach out to your Curriculog contact, or [cige@ontariotechu.ca](mailto:cige@ontariotechu.ca).

<b>Faculty:</b> <b>Faculty of Social Science and Humanities</b>	
<b>Course Level</b>	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate

**COURSE CHANGES (check all that apply)**

<input type="checkbox"/>	Contact hours	<input type="checkbox"/>	Cross-listings
<input type="checkbox"/>	Co-requisites	<input type="checkbox"/>	Experiential Learning
<input type="checkbox"/>	Course description	<input type="checkbox"/>	Grade Mode (N – alpha grade, P – Pass/Fail)
<input type="checkbox"/>	Course Instructional Method (CLS, HYB, WB1, WEB)	<input type="checkbox"/>	Learning outcomes
<input checked="" type="checkbox"/>	Course number or course Subject code	<input type="checkbox"/>	Prerequisites
<input type="checkbox"/>	Course title (include new short form title)	<input type="checkbox"/>	Delete course from Academic Calendar
<input type="checkbox"/>	Credit restrictions and/or Equivalencies	<input type="checkbox"/>	Teaching and assessment methods
<input type="checkbox"/>	Credit weighting	<input type="checkbox"/>	Course restrictions
<input type="checkbox"/>	Deleting an Elective Shown in the Program Map	<input type="checkbox"/>	Other (please specify):

**IS THIS COURSE CHANGE ASSOCIATED WITH A PROGRAM PROPOSAL?**       Yes       No

**REASON FOR CHANGE AND WAYS IN WHICH IT MAINTAINS/ENHANCES COURSE/PROGRAM OBJECTIVES**

With the creation of the new Sociology major, this course would fall under that new program. It is to become a core Sociology offering.
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**FINANCIAL IMPLICATIONS**

NONE
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**CALENDAR START DATE (When the course should first appear in the Academic Calendar e.g. 2020-2021)**

Fall 2025
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**REGISTRATION START DATE (The first time the course will be open for registration e.g. Fall 2020)**

Fall 2025
-----------

**ADDITIONAL SUPPORTING INFORMATION (optional; please indicate if you are attaching any additional documentation)**

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**COURSE INFORMATION**

Subject Code: SOCI	Course Number: 2300U
Full Course Title: Social Problems	
Short-Form Course Title (max. 30 characters):	

**CHANGE TO CALENDAR DESCRIPTION (if required)**

Current	Proposed
SSCI 1300U	SOCI 2300U

**CHANGE TO CREDIT AND CONTACT HOURS [if applicable, indicate changes to total contact hours only; changes to frequency (e.g. 1x3 hours to 2X1.5 hours) not required]:**

Credit Hours	
Lecture	Lab
Tutorial	Other

**OTHER CHANGES (if applicable)**

Cross-listings	
Prerequisites for Calendar and Banner	
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	<input type="checkbox"/> Equivalency*
Recommended Prerequisites	
Course Restrictions	
Course Type	<input type="checkbox"/> Core <input type="checkbox"/> Elective <input type="checkbox"/> Core or Elective
Grading scheme	<input type="checkbox"/> N (normal alpha grade) <input type="checkbox"/> P (pass/fail)

\***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

**CHANGES TO COURSE INSTRUCTIONAL METHOD (if applicable):**

CLS (In Class Delivery)		HYB (In Class and Online Delivery)	
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)		WEB (Fully Online – Asynchronous)	
Not Applicable			

**CHANGES TO TEACHING AND ASSESSMENT METHODS (if applicable)**

**CHANGES TO LEARNING OUTCOMES** (if applicable; for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at [teachingandlearning@ontariotechu.ca](mailto:teachingandlearning@ontariotechu.ca).)

**DOES THIS COURSE CONTAIN ANY EXPERIENTIAL LEARNING COMPONENTS?**

**If yes:**

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

**CONSULTATION (Curriculog contact to complete an Impact Report)**

**Consultation with Sociology program committee, UCC and Academic Advising. Updating Social Science courses to be included in the new Sociology major.**

**DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?**

Yes       No

**WE HAVE CONSULTED WITH ALL IMPACTED AREAS?**  Yes       NA

**Please describe:**

**ARE THERE ANY CONSIDERATIONS FOR THE PRINCIPLES OF EQUITY, DIVERSITY, INCLUSION, OR DECOLONIZATION INCLUDED WITH THIS COURSE CHANGE?**  Yes       No      **Please explain:**

**DOES THIS COURSE 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

**Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):**

**COURSE CHANGE TEMPLATE**

*For new courses see New Course Template*

Changes to courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact. If you are uncertain about a change or definitions of terms used on this form, please reach out to your Curriculog contact, or [cige@ontariotechu.ca](mailto:cige@ontariotechu.ca).

<b>Faculty:</b> <b>Faculty of Social Science and Humanities</b>	
<b>Course Level</b>	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate

**COURSE CHANGES (check all that apply)**

<input type="checkbox"/>	Contact hours	<input type="checkbox"/>	Cross-listings
<input type="checkbox"/>	Co-requisites	<input type="checkbox"/>	Experiential Learning
<input type="checkbox"/>	Course description	<input type="checkbox"/>	Grade Mode (N – alpha grade, P – Pass/Fail)
<input type="checkbox"/>	Course Instructional Method (CLS, HYB, WB1, WEB)	<input type="checkbox"/>	Learning outcomes
<input checked="" type="checkbox"/>	Course number or course Subject code	<input type="checkbox"/>	Prerequisites
<input type="checkbox"/>	Course title (include new short form title)	<input type="checkbox"/>	Delete course from Academic Calendar
<input type="checkbox"/>	Credit restrictions and/or Equivalencies	<input type="checkbox"/>	Teaching and assessment methods
<input type="checkbox"/>	Credit weighting	<input type="checkbox"/>	Course restrictions
<input type="checkbox"/>	Deleting an Elective Shown in the Program Map	<input type="checkbox"/>	Other (please specify):

**IS THIS COURSE CHANGE ASSOCIATED WITH A PROGRAM PROPOSAL?**       Yes       No

**REASON FOR CHANGE AND WAYS IN WHICH IT MAINTAINS/ENHANCES COURSE/PROGRAM OBJECTIVES**

With the creation of the new Sociology major, this course would fall under that new program. It is to become a core Sociology offering.
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**FINANCIAL IMPLICATIONS**

NONE
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**CALENDAR START DATE (When the course should first appear in the Academic Calendar e.g. 2020-2021)**

Fall 2025
-----------

**REGISTRATION START DATE (The first time the course will be open for registration e.g. Fall 2020)**

Fall 2025
-----------

**ADDITIONAL SUPPORTING INFORMATION (optional; please indicate if you are attaching any additional documentation)**

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**COURSE INFORMATION**

Subject Code: SOCI	Course Number: 2700U
Full Course Title: Human Sexuality	
Short-Form Course Title (max. 30 characters):	

**CHANGE TO CALENDAR DESCRIPTION (if required)**

Current	Proposed
SSCI 2700U	SOCI 2700U

**CHANGE TO CREDIT AND CONTACT HOURS [if applicable, indicate changes to total contact hours only; changes to frequency (e.g. 1x3 hours to 2X1.5 hours) not required]:**

Credit Hours	
Lecture	Lab
Tutorial	Other

**OTHER CHANGES (if applicable)**

Cross-listings	
Prerequisites for Calendar and Banner	
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	<input type="checkbox"/> Equivalency*
Recommended Prerequisites	
Course Restrictions	
Course Type	<input type="checkbox"/> Core <input type="checkbox"/> Elective <input type="checkbox"/> Core or Elective
Grading scheme	<input type="checkbox"/> N (normal alpha grade) <input type="checkbox"/> P (pass/fail)

\***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

**CHANGES TO COURSE INSTRUCTIONAL METHOD (if applicable):**

CLS (In Class Delivery)		HYB (In Class and Online Delivery)	
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)		WEB (Fully Online – Asynchronous)	
Not Applicable			

**CHANGES TO TEACHING AND ASSESSMENT METHODS (if applicable)**

**CHANGES TO LEARNING OUTCOMES** (if applicable; for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at [teachingandlearning@ontariotechu.ca](mailto:teachingandlearning@ontariotechu.ca).)

**DOES THIS COURSE CONTAIN ANY EXPERIENTIAL LEARNING COMPONENTS?**

**If yes:**

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

**CONSULTATION (Curriculog contact to complete an Impact Report)**

**Consultation with Sociology program committee, UCC and Academic Advising. Updating Social Science courses to be included in the new Sociology major.**

**DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?**

Yes       No

**WE HAVE CONSULTED WITH ALL IMPACTED AREAS?**  Yes       NA

**Please describe:**

**ARE THERE ANY CONSIDERATIONS FOR THE PRINCIPLES OF EQUITY, DIVERSITY, INCLUSION, OR DECOLONIZATION INCLUDED WITH THIS COURSE CHANGE?**  Yes       No      **Please explain:**

**DOES THIS COURSE 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

**Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):**

**COURSE CHANGE TEMPLATE**

*For new courses see New Course Template*

Changes to courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact. If you are uncertain about a change or definitions of terms used on this form, please reach out to your Curriculog contact, or [cige@ontariotechu.ca](mailto:cige@ontariotechu.ca).

<b>Faculty:</b> <b>Faculty of Social Science and Humanities</b>	
<b>Course Level</b>	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate

**COURSE CHANGES (check all that apply)**

<input type="checkbox"/>	Contact hours	<input type="checkbox"/>	Cross-listings
<input type="checkbox"/>	Co-requisites	<input type="checkbox"/>	Experiential Learning
<input type="checkbox"/>	Course description	<input type="checkbox"/>	Grade Mode (N – alpha grade, P – Pass/Fail)
<input type="checkbox"/>	Course Instructional Method (CLS, HYB, WB1, WEB)	<input type="checkbox"/>	Learning outcomes
<input checked="" type="checkbox"/>	Course number or course Subject code	<input type="checkbox"/>	Prerequisites
<input type="checkbox"/>	Course title (include new short form title)	<input type="checkbox"/>	Delete course from Academic Calendar
<input type="checkbox"/>	Credit restrictions and/or Equivalencies	<input type="checkbox"/>	Teaching and assessment methods
<input type="checkbox"/>	Credit weighting	<input type="checkbox"/>	Course restrictions
<input type="checkbox"/>	Deleting an Elective Shown in the Program Map	<input type="checkbox"/>	Other (please specify):

**IS THIS COURSE CHANGE ASSOCIATED WITH A PROGRAM PROPOSAL?**       Yes       No

**REASON FOR CHANGE AND WAYS IN WHICH IT MAINTAINS/ENHANCES COURSE/PROGRAM OBJECTIVES**

With the creation of the new Sociology major, this course would fall under that new program. It is to become a core Sociology offering.
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**FINANCIAL IMPLICATIONS**

NONE
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**CALENDAR START DATE (When the course should first appear in the Academic Calendar e.g. 2020-2021)**

Fall 2025
-----------

**REGISTRATION START DATE (The first time the course will be open for registration e.g. Fall 2020)**

Fall 2025
-----------

**ADDITIONAL SUPPORTING INFORMATION (optional; please indicate if you are attaching any additional documentation)**

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**COURSE INFORMATION**

Subject Code: SOCI	Course Number: 2720U
Full Course Title: Sports and Society	
Short-Form Course Title (max. 30 characters):	

**CHANGE TO CALENDAR DESCRIPTION (if required)**

Current	Proposed
SSCI 2720U	SOCI 2720U

**CHANGE TO CREDIT AND CONTACT HOURS [if applicable, indicate changes to total contact hours only; changes to frequency (e.g. 1x3 hours to 2X1.5 hours) not required]:**

Credit Hours	
Lecture	Lab
Tutorial	Other

**OTHER CHANGES (if applicable)**

Cross-listings	
Prerequisites for Calendar and Banner	
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	<input type="checkbox"/> Equivalency*
Recommended Prerequisites	
Course Restrictions	
Course Type	<input type="checkbox"/> Core <input type="checkbox"/> Elective <input type="checkbox"/> Core or Elective
Grading scheme	<input type="checkbox"/> N (normal alpha grade) <input type="checkbox"/> P (pass/fail)

\***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

**CHANGES TO COURSE INSTRUCTIONAL METHOD (if applicable):**

CLS (In Class Delivery)		HYB (In Class and Online Delivery)	
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)		WEB (Fully Online – Asynchronous)	
Not Applicable			

**CHANGES TO TEACHING AND ASSESSMENT METHODS (if applicable)**

**CHANGES TO LEARNING OUTCOMES** (if applicable; for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at [teachingandlearning@ontariotechu.ca](mailto:teachingandlearning@ontariotechu.ca).)

**DOES THIS COURSE CONTAIN ANY EXPERIENTIAL LEARNING COMPONENTS?**

**If yes:**

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

**CONSULTATION (Curriculog contact to complete an Impact Report)**

**Consultation with Sociology program committee, UCC and Academic Advising. Updating Social Science courses to be included in the new Sociology major.**

**DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?**

Yes       No

**WE HAVE CONSULTED WITH ALL IMPACTED AREAS?**  Yes       NA

**Please describe:**

**ARE THERE ANY CONSIDERATIONS FOR THE PRINCIPLES OF EQUITY, DIVERSITY, INCLUSION, OR DECOLONIZATION INCLUDED WITH THIS COURSE CHANGE?**  Yes       No      **Please explain:**

**DOES THIS COURSE 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

**Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):**

## **COURSE CHANGE TEMPLATE**

*For new courses see New Course Template*

*Changes to courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact. If you are uncertain about a change or definitions of terms used on this form, please reach out to your Curriculog contact, or [cige@ontariotechu.ca](mailto:cige@ontariotechu.ca).*

<b>Faculty:</b> Faculty of Social Science and Humanities	
<b>Course Level</b>	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate

**COURSE CHANGES (check all that apply)**

<input type="checkbox"/>	Contact hours	<input type="checkbox"/>	Cross-listings
<input type="checkbox"/>	Co-requisites	<input type="checkbox"/>	Experiential Learning
<input type="checkbox"/>	Course description	<input type="checkbox"/>	Grade Mode (N – alpha grade, P – Pass/Fail)
<input type="checkbox"/>	Course Instructional Method (CLS, HYB, WB1, WEB)	<input type="checkbox"/>	Learning outcomes
<input checked="" type="checkbox"/>	Course number or course Subject code	<input type="checkbox"/>	Prerequisites
<input type="checkbox"/>	Course title (include new short form title)	<input type="checkbox"/>	Delete course from Academic Calendar
<input type="checkbox"/>	Credit restrictions and/or Equivalencies	<input type="checkbox"/>	Teaching and assessment methods
<input type="checkbox"/>	Credit weighting	<input type="checkbox"/>	Course restrictions
<input type="checkbox"/>	Deleting an Elective Shown in the Program Map	<input type="checkbox"/>	Other (please specify):

**IS THIS COURSE CHANGE ASSOCIATED WITH A PROGRAM PROPOSAL?**       Yes       No

**REASON FOR CHANGE AND WAYS IN WHICH IT MAINTAINS/ENHANCES COURSE/PROGRAM OBJECTIVES**

With the creation of the new Sociology major, this course would fall under that new program. It is to become a core Sociology offering.
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**FINANCIAL IMPLICATIONS**

NONE
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**CALENDAR START DATE (When the course should first appear in the Academic Calendar e.g. 2020-2021)**

Fall 2025
-----------

**REGISTRATION START DATE (The first time the course will be open for registration e.g. Fall 2020)**

Fall 2025
-----------

**ADDITIONAL SUPPORTING INFORMATION (optional; please indicate if you are attaching any additional documentation)**

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**COURSE INFORMATION**

<b>Subject Code:</b> SOCI	<b>Course Number:</b> 2020U
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<b>Full Course Title: Issues in Diversity</b>
<b>Short-Form Course Title (max. 30 characters):</b>

**CHANGE TO CALENDAR DESCRIPTION (if required)**

Current	Proposed
SSCI 2020U	SOCI 2020U

**CHANGE TO CREDIT AND CONTACT HOURS [if applicable, indicate changes to total contact hours only; changes to frequency (e.g. 1x3 hours to 2X1.5 hours) not required]:**

Credit Hours	
Lecture	Lab
Tutorial	Other

**OTHER CHANGES (if applicable)**

Cross-listings	
Prerequisites for Calendar and Banner	
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	<input type="checkbox"/> Equivalency*
Recommended Prerequisites	
Course Restrictions	
Course Type	<input type="checkbox"/> Core <input type="checkbox"/> Elective <input type="checkbox"/> Core or Elective
Grading scheme	<input type="checkbox"/> N (normal alpha grade) <input type="checkbox"/> P (pass/fail)

\***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

**CHANGES TO COURSE INSTRUCTIONAL METHOD (if applicable):**

CLS (In Class Delivery)		HYB (In Class and Online Delivery)	
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)		WEB (Fully Online – Asynchronous)	
Not Applicable			

**CHANGES TO TEACHING AND ASSESSMENT METHODS (if applicable)**

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**CHANGES TO LEARNING OUTCOMES** (if applicable; for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at [teachingandlearning@ontariotechu.ca](mailto:teachingandlearning@ontariotechu.ca).)

--

**DOES THIS COURSE CONTAIN ANY EXPERIENTIAL LEARNING COMPONENTS?**

**If yes:**

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

**CONSULTATION (Curriculog contact to complete an Impact Report)**

Consultation with Sociology program committee, UCC and Academic Advising. Updating Social Science courses to be included in the new Sociology major.

**DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?**

Yes       No

**WE HAVE CONSULTED WITH ALL IMPACTED AREAS?**  Yes       NA

**Please describe:**

--

**ARE THERE ANY CONSIDERATIONS FOR THE PRINCIPLES OF EQUITY, DIVERSITY, INCLUSION, OR DECOLONIZATION INCLUDED WITH THIS COURSE CHANGE?**  Yes       No      Please explain:

--

**DOES THIS COURSE 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

**Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):**

## Appendix D – Faculty Information

### Faculty members by home unit, rank, and supervisory privileges

Name and Faculty Status/Rank <i>(Tenure/tenure track, teaching focused, continuing sessional, special appointment, emeritus, etc.)</i>	Terminal Degree	Home Faculty/Unit	Areas of Expertise	Role in New Program <i>(Note if faculty will be teaching and/or supervising in the program)</i>	Total Undergraduate Teaching (including New Program) <i>(Indicate in bold type if the faculty member is a course developer for the new program)</i>
<a href="#">Shahid Alvi - Professor</a>	PhD Sociology	Faculty of Social Science and Humanities	Digital victimization and netnography, social exclusion, online incivility, violence against women, left realism, youth crime, political economy, technology and education	Teaching	Full teaching load
<a href="#">Steven Downing - Associate Professor</a>	PhD Criminology	Faculty of Social Science and Humanities	Qualitative Methods/Ethnography, Deviance, Game Studies	Teaching	Full teaching load
<a href="#">Tyler Frederick - Associate Professor</a>	PhD Sociology	Faculty of Social Science and Humanities	Sociology, Criminology, Housing and Homelessness, Youth, Gender	Teaching	2 courses per year

<a href="#">Gary Genosko - Professor</a>	PhD Social and Political Thought	Faculty of Social Science and Humanities	Contemporary Social Theory, Cultural Sociology, food and society, Surveillance studies	Teaching	2 courses per year
<a href="#">Jordan Harel - Associate Teaching Professor</a>	PhD Sociology	Faculty of Social Science and Humanities	Deviance, Crime, Social Control, Sociology of work occupations and professions	Teaching	Full teaching load plus potential overload
<a href="#">Steven Hayle - Associate Teaching Professor</a>	PhD Sociology	Faculty of Social Science and Humanities	International Criminal Justice, Comparative Drug Policy Analysis, Sociological Theory, Socio-legal Theory	Teaching	Full teaching load
<a href="#">Zenja Kish - Assistant Professor</a>	PhD - Social and Cultural Analysis	Faculty of Social Science and Humanities	Digital/social media, globalization & global media, climate/environment/sustainability, development, food & agriculture systems, Anthropocene, neoliberalism, critical finance studies/economic sociology, consumer culture, war and culture, social movements, imperialism & postcolonialism, American studies	Teaching	Full teaching load

<a href="#"><u>Timothy MacNeill - Senior Teaching Professor</u></a>	PhD Sociology	Faculty of Social Science and Humanities	Sociology, Inequity, Environment, Development	Teaching	Full teaching load
<a href="#"><u>Tanner Mirrlees - Associate Professor</u></a>	PhD Communication and Culture	Faculty of Social Science and Humanities	Sociology of Media, Sociology of Technology, Political Sociology, Sociology of Capitalism, Sociology of Elites, Sociology of Art, Creativity, and Culture, Sociology of Education, Sociology of Activism, Sociology of Economy, Sociology of Environment, Sociology of Energy, Sociology of Empire / Imperialism, Global Sociology	Teaching	Full teaching load
<a href="#"><u>Christopher O'Connor - Associate Professor</u></a>	PhD Sociology	Faculty of Social Science and Humanities	Policing; Youth & Society; Urban Sociology, Cities & Communities; Emerging and Disruptive Technology Use & Perceptions	Teaching	2 courses per year
<a href="#"><u>Barbara Perry - Professor</u></a>	PhD Sociology	Faculty of Social Science and Humanities	Hate Crime, Extremism, Social Justice	Teaching	1-2 courses per year



<a href="#">Kanika Samuels-Wortley - Associate Professor</a>	PhD Sociology	Faculty of Social Science and Humanities	Race, Racism, Inequality, Criminal Justice System	Teaching	Full teaching load
<a href="#">Hannah Scott - Professor</a>	PhD Sociology	Faculty of Social Science and Humanities	Vulnerable populations, deviance, statistics, methods, evaluation, gendered victimization experience, workplace violence, homicide	Teaching	Full teaching load
<a href="#">Vivian Stamatopolous - Associate Teaching Professor</a>	PhD Sociology	Faculty of Social Science and Humanities	Caregiving/young carers, Long-term care, Aging and the Elderly	Teaching	Full teaching load
<a href="#">James Walsh - Associate Professor</a>	PhD Sociology	Faculty of Social Science and Humanities	Moral Panic Media (traditional and Digital), Terrorism Security/Surveillance, Social Theory, Political Sociology, Globalization and Transnationalism	Teaching	Full teaching load
<a href="#">Arshia Zaidi - Associate Professor</a>	PhD Sociology	Faculty of Social Science and Humanities	Gender, Sexuality, Race, Ethnicity, Immigration, Hate Crime, IPV, Methodology, Statistics	Teaching	Full teaching load

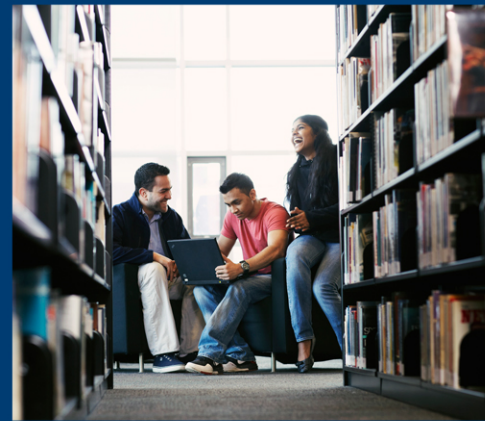
<a href="#">Dr. Shanti Fernando - Associate Professor</a>	PhD - Political Science	Faculty of Social Science and Humanities	Anti-racism and social inclusion, social effects of migration and immigration, community development, sociology of the labour market, sociology of adult education, anti-poverty and social service policies	Teaching	Full teaching load
<a href="#">Dr. Scott Aquanno - Assistant Professor</a>	PhD - Political Science	Faculty of Social Science and Humanities	Political Science, Economic History, Economic Sociology	Teaching	Full teaching load

**Undergraduate Thesis supervisory records by faculty member** (if applicable to the program) - N/A

# New Program Assessment: Bachelor of Arts (Honours), Sociology

Library Statement of Support Provided to Ontario Tech University

Prepared by: Chelsie Lalonde, Faculty of Social Science and Humanities Liaison Librarian, March 2024



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## Summary

Ontario Tech University Library's holdings in sociology are strong. Coverage is offered throughout various disciplines and subject areas of our library collections.

The proposed Bachelor of Arts, Sociology focuses on topics of gender identity, race and class and their impacts of society. The program includes specializations of Applied Sociology and Society and Values and Technology. Applied Sociology and Society focuses on the connections between society, technology, and human values, while Applied Sociology has a focus on theory and practical skills to analyze and address social issues.

This program will draw from existing collections and programs supporting communications, media studies, criminology, legal studies, political science, Indigenous studies, and psychology.

The Library's research holdings, as well as archives and special collections total more than 98,368 print volumes and 167,892 journal subscriptions. In addition, our holdings include more than 1,372,411 e-books, and primary source materials. Collection strengths support the research and instructional programs at Ontario Tech.

Opportunities exist to incorporate information literacy directly into the Bachelor of Arts, Sociology. Student feedback from information literacy sessions overwhelmingly shows that students find the skills to be useful and that information literacy instruction should ideally be incorporated into first year classes. The following courses have been identified for delivering information literacy instruction:

- SSCI 1910U: Writing for the Social Sciences
- SSCI 2900U: Research Methods

## Resource Requirements

The introduction of new programs and the subsequent increase in enrollment will impact database subscription costs as pricing is linked to enrollment tiers.

## 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 98,368 print books. Additionally, our collections include extensive online resources such as e-books and online databases that are selected to meet curricular needs. Students and faculty are supported 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 Bachelor of Arts, Sociology program will be supported by existing collection resources from programs within the Faculty of Social Science and Humanities, including communications and media studies, criminology, legal studies, political science, Indigenous studies, and psychology. This program also benefits from resources supporting business programs that cover topics in leadership and entrepreneurship.

The Library's collections budget for 2022-2023 totaled \$1,812,147. Approximately 95% of this budget is directed to online resources, while the remainder is allocated to acquisition of other formats, including journals, print books, multimedia and other specialized material.

Suggestions for are welcome and faculty and students are encouraged to contact their subject specialist. All recommended purchases are evaluated according to the Collection Development Policy and with consideration to budget constraints.

## Consortial Licensing

By virtue of our membership in two key consortia, the Ontario Tech community benefits from the increased bargaining power of a collective through which we subscribe to a wide array of scholarly content. Canadian Research Knowledge Network (CRKN) members represent 81 institutions across Canada that include world-class academic libraries and research institutions, two national libraries, and Canada's largest public library system.

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

Our journal holdings in disciplines related to Sociology are strong. We provide access, through subscription, to most of the relevant journals with the highest impact factors, according to Clarivate's Journal Citation Reports (JCR) database 2022.

JCR Subject Category	Ontario Tech Access	Select Titles
Sociology	25/25	<ul style="list-style-type: none"> <li>• American Sociological Review</li> <li>• American Journal of Sociology</li> <li>• Sociological Methods &amp; Research</li> <li>• Information Communication &amp; Society</li> <li>• Social Networks</li> <li>• Ethnic and Racial Studies</li> <li>• Gender &amp; Society</li> <li>• Social Problems</li> <li>• Society &amp; Natural Resources</li> </ul>

### Books & E-Books

As noted, we provide access to over 98,368 print books and over 1,372,411 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.

Through the library’s Omni Search, students and faculty have access to books from the Ontario Tech Library and other Omni member university libraries. Articles and books that are not available through Omni Libraries, can be requested through our interlibrary loan service.

The following table highlights Library holdings by subject heading for print books and e-books that encompass the Library’s sociology collection.

Subject	# Print Books	# E-Books
Sociology	1,213	38,974
Information technology – social aspects	319	18,036
Internet – social aspects	463	10,290
Technology - ethics	369	12,466
Families	1,374	9,084
Gender	444	8,554
Privacy	438	5,339
Digital media – social aspects	243	5,211
Technology – social aspects	244	451
Technology – sociological aspects	116	2,427

Subject	# Print Books	# E-Books
Social theory	224	1,952
Social policy	218	7,351
Equality	207	4,504
Intercultural communication	135	1,072
World politics	117	3,406
Sexuality	111	1,470
Social movements	80	1,800
Organizational sociology	25	749
Artificial intelligence – social aspects	28	54
Data privacy	8	256

### Search Tools

The Library subscribes to many research databases and indexes that provide access to the literature in sociology. 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.

Databases: Sociology Focus	Relevant Databases: Related Disciplines	
<ul style="list-style-type: none"> <li>• ProQuest Sociology</li> <li>• Academic Search Premier</li> <li>• Web of Science</li> <li>• Scholars Portal Journals</li> <li>• Project Muse</li> </ul>	<p><b>Communications and Media Studies:</b></p> <ul style="list-style-type: none"> <li>• Communication &amp; Mass Media Complete</li> </ul> <p><b>Criminology:</b></p> <ul style="list-style-type: none"> <li>• Criminal Justice Abstracts &amp; Full Text</li> <li>• Criminal Justice Periodicals</li> <li>• Violence and Abuse Abstracts</li> </ul> <p><b>Technology and Computer Science:</b></p> <ul style="list-style-type: none"> <li>• ACM Digital Library</li> <li>• Computers &amp; Applied Sciences Complete</li> </ul>	<p><b>Political Science:</b></p> <ul style="list-style-type: none"> <li>• Conference Board of Canada</li> <li>• Canada Commons</li> </ul> <p><b>Psychology:</b></p> <ul style="list-style-type: none"> <li>• PsycArticles</li> <li>• PsycInfo</li> </ul> <p><b>Indigenous Studies:</b></p> <ul style="list-style-type: none"> <li>• Bibliography of Indigenous Peoples of North America</li> <li>• Informit Indigenous Collection</li> </ul> <p><b>Legal Studies:</b></p> <ul style="list-style-type: none"> <li>• Lexis Advance Quicklaw</li> </ul>



## Other Library Resources

### 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).
- **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.

### Multimedia Resources

The Library acquires streaming video resources that are relevant to subjects covered in the Bachelor of Arts, Sociology program. Multimedia resources are selected individually or as part of standing subscriptions.

Omni Search retrieves over 5,000 results for videos available through the library's streaming video subscriptions on the general topics of sociology, social aspects, and social issues. This is a sampling of some of our video collection supporting sociology and additional topics in sociology are covered through our streaming videos collections. The following video collections are particularly relevant to the curriculum in Sociology.

#### *Relevant Streaming Video Collections*

Streaming Video Collection	Relevant Titles
Kanopy Streaming Videos	Coverage and playlists include: Gender Studies; Human Rights; Jewish Studies; Race & Class Studies; LGBTQ+; Religion & Philosophy; Civil Rights; Crime; Racism; Social Justice; Community; Social Work; Poverty; Identity; Globalization; Activism; Food Studies; Urban Studies; Disability Studies  Sociology: 1,427 titles Gender Studies: 832 titles Race and Class Studies: 1,158 titles Indigenous Studies: 686 titles

Streaming Video Collection	Relevant Titles
CBC Curio	Culture and Society: more than 500 titles Law: 493 titles Media and Communications: 151 titles Technology: 252 titles
National Film Board of Canada	Subject coverage includes: Children and Youth; Families; Indigenous Peoples; Law and Crime; Media and Communication; People with Disabilities; Politics and Government; Religion, Beliefs and Ethics; Sexuality and Reproduction; Social Issues; Technology

## Library Services

A range of library services support teaching, learning and research at the University. Students and faculty in the Bachelor of Arts, Sociology would have 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 2022-2023 academic year, library staff answered 8,704 research questions from the Ontario Tech community.

Librarians provide 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 the 2022-2023 academic year, Librarians participated in 144 research consultations.

### Open Access & Research Data Management

We provide 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, eScholar (<https://ir.library.ontariotechu.ca>).

We also provide direct support to Faculties through dedicated subject specialist/liaison librarians and online guidance with the Library's Open Access Guide (<http://guides.library.ontariotechu.ca/openaccess>). The Library has a Research Data Management guide (<http://guides.library.ontariotechu.ca/rdm>) to support faculty and students in creating data management plans and sharing research data.

During the 2022-2023 academic year, these guides were viewed 1,369 times.

## Teaching & Learning Support

As partners in teaching and learning at Ontario Tech, we provide 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 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. Library information literacy modules are available in the Canvas Learning Management System and can be adapted and added direct into courses, or instructors can opt for asynchronous recordings.

In the 2022-2023 academic year, 433 students in the Faculty of Social Science and Humanities received instructional support from a Librarian. Information literacy instruction is frequently integrated into SSCI 1910U: Writing for the Social Sciences. Opportunities exist to incorporate information literacy instruction into SSCI 2900U: Research Methods.

Ideally, Information Literacy instruction is scaffolded across the required curriculum, enabling students to build increasingly sophisticated research skills throughout their program of study. Student feedback from information literacy sessions indicates that 78% of students felt more confident using the library after receiving library instruction, 84% if students felt that they learned something new, and that students often wish they would have received this training earlier in their program. Some comments include:

- “Definitely could have used this tutorial in prior classes for research”
- “I wish I had known about this stuff in first year”
- “I wish this was mandatory for all first year students”

## *Co-curricular Workshops*

In addition to Information Literacy instruction that is integrated into the curriculum, the library offers several co-curricular workshops that help develop student and faculty skills. Some examples of workshops offered to Ontario Tech students in the past include:

- Library 101: Introduction to the Library
- 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 Sociology program include:

## Library Statement for BA Sociology, Program Proposal

- Communications and Digital Media Studies guide: <https://guides.library.ontariotechu.ca/communications>
- Criminology guide: <https://guides.library.ontariotechu.ca/criminology>
- Indigenous Resources guide: <https://guides.library.ontariotechu.ca/indigenoustudies>
- Political Science guide: <https://guides.library.ontariotechu.ca/politicalscience>
- Psychology guide: <https://guides.library.ontariotechu.ca/psychology>
- Citation guide: <https://guides.library.ontariotechu.ca/citation>

During the 2022-2023 academic year, these guides were viewed a combined 10,660 times.

### Copyright & Academic Integrity

The Library provides copyright guidance for faculty and students. Library staff advise on license terms and the integration of content into the Learning Management System (LMS). We also help faculty find, evaluate and integrate Open Educational Resources into their courses.

Our 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 materials on course reserve in the library or make course materials available online through our electronic course reserves system. Online course reserves can include the library's print holdings, as well as digitized chapters, and links to journals, e-book chapters, videos and more. We provide equitable access to resources, and our online reserves are subject to copyright compliance and licensing restrictions.

### Library Staffing

The anticipated intake for students in the Sociology program for years 1-6 is as follows:

Year of Operation	Total Enrollment
2025-2026	25
2026-2027	54
2027-2028	85
2028-2029	121
2029-2030	143
2030-2031	160

We anticipate that there will be additional staffing requirements associated with growth in graduate and undergraduate degree 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 Bachelor of Arts, Sociology. 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.



Faculty of Social Science &amp; Humanities

SOCI1000: Introductory Sociology  
Course outline for Fall 2023

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

Term	Section	Course Type	Day	Time
W	001	Lecture	Thursday	9:00 (Schedule says 8:10 but we actually start late)

Location	CRN #	Classes Start	Classes End	Final Exam
Regent Theatre	41626	Jan 11	Apr 4	By Dec 19

\* 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	N/A	N/A	timothy.macneill@uoit.ca
Office Hours: By appointment			

Laboratory/Teaching Assistant Name	Email
TBA	
Office Hours: By Appointment	

**3. Course Description**

Foundational topics in sociological research and theory will be discussed. These include socialization, culture, inequality, the economy, the environment, gender, race, sexuality, and globalization. The course will also emphasize sociological theory and research, which will be practiced via a short research paper.

**4. Learning Outcomes**

On the successful completion of the course, students will be able to:  
 Understand and explain the key concepts and debates in sociology. Critically reflect on the biggest problems of our world using an evidence/science based method.  
 Create a sociological research paper.

## 5. Course Design

Students will attend in-person lectures at scheduled times. Attendance points will be given out at these lectures.

There will also be a midterm, final exam, and research paper

Students are responsible for doing the readings each week

## 6. Lecture Outline, Discussion Dates, and Readings:

For each class/lecture, there is usually a reading and associated discussion group assignment with a firm due date. All of this is listed in the chart on the following page. Readings are listed for both the 3<sup>rd</sup> and 4<sup>th</sup> editions of the textbook, so you can use either of those. Details on the assignments and tests are discussed in **section 8 and section 9** of this syllabus.

<b>Discussion Post Due Date:</b>	<b><u>CLASS TOPICS</u></b>	<b><u>READINGS</u></b>
<b>Jan 11</b>	Intro The Social Brain	No Reading No Reading
<b>Jan 18</b>	What is Sociology	Chapter 1
<b>Jan 25</b>	Culture and Socialization	<b>Chpt 2 (4<sup>th</sup> edition)</b> Chpt 2 (32-45 3 <sup>rd</sup> edition) Chpt 3 (58-70 3 <sup>rd</sup> edition)
<b>Feb 1</b>	Inequalities of Class, Gender, Ethnicity	<b>Chpt 6 (4<sup>th</sup> edition)</b> Chpt 6 (126-130 3 <sup>rd</sup> ed.) Chpt 7 (133-146 3 <sup>rd</sup> ed.) Chpt 8 (158-164 3 <sup>rd</sup> ed.)
<b>Feb 8</b>	<b>Mid-Term (25%) Due by 11:59pm; ONLINE (Canvas)</b>	<b>No Reading or Discussion</b>
<b>Feb 15</b>	Mass Media and Communication	Chpt 16 (4 <sup>th</sup> edition) Chpt 17 (3 <sup>rd</sup> edition)
Feb 22	FALL STUDY WEEK – No assignment	
<b>Feb 29</b>	Deviance and Counterculture	Chapter 5
<b>Mar 7</b>	Families, Love, Relationships <b>Research PAPER DUE!! (30%) SUBMIT ONLINE (Canvas)</b>	Chapter 9
<b>Mar 14</b>	Religion	Chapter 12 (4 <sup>th</sup> Edition) Or Chapter 13 (3 <sup>rd</sup> Edition)
<b>Mar 21</b>	Politics and Social Movements	Chapter 13 (4 <sup>th</sup> edition) Or Chapter 14 (3 <sup>rd</sup> edition)
<b>Mar 28</b>	Population, Urbanization, Environment	(Chapter 15 (4 <sup>th</sup> edition) Or Chapter 16 (3 <sup>rd</sup> edition)
<b>April 4</b>	Globalization and Social Change	Chapter 14 (4 <sup>th</sup> edition) Or Chapter 15 (3 <sup>rd</sup> edition)
<b>FINAL EXAM (Due by Dec 19, 11:59pm); 35%; non-cumulative</b>		

## 7. Required Texts/Readings



Tepperman & Curtis. (2013). *Principles in Sociology, 4th Edition*. Toronto: Oxford University Press.

[https://www.amazon.ca/Principles-Sociology-Perspectives-Lorne-Tepperman/dp/0199023735/ref=dp\\_ob\\_image\\_bk](https://www.amazon.ca/Principles-Sociology-Perspectives-Lorne-Tepperman/dp/0199023735/ref=dp_ob_image_bk)

- Note: you may use a 3<sup>rd</sup> Edition if you find a used one – some page numbers might change however.

## 8. Evaluation Method

Discussion (10%) –	Post 1 comment and 1 response for each topic. <b>Due by 11:59pm pm the due date for each week.</b> Late or missed discussions will get a 0 No extensions You may miss 1 topic, or gain 1 bonus point if all are completed.
Mid-term test (25%) –	Multiple choice; <b>Due by 11:59pm on the due date (above)</b> 50 minutes / 50 questions
Research Paper (30%) –	Instructions provided on Canvas “Files” section. <b>Due 11:59pm on the due date (above)</b>
Final test (35%) –	Multiple choice (not cumulative) <b>Due 11:59pm on the due date (above)</b> 50 minutes / 70 questions

## 9. Assignments and Tests

### Attendance

Students will receive one point for each lecture they attend in person.

### Mid Term Test (25%) and Final Test (35%):

The midterm test will be 50 multiple choice or T/F questions (worth ½ point each), online, and you will have 50 minutes to complete. This time restriction is meant to require you to study instead of just look up the answers in your notes. You likely will not be able to complete the exams on time if you have not studied the material. **You will be required to complete the midterm by 11:59pm on the dure date. Once started, you will have 50 minutes to complete. Be sure you begin so that you are able to complete the test before the deadline.**

The final test will cover only material since the mid-term and not before. It will consist of 70 multiple choice or T/F questions (worth ½ points each). To reward those who study, and

prevent cheating, students will have 50 minutes to complete the entire test. You will be required to complete the final exam by 11:59pm on the due date. Once started, you will have 50 minutes to complete. Be sure you begin so that you are able to complete the test before the deadline. This test window will be scheduled within the final exam period for the term.

**Research Paper (30%):**

Will be handed in electronically via Canvas. This will automatically be shared with Turnitin. See “Paper Instructions” document for details. Due on the due date by 11:59pm.

**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).

**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. 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](#).



Ontario Tech University acknowledges the lands and people of the Mississaugas of Scugog Island First Nation. We are thankful to be welcomed on these lands in friendship. The lands we are situated on are covered under the Williams Treaties and the traditional territory of the Mississaugas, a branch of the greater Anishinaabeg Nation, including Algonquin, Ojibway, Odawa and Pottawatomi. These lands remain home to a number of Indigenous nations and people.

We acknowledge this land out of respect for the Indigenous nations who have cared for Turtle Island, also called North America, from before the arrival of settler peoples until this day. Most importantly, we remember the history of these lands has been tainted by poor treatment and a lack of friendship with the First Nations who call them home.

This history is something we are all affected by as we are all treaty people in Canada. We all have a shared history to reflect on, and each of us is affected by this history in different ways. Our past defines our present, but if we move forward as friends and allies, then it does not have to define our future.

**FACULTY OF SOCIAL SCIENCE AND HUMANITIES**  
**SSCI 1910: Writing for Social Science and Humanities Course outline for**  
**Fall 2023**

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

Term	Course Type	Day	Time
F	Lecture	<b>Tuesday</b>	11:10 am – 2:00 pm

Location	CRN #	Classes Start	Classes End	Final Exam Period
<b>DTB 205</b>	41248	September 5, 2023	November 28, 2023	No Final Exam

\* Visit <https://ontariotechu.ca/current-students/academics/important-dates-and-deadlines.php> for other dates

## 2. Instructor Contact Information

Instructor Name	Office	Email
Dr. Pariss Garramone	DTB 328	<a href="mailto:Pariss.Garramone@Ontariotechu.ca">Pariss.Garramone@Ontariotechu.ca</a>

Laboratory/Teaching Assistant Name	Email
Emily Cauduro	<a href="mailto:Emily.Cauduro@Ontariotechu.net">Emily.Cauduro@Ontariotechu.net</a>
Teresa Goff	<a href="mailto:Teresa.Goff@ontariotechu.net">Teresa.Goff@ontariotechu.net</a>

## 3. Course Description

This course is intended to help students develop and/or enhance writing skills that will increase their likelihood of success within the social sciences. Students will learn how to research academic papers, how to critically assess and use resources, and how to write different styles of papers. Throughout, emphasis will be on improving writing through such mechanisms as outlining, drafting, and critically assessing their work.

### Purpose and Course Objectives

Writing for Social Sciences develops critical reading and thinking skills that enable students to interpret, analyze, synthesize and evaluate academic and non-academic readings. In particular, this course follows Dunn and Smith's (2008) suggestion that writing is critical thinking. Through writing, we will develop new ways of seeing, knowing, and doing. By engaging with writing as a "rhetorical problem" (Flower and Hayes, 1980), the course demands that students pose and solve self-directed questions, judge, and evaluate best approaches, and analyze what information they need to gain in order to complete a writing task.

This course develops university-level writing and communication ability. The course aims to develop general written communication skills that are transferable. Students will develop the capacity to critique and improve their writing. Readings and class discussions will increase understanding of how to write effectively. In-class writing exercises will be used to practice the principles and ideas discussed. Providing feedback on the writing of peers will increase students' capacity to reflect on and improve their own writing. Students will be guided, step-by-step, through the multi-staged process of completing a large writing assignment. Feedback will be provided in the beginning stages of the project so that drafts of the writing assignments can be improved. This course will prepare students for advanced writing assignments in upper-year University courses and contribute to overall progress towards the advanced level of literacy expected of an educated citizen. At the end of the course, students will be able to develop a written argument on a controversial issue in social science.

## 4. Learning Outcomes

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

1. Approach writing as critical thinking and problem-solving
2. Cite sources appropriately and understand the importance of references
3. Distinguish and effectively use different types of academic and non-academic literature to support an argument
4. Demonstrate proficiency and professionalism as a writer in a variety of formats, including print, digital, and spoken media
5. Identify analytical, argumentative, and rhetorical skills: their functions and features, as well as their importance to effective writing and critical reading
6. Revise, edit, and proofread your own written work and that of others
7. Identify and appreciate the difference between conjecture and interpretation of data
8. Nurture the pleasure of writing as a craft

### Course Management

In this course, all of us (instructor and students) are teachers and learners, and to be involved in the class discussions requires an active engagement with course readings, discussions, and ongoing assignments. The readings and writing assignments are to provide a focus for discussions and act as a guide for respectful mutual learning through our dialogue. Completion of the readings is essential so that students can engage fully in class discussions, engage with the in-class writing tasks, and develop a critical and creative approach to writing for the social sciences. Attendance for the synchronous writing workshop is highly recommended for this course.

### Organization of the Course

The course is designed as a combined lecture and tutorial that requires each student to be actively involved in discussions. The class will start with a 1.5 hour lecture followed by a ~1.5 hour tutorial session (this tutorial is the Writing Workshop where we will be working on your weekly writing assignments, discussing the readings, and sharing writing drafts for the second half of the class)

Course Structure (half lecture / half tutorial):

- Weekly lecture (1.5 hours)
- Weekly writing tutorial/workshop (1.5 hours – the second half of our class will be the writing tutorial / workshop time with TAs and Professor)

Homework **per week** (minimum time):

- 2 hours reading and making notes
- 3 hours attending the class and the tutorial
- 1-2 hours working on The Blog Project outside of weekly lecture and tutorial

## 5. Outline of Topics in the Course

**Start Here (September 5-11)**

To Do Before Class	Lecture Topic	Writing Workshop Assignment	To Do After Class
None	<p><b>Being a Writer: Introduction to the course “Start Here”</b></p> <p>This is an Orientation to the course and we will discuss the syllabus. I will also begin with an overview of course textbook: Graff and Birkenstein (2021) Preface and Introduction “Entering the Conversation” (xiv-18).</p>	<p>Class Introductions and work through <b>Start Here</b> on our Canvas page. Work in small groups Make notes as a group on the TED Talk</p>	<p>Make sure that you have the following:                      *Textbook                      *new version of software                      *readings from our readings page                      *copy of the syllabus</p>

**Module 1 (September 12-18)**

To Do Before Class	Lecture Topic	Writing Workshop Assignment	To Do After Class
<p><b>Reading for lecture: THE COURSE SYLLABUS!</b> Get your copy of <b>Graff and Birkenstein</b> (2021) and begin the readings: Preface and Introduction “Entering the Conversation” (xiv-18) Chapter 12 – “Entering Class Discussions” (172-176) Chapter 18 – “Writing in the Social Sciences” (224-242).  <b>Articles:</b>                      Konnikova (2014)</p>	<p><b>Being a Writer: Academic Writing in the Social Sciences</b></p> <p><b>Module 1 Readings:</b>                      Graff and Birkenstein: Preface and Introduction “Entering the Conversation” (xiv-18)                      Chapter 12 – “Entering Class Discussions” (172-176)                      Chapter 18 – “Writing in the Social Sciences” (269-288)</p> <p><b>Articles:</b>                      Konnikova, M. (2014, June 2). What’s lost as handwriting fades. <i>The New York Times</i>. Retrieved from <a href="https://www.nytimes.com/2014/06/03/science/whats-lost-as-handwriting-fades.html">https://www.nytimes.com/2014/06/03/science/whats-lost-as-handwriting-fades.html</a>  <a href="#">Link through the UOIT Library</a> (login)</p>	<p>Work in small groups on Weekly Writing Assignment: APA, Academic Integrity, and complete the readings from the textbook</p>	<p><b>To Complete Module 1:</b></p> <ol style="list-style-type: none"> <li>1. Make sure that you have submitted the <b>Module #1 Weekly Writing Assignment</b> on Canvas,</li> <li>2. Completed the readings and developed good reading notes on the chapters and the lectures for the pop quiz,</li> <li>3. Review our discussion of <b>The Blog Project</b> and download a copy of the assignment.</li> </ol>

**Module 2 (September 19-25)**

To Do Before Class	Lecture Topic	Writing Workshop Assignment	To Do After Class
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<p><b>Weekly Writing Assignments:</b> Make sure that you have submitted the <b>Module #1 Weekly Writing Assignment</b> on Canvas</p> <p><b>Textbook Readings:</b> Graff and Birkenstein: Chapter 1 – “Starting with What Others Are Saying” (19-31)</p> <p>Chapter 2 – “The Art of Summarizing” (32-46)</p> <p>Chapter 3 – “The Art of Quoting” (47-56) &amp;</p> <p>Chapter 4 – “Yes/No/Okay, But’: Three Ways to Respond” (57-71)</p> <p><b>The Blog Project Reading:</b> Choose one of the articles: All articles listed in the next column (see Canvas, as well for library links)</p>	<p><b>Academic Conversations and Core Concepts</b></p> <p><b>Module 2 Readings:</b> Graff and Birkenstein:</p> <p>Chapter 1 – “Starting with What Others Are Saying” (19-31)</p> <p>Chapter 2 – “The Art of Summarizing” (32-46)</p> <p>Chapter 3 – “The Art of Quoting” (47-56) &amp;</p> <p>Chapter 4 – “Yes/No/Okay, But’: Three Ways to Respond” (57-71)</p> <p><b>Articles:</b> <b>Choose one of the following (this is the article you will work on for The Blog Project):</b></p> <p>Roessingh, H. (2023, July 11). Cursive handwriting is back in Ontario schools. Its success depends on at least 5 things. <i>The Conversation</i>. <a href="https://theconversation.com/cursive-handwriting-is-back-in-ontario-schools-its-success-depends-on-at-least-5-things-209078">https://theconversation.com/cursive-handwriting-is-back-in-ontario-schools-its-success-depends-on-at-least-5-things-209078</a></p> <p>Mar, R. A., (2022, May 9). Reading to improve language skills? Focus on fiction rather than non-fiction. <i>The Conversation</i>. <a href="https://theconversation.com/reading-to-improve-language-skills-focus-on-fiction-rather-than-non-fiction-179552">https://theconversation.com/reading-to-improve-language-skills-focus-on-fiction-rather-than-non-fiction-179552</a></p> <p>Elkins, M., Fry, J., and Farrell, L. (2023, April 11). Why reading books is good for society, wellbeing and your career. <i>The Conversation</i>. <a href="https://theconversation.com/why-reading-books-is-good-for-society-wellbeing-and-your-career-200447">https://theconversation.com/why-reading-books-is-good-for-society-wellbeing-and-your-career-200447</a></p>	<p>Work in small groups on Weekly Writing Assignment</p>	<p><b>To Complete Module 2:</b></p> <ol style="list-style-type: none"> <li>1. Complete the <b>Weekly Writing Assignment</b> and submit to Canvas</li> <li>2. Complete the textbook readings and make notes for the pop quiz,</li> <li>3. Complete the readings for <b>The Blog Project</b> and make notes,</li> <li>4. Review our discussion of the <b>Blog Proposal Assignment</b> and develop a rough <b>draft proposal</b> that you will submit next class.</li> </ol>
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**Module 3 (September 26 - October 2)**

To Do Before Class	Lecture Topic	Writing Workshop Assignment	To Do After Class
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<p><b>Weekly Writing Assignments:</b> Make sure that you have submitted the <b>Module #2 Writing Assignment</b> found on Canvas</p> <p><b>Readings:</b> 1. Graff and Birkenstein: Chapter 7 – “Saying Why It Matters” (96-106) Chapter 14 “What’s Motivating this Writer?” (187-202) 2. Articles: All articles listed in the next column (see Canvas, as well for library links)</p> <p><b>The Blog Project: Submit your Draft Blog Proposal and bring a hard copy to class for peer review.</b></p>	<p><b>Entering Academic Conversations</b></p> <p><b>Draft Blog Proposal Due and hard copy needed for class</b></p> <p><b>Module 3 Readings:</b> Graff and Birkenstein: Chapter 7 – “Saying Why It Matters” (96-106) Chapter 14 “What’s Motivating this Writer?” (187-202) <b>Articles:</b> Konnikova, M. (2014, June 2). What’s lost as handwriting fades. <i>The New York Times</i>. Retrieved from <a href="https://www.nytimes.com/2014/06/03/science/whats-lost-as-handwriting-fades.html">https://www.nytimes.com/2014/06/03/science/whats-lost-as-handwriting-fades.html</a> <a href="#">Link through the UOIT Library</a> (you will need to log in)</p> <p>Plus: Roessingh, H. (2023, July 11). Cursive handwriting is back in Ontario schools. Its success depends on at least 5 things. <i>The Conversation</i>. <a href="https://theconversation.com/cursive-handwriting-is-back-in-ontario-schools-its-success-depends-on-at-least-5-things-209078">https://theconversation.com/cursive-handwriting-is-back-in-ontario-schools-its-success-depends-on-at-least-5-things-209078</a> Mar, R. A., (2022, May 9). Reading to improve language skills? Focus on fiction rather than non-fiction. <i>The Conversation</i>. <a href="https://theconversation.com/reading-to-improve-language-skills-focus-on-fiction-rather-than-non-fiction-179552">https://theconversation.com/reading-to-improve-language-skills-focus-on-fiction-rather-than-non-fiction-179552</a> Elkins, M., Fry, J., and Farrell, L. (2023, April 11). Why reading books is good for society, wellbeing and your career. <i>The Conversation</i>. <a href="https://theconversation.com/why-reading-books-is-good-for-society-wellbeing-and-your-career-200447">https://theconversation.com/why-reading-books-is-good-for-society-wellbeing-and-your-career-200447</a></p>	<p><b>Weekly Writing Assignment: Peer Review Due Sept 28</b> to help develop the <b>Final Blog Proposal</b>.</p>	<p><b>To Complete Module 3:</b></p> <ol style="list-style-type: none"> <li>1. Complete and submit the <b>Weekly Writing Assignment Peer Review Due Sept 28</b>,</li> <li>2. Complete the readings and notes for the pop quiz,</li> <li>3. Review your notes from attending the lecture for the pop quiz,</li> <li>4. Use the peer review feedback to revise your Blog Proposal and submit the final to Canvas.</li> </ol>
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**Module 4 (October 3-9)**

To Do Before Class	Lecture Topic	Writing Workshop Assignment	To Do After Class
<p><b>Weekly Writing Assignments:</b> Make sure that you have submitted the <b>Module #3 Writing Assignment</b></p>	<p><b>Understanding Rhetorical Situations</b></p> <p><b>Final Blog Proposal Due</b></p> <p><b>Module 4 Readings:</b> Chapter 13 – “Entering Online Conversations” (177-186)</p> <p><b>Articles:</b></p>	<p>Work in small groups on Weekly Writing Assignment</p>	<p><b>To Complete Module 4:</b></p> <ol style="list-style-type: none"> <li>1. Complete the <b>Weekly Writing Assignment</b>,</li> <li>2. Complete the reading from</li> </ol>

<p>found on Canvas.</p> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Graff and Birkenstein: Chapter 13 – “Entering Online Conversations” (177-186)</li> <li>2. Mueller and Oppenheimer (2014)</li> </ol> <p><b>The Blog Project: Submit your Final Blog Proposal.</b></p>	<p>Mueller, P. A. &amp; Oppenheimer, D. M. (2014). The pen is mightier than the keyboard: Advantages of longhand over laptop note-taking. <i>Psychological Science</i>, 25(6), 1159-1168. doi: 10.1177/0956797614524581</p>		<p>the textbook and make notes for the pop quiz,</p> <ol style="list-style-type: none"> <li>3. Review your notes from attending the lecture for the pop quiz,</li> <li>4. Review and download the <b>Annotated Bibliography Assignment</b> and begin research.</li> </ol>
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**Remember that Reading Week is October 9-15 – No Classes Module 5 (October 17-23)**

<b>To Do Before Class</b>	<b>Lecture Topic</b>	<b>Workshop Assignment</b>	<b>To Do After Class</b>
<p><b>Weekly Writing Assignments:</b> Make sure that you have submitted the <b>Assignment</b>.</p> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Graff and Birkenstein: Chapter 6 – “Skeptics May Object” (82-95)</li> <li>2. Trubek (2016)</li> </ol>	<p><b>Research and Information Literacy</b></p> <p><b>Readings</b> Graff and Birkenstein: Chapter 6 – “Skeptics May Object” (82-95)</p> <p>Articles: Trubek, A. (2016, August 20). Handwriting just doesn’t matter. <i>The New York Times</i>. Retrieved from <a href="https://www.nytimes.com/2016/08/21/opinion/handwriting-just-doesnt-matter.html">https://www.nytimes.com/2016/08/21/opinion/handwriting-just-doesnt-matter.html</a></p>	<p>Work in small groups on Weekly Writing Assignment</p>	<p><b>To Complete Module 5:</b></p> <ol style="list-style-type: none"> <li>1. Complete and submit the <b>Weekly Writing Assignment</b>,</li> <li>2. Complete the readings and notes for the pop quiz,</li> <li>3. Review your notes from attending the lecture for the pop quiz,</li> <li>4. Use the Weekly Writing Assignment to help you develop your draft Annotated bibliography due in Module</li> </ol>

**Module 6 (October 24-30)**

<b>To Do Before Class</b>	<b>Lecture Topic</b>	<b>Workshop Assignment</b>	<b>To Do After Class</b>
<p><b>Weekly Writing Assignments:</b> Make sure that you have submitted the <b>Assignment</b>.</p> <p><b>Readings:</b> Graff and Birkenstein: Chapter 5 – “Distinguishing What You Say from What They Say” (72-81)</p> <p><b>The Blog Project:</b> Five sources should be completed for the Annotated Bibliography</p>	<p><b>Working with Evidence</b></p> <p><b>Reading:</b> Graff and Birkenstein: Chapter 5 – “Distinguishing What You Say from What They Say” (72-81)</p>	<p>Work in small groups on Weekly Writing Assignment</p>	<p><b>To Complete Module 6:</b></p> <ol style="list-style-type: none"> <li>1. Complete and submit the <b>Weekly Writing Assignment</b>,</li> <li>2. Complete the readings and notes for the pop quiz,</li> <li>3. Review your notes from attending the lecture for the pop quiz,</li> <li>4. Use the Weekly Writing Assignment to help you develop your draft Annotated bibliography due in Module 7.</li> </ol>

**Module 7 (October 31 – November 6)**

<b>To Do Before Class</b>	<b>Lecture Topic</b>	<b>Workshop Assignment</b>	<b>To Do After Class</b>
<p><b>Weekly Writing Assignments:</b> Make sure that you have submitted the <b>Assignment</b>.</p> <p><b>Readings:</b> Graff and Birkenstein: Chapter 9 – “You Mean I Can Just Say It That Way” (123-137)</p>	<p><b>Finding Your Critical Voice</b></p> <p><b>Reading</b> Graff and Birkenstein: Chapter 9 – “You Mean I Can Just Say It That Way” (123-137)</p> <p><b>Draft Annotated Bibliography and hard copy needed for class</b></p>	<p>Work in small groups on Weekly Writing Assignment: <b>Peer Review Due Nov 2</b></p>	<p><b>To Complete Module 7:</b></p> <ol style="list-style-type: none"> <li>1. Complete and submit the <b>Weekly Writing Assignment: Peer Review Due Nov 2 by 11:59pm</b></li> <li>2. Complete the readings and notes for the pop quiz,</li> <li>3. Review your notes from attending the lecture for the pop quiz,</li> <li>4. Use the Peer Review comments to help you</li> </ol>

<p><b>The Blog Project:</b> Ten sources are required for the draft Annotated Bibliography, please submit on time.</p>			<p>develop your Final Annotated bibliography due in Module 8.</p>
<p><b>Module 8 (November 7-13)</b></p>			
<p><b>To Do Before Class</b></p>	<p><b>Lecture Topic</b></p>	<p><b>Workshop Assignment</b></p>	<p><b>To Do After Class</b></p>
<p><b>Weekly Writing Assignments:</b> Make sure that you have submitted the <b>Assignment</b>.</p> <p><b>Readings:</b> Graff and Birkenstein: Chapter 8 – “As a Result: Connecting the Parts” (107-122), Chapter 15 – “Research As Conversation” (203-231)</p> <p><b>The Blog Project:</b> Please submit the Final Annotated Bibliography to Canvas.</p>	<p><b>On the Power of Words</b> <b>Final Annotated Bibliography Due</b></p> <p><b>Reading</b> Graff and Birkenstein: Chapter 8 – “As a Result: Connecting the Parts” (107-122), Chapter 15 – “Research As Conversation” (203- 231)</p> <ul style="list-style-type: none"> <li>Fogarty, M. (2018, March 2). Top ten grammar myths [Blog post]. Retrieved from <a href="https://www.quickanddirtytips.com/education/grammar/top-ten-grammar-myths">https://www.quickanddirtytips.com/education/grammar/top-ten-grammar-myths</a></li> </ul> <p>Beason, L. (2001). Ethos and error: How business people react to errors. College Composition and Communication, 53(1), 33-64. doi: 10.2307/359061 (Link through the UOIT Library: DOI: 10.2307/359061 <a href="https://www.jstor-org.uproxy.library.dc-uoit.ca/stable/359061">https://www.jstor-org.uproxy.library.dc-uoit.ca/stable/359061</a> )</p>	<p>Work in small groups on Weekly Writing Assignment</p>	<p><b>To Complete Module 8:</b></p> <ol style="list-style-type: none"> <li>Complete and submit the <b>Weekly Writing Assignment</b>,</li> <li>Complete the readings and notes for the pop quiz,</li> <li>Review your notes from attending the lecture for the pop quiz,</li> <li>Download and review The Blog Post and Presentation Instructions.</li> </ol>

Module 9 (November 14-20)			
To Do Before Class	Lecture Topic	Workshop Assignment	To Do After Class
<p><b>Weekly Writing Assignments:</b> Make sure that you have submitted the <b>Assignment</b>.</p> <p><b>Readings:</b> Graff and Birkenstein: Graff and Birkenstein: Chapter 10 – “The Art of Metacommentary” (138-148).</p> <p><b>The Blog Project:</b> Begin developing your draft of the blog using your work from the Weekly Writing Assignments.</p>	<p><b>Responding to Evidence</b></p> <p><b>Reading</b> Graff and Birkenstein: Chapter 10 – “The Art of Metacommentary” (138-148).</p>	<p>Work in small groups on Weekly Writing Assignment</p>	<p><b>To Complete Module 9:</b></p> <ol style="list-style-type: none"> <li>1. Complete and submit the <b>Weekly Writing Assignment</b>,</li> <li>2. Complete the readings and notes for the pop quiz,</li> <li>3. Review your notes from attending the lecture for the pop quiz,</li> <li>4. Begin developing your claim and reasons for The Blog Post and Presentation.</li> </ol>
Module 10 (November 21-27)			
To Do Before Class	Lecture Topic	Weekly Workshop Assignment	To do After Class
<p><b>BLOG ASSIGNMENT:</b> <b>Submit your Draft Blog Post for Peer Review</b> (only the post not the presentation)</p> <p><b>Reading:</b> Graff and Birkenstein: Chapter 11 – “Revising</p>	<p><b>Strengthening Your Voice and Argument</b></p> <p><b>Draft <u>Blog Post</u> Due and hard copy needed for class</b></p> <p><b>Readings</b> Graff and Birkenstein: Chapter 11 – “Revising Substantially” (149-171)</p>	<p><b>Peer Review due Nov 23 by 11:59pm</b> Work in small groups on Weekly Writing Assignment</p>	<p><b>To Complete Module 10:</b></p> <ol style="list-style-type: none"> <li>1. Complete and submit the <b>Weekly Writing Assignment: Peer Review due Nov 23</b></li> <li>2. Use the Peer review comments to guide your development of the Presentation and the final blog post.</li> </ol>

Substantially" (149-171)			
<b>Module 11 (November 28)</b>			
<b>To Do Before Class</b>	<b>Lecture Topic</b>	<b>Weekly Workshop Assignment</b>	<b>To do After Class</b>
<b>BLOG ASSIGNMENT</b> : Prepare and submit: <b>Final Blog Post and Presentation</b>  <b>Self-evaluation</b>  <b>Bonus Assignments</b>	<b>Blog Presentations to Class</b>  Each student will present their Blog Presentation to the class.		<b>Post and Presentation DUE on Canvas November 28</b>  <b>Also due on November 28</b>  <b>Self-evaluation</b>  <b>Bonus Assignments</b>

## 6. Required Texts/Readings

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

### Textbook:

Graff, G. & Birkenstein, C. (2021). *They Say / I Say: The Moves That Matter in Academic Writing*. 5<sup>th</sup> Ed. Norton.

APA Style Guide:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)  
<https://apastyle.apa.org/>

### Required Readings (on Canvas):

Beason, L. (2001). Ethos and error: How businesspeople react to errors. *College Composition and Communication*, 53(1), 33-64. doi: 10.2307/359061

Elkins, M., Fry, J., and Farrell, L. (2023, April 11). Why reading books is good for society, wellbeing and your career. *The Conversation*. <https://theconversation.com/why-reading-books-is-good-for-society-wellbeing-and-your-career-200447>

Fogarty, M. (2018, March 2). Top ten grammar myths [Blog post]. Retrieved from <https://www.quickanddirtytips.com/education/grammar/top-ten-grammar-myths>

Konnikova, M. (2014, June 2). What's lost as handwriting fades. *The New York Times*. Retrieved from <https://www.nytimes.com/2014/06/03/science/whats-lost-as-handwriting-fades.html>

Mar, R. A., (2022, May 9). Reading to improve language skills? Focus on fiction rather than non-fiction. *The Conversation*. <https://theconversation.com/reading-to-improve-language-skills-focus-on-fiction-rather-than-non-fiction-179552>

Mueller, P. A. & Oppenheimer, D. M. (2014). The pen is mightier than the keyboard: Advantages of longhand over laptop note-taking. *Psychological Science*, 25(6), 1159- 1168. doi: 10.1177/0956797614524581

Roessingh, H. (2023, July 11). Cursive handwriting is back in Ontario schools. Its success depends on at least 5 things. *The Conversation*. <https://theconversation.com/cursive-handwriting-is-back-in-ontario-schools-its-success-depends-on-at-least-5-things-209078>

Trubek, A. (2016, August 20). Handwriting just doesn't matter. *The New York Times*. Retrieved from <https://www.nytimes.com/2016/08/21/opinion/handwriting-just-doesnt-matter.html>

Wolf, M. (2023, February 20). "Success in Circuit lies": How do we cultivate deep reading processes in a digital age? *Australian Broadcasting Corporation (ABC)*. <https://www.abc.net.au/religion/maryanne-wolf-cultivating-deep-reading-in-a-digital-age/102001224>

### **Additional Reading:**

Wolpe, D. (2018, October 15). The Japanese man who saved 6,000 Jews with his handwriting. *The New York Times*. Retrieved from <https://www.nytimes.com/2018/10/15/opinion/sugihara-moral-heroism-refugees.html>

## 7. Evaluation Method

Assignments	Percentage of Grade	Due Date
<b>Pop Quizzes</b>	<b>10%</b> (5% each – best two)	<b>Weekly</b>
<b>Blog Project Components</b>		
<b>1. Blog Proposal</b>	<b>15%</b> Draft 5% Final 10%	Draft <b>Sept 26</b> Peer Review <b>Sept 28</b> Final Proposal <b>Oct 3</b>
<b>2. Annotated Bibliography for Blog</b>	<b>25%</b> Draft 5% Final 20%	Draft <b>Oct 31</b> Peer Review <b>Nov 2</b> Final <b>Nov 7</b>
<b>3. Blog Post and Presentation</b>	<b>35%</b> Draft Post 5% Final Post 20% Presentation 10%	Draft <b>Nov 21</b> Peer Review <b>Nov 23</b> Final <b>Nov 28</b> Presentation <b>Nov 28</b>
<b>Weekly Practice Writing Assignments</b>	<b>10%</b> (cumulative, based on completion)	<b>Weekly (See Canvas Modules)</b>
<b>Participation and Self-evaluation</b>	<b>5%</b>	<b>November 28</b>

**Please note: There is no final exam for this course, you will submit the final assignments on the last day of class and you will present your blog to the class.**

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found under Academic Regulations at: <https://calendar.ontariotechu.ca/>

## 8. Assignments and Tests

**(This is ONLY an overview, make sure you use the assignment instructions to complete all assignments)**

**NO ASSIGNMENT WILL BE ACCEPTED VIA EMAIL**

Work is to be typed using **Times New Roman** font, sized at 12-point, double-spaced, and using APA format (refer to the Online Writing Lab at Purdue (OWL) <https://owl.english.purdue.edu/>). Work should adhere to established spelling, grammar, and referencing conventions. References (including course materials and lectures) must be correctly cited. Use APA, and please be consistent. *If you need help with this, ask*, or check the website of the Online Writing Lab at Purdue (OWL) <https://owl.english.purdue.edu/>



**Note:** Except in special cases (see below), submitted work that is not formatted or referenced according to the above guidelines **will be returned to you ungraded, with a penalty applied for re-submission.**

### **Pop/Timed Writing Quizzes (10% = 5% - best 2)**

You will be given a short writing assignment at the **end of the lecture** to help you to develop paraphrasing, summarizing, translating concepts, and self-reflection on your writing process. You will have approx. 20 minutes to complete the writing task. Please make sure to have complete notes on all readings and class lectures before the quiz, the quiz is open book.

### **Blog Proposal (Draft Proposal 5%, Final Proposal 10%= 15%)**

The Blog Proposal assignment will be done **individually** and will consist of a draft and a final proposal. For the proposal you will use our template to create a summary of the blog/op. ed. article, it will be 400 words max, APA formatting and citations will be used.

### **Annotated Bibliography (Draft 5% + Final 20%=25%)**

You must have submitted the Blog Proposal to complete the Annotated Bibliography. For this assignment, you will need to find 10 sources (4 academic peer-reviewed sources, 4 popular sources, and 2 multimedia sources) that are related to your topic. **This assignment will be done individually.** In advance of the due date, I will provide instructions to guide you in completing this assignment.

### **Blog Post and Presentation (Draft Post 5% + Final Post 20% + Presentation 10% = 35%)**

All of the assignments in the class build on each other to allow you to fully develop your blog post as a well-researched and compelling argument. **You must be up to date on the course readings and attending the weekly lecture and writing workshop to adequately complete this assignment and all of the aspects will be completed individually. You must have submitted the Blog Proposal and the Annotated Bibliography to complete this assignment.** In advance of the due date, I will provide instructions to guide you in completing this assignment. The Blog Post and Presentation will be done **individually** and will include the following:

1. Blog Post (**Draft Post 5%, Final Post 15%**)
  - 1500 words (max)
  - Builds on and use the sources from Annotated Bibliography
2. 3-minute Oral Presentation (**10%**)

### **Weekly Writing Assignments (10%, Cumulative)**

This is a **writing-intensive course**, you will bring writing to class and/or do writing in class every class! Since this course provides a **process-oriented approach to writing**, a decent portion of your course assignment preparation will take place during class time. Lectures will be directly followed by our writing workshop time and each week you will complete writing exercises, responses, reading notes, outlines, drafts, peer reviews and other activities. These will be submitted to Canvas when/where indicated and count towards your

final grade. Please remember that this is a directed course, and you will be building on what we learn each week. A significant aspect of the class is the process of writing and thinking with your peers that will be done in the Writing Workshop (directly after our lecture segment). If you miss a workshop, make sure to follow up with a classmate.

Preparation is essential for this type of writing class, and you are expected to have read all of the materials assigned for each meeting and be prepared in the lecture and the writing workshop time to critically engage in a discussion. **Please note that attendance in the lecture and writing workshop is not enough – ALL students need to be prepared to speak regularly and demonstrate their familiarity with the material.** This means that students should come to class having thought critically about readings and used the questions posed in the lectures to make insightful linkages. You can demonstrate your understanding of the course material in various ways: by asking and responding to questions, making connections between theoretical concepts and practice or experience, thinking aloud with your classmates, and generally being active in group discussions and activities – as well as writing about what, and how, the readings, discussions, and activities reinforce or challenge your thinking. You are also expected to engage with the videos and to be prepared to link these with concepts from reading, class discussion, and your own experience. It is good practice to make notes in class, and during video or other presentations, about ideas you wish to discuss in class or use in your assignments. For a good discussion of how to enter class discussions, please see our course textbook, (Graff & Birkenstein, 2021, p.172).

In this course, we will be working with some difficult and controversial issues. It is our collective responsibility to maintain an appropriate academic atmosphere in our classroom and to treat one another professionally and respectfully at all times. To do that, we must all be fully present, which means that you are expected to refrain from texting, email-checking, and internet-surfing while in our lecture and writing workshop except where such activities form part of our work together.

### **Participation and Self-evaluation (5%)**

As part of your participation assessment, you will write a short (one page, 250 word max) reflection on your own participation and uploaded to Canvas as a Word document. In it, you are to give yourself a mark out of 5 and provide an honest justification for that mark. This is trickier than it sounds. There are many ways to participate, and they do not all look the same; while you will consider factors such as full attendance, completing readings and assignments, and taking part in discussions, please also consider what participation means to you, and assess how you measure up to your own standards.

**BONUS: Optional Assignments (2.5% x 2)**

**Due: Last class by 11:59 pm.**

**I. Notes on "The Making of an Expert," (Ericsson, Prietula & Cokely, 2007)**

For this assignment, you need to read the following article from Ericsson, Prietula, and Cokely (2007) in the link below and answer all of the questions in full sentences.

[Ericsson, A. J., Prietula, M. J., and Cokely, E. T., \(2007\). The Making of an Expert. Harvard Business Review. \(Online link provided in Canvas\)](#)

**Questions** (Please use APA citations that include paragraph numbers):

- What are Ericsson, Prietula, and Cokely's (2007) main argument/claim?
- What (if any) sub-claims/smaller claims?
- Evidence—what are the examples, research, and other evidence used?
- What do you think may have inspired Ericsson et al. (2007) to make this argument?
- To whom do you think they are writing?
- Do Ericsson et al. (2007) make any assumptions?
- How do they collect evidence/do research?
- How do they present the argument to make it compelling and/or persuasive (i.e., turns of phrase, style, organization, etc.)?
- How do Ericsson et al. (2007) establish credibility?
- How do they appeal to readers' emotions?
- How do they appeal to readers' logic or reason?
- What research questions do Ericsson et al. (2007) ask?
- What questions does the text generate for you?
- How does this reading, and the concept of deliberate practice relate to our course and your development as a writer?

Please make sure to use APA format and style (See:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)  
<https://apastyle.apa.org/>). The optional assignment should be a Word document, and use double spacing, and should also have a title page, correct APA citations, and a reference page.

## II. Attend and Reflect on the FSSH Academic Lecture: *AI Killed the Radio Star*

**When:** *September 15<sup>th</sup> at 1-3pm*; **Where:**  
*Bordessa Hall Room 102B Free event*

**Step 1:** Attend the event! Listen carefully and **take notes** as needed. Ask questions if you have any!

**Step 2:** Prepare a short, summary of your experience (500 words min). Please use full paragraphs. Consider the following questions:

- What was the focus of the panel discussion?
- What ideas stood out to *you*? Why?
- Did the presenters have different points of view? How did they talk about their different ideas and the ideas they had in common?
- How did this discussion extend our critical engagement with AI? What did you learn that you did not know before?
- What idea or argument would you like other people to know?
- What *else* would you like to learn about AI, that did not come up during the panel discussion?

**Step 3:** Be sure to carefully proofread your work, and then submit it to the Optional Assignment Dropbox.

### LATE POLICY

Assignments are due at the beginning of class on the due date, **or as stated in the assignment instructions and on Canvas. It is your responsibility to understand the assignment instructions.** Extensions are to be negotiated as far as possible in advance. Work handed in late without prior permission, or extenuating circumstances will be penalized **a full letter grade (e.g., B à C)** for each week of lateness or part thereof. Late assignments will also receive fewer written comments than those submitted on time. **No assignments will be accepted via email. Papers that are more than 10 days late (2 weeks) will not be accepted, except under extenuating circumstances.** Exceptions to this penalty for valid reasons such as illness.

## 9. Technology Requirements and Learning Management System Information

Ontario Tech uses *Canvas*<sup>™</sup> as its learning management system (LMS). Access to the LMS is limited to students formally registered in courses. That access is for the duration of the semester **and for an additional 120 days once the semester is over**. Students are strongly encouraged to download any/all relevant course material during that access period. Any requests for access post this period must be made in writing to the instructor/faculty member responsible for the course.

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.

### **10. 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 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. The following is a sample disclaimer that will be use on course materials: "The content you are about to view contains sensitive subject matter that may be considered offensive and/or disturbing to some viewers. By viewing and/or interacting with the content you acknowledge and agree that it is your decision to view and interact with the content and to take the risk that you will experience a negative emotional response or reaction to the nature of the content."

### **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 Shawenjigewining Hall. Students taking courses on the **downtown Oshawa campus** can visit Student Accessibility Services in Charles Hall, Room 225.

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, Tuesday, Thursday, and Friday, Wednesday's 10:00 am to 4:30. Please note they are closed each day between noon and 1:00 pm. 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).

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) working days before the date of the test.**

Students must register for final exams no later than 3 weeks prior to the start of the final examination period. The final examination period is given at <https://ontariotechu.ca/current-students/academics/important-dates-and-deadlines.php>.

### 14. Professional Suitability (if applicable)

The *Professional Suitability* policy can be found at <https://usgc.ontariotechu.ca/policy/policy-library/policies/academic/academic-conduct-and-professional-suitability-policy.php> and the related procedures are hosted at <https://usgc.ontariotechu.ca/policy/policy-library/policies/academic-misconduct-and-professional-unsuitability.php>

## **15. 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 <https://usqc.ontariotechu.ca/policy/policy-library/policies/academic/academic-integrity-policy.php>

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>

## **16. 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://tlc.ontariotechu.ca/educational-tech/assignment-cover-sheet\\_updatedmay2021-1.pdf](https://tlc.ontariotechu.ca/educational-tech/assignment-cover-sheet_updatedmay2021-1.pdf)

## **17. Online Test and Exam Proctoring (Virtual Proctoring)**

Ontario Tech University will conduct virtual monitoring of examinations in accordance with Ontario privacy legislation and all approved policy instruments.

## 18. Final Examinations (if applicable)

Final examinations are held during the final examination period at the end of the semester and **when on campus access is allowed**, 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 required to show their Student ID card (campus ID) when **in-person examinations are allowed**. 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. More information on ID cards can be found at <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://usqc.ontariotechu.ca/policy/policy-library/policies/academic/procedures-for-final-examination-administration.php>

## 19. 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.

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@ontariotechu.ca](mailto:accessandprivacy@ontariotechu.ca)

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 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.
- Other applications, services, or technologies that support or enhance online learning.

For more information relating to these technologies, we encourage you to visit:

<https://tlc.ontariotechu.ca/educational-tech/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.

## **20. Human Rights and Respect**

Ontario Tech University is committed to providing a campus environment in which all University Members are treated with dignity and to fostering a climate of understanding and mutual respect. The University will not tolerate, ignore or condone Discrimination or Harassment by or against anyone. Examples of Harassing behavior include, but are not limited to; bullying, taunting or mocking someone's race or creed, ridiculing an individual's disability, or targeting individuals with unwanted sexual or negative stereotypical comments about one's sex, gender, sexual orientation, gender identity and/or gender expression.

Pursuant to Ontario Tech's Respectful Campus Policy, students are reminded of their role in ensuring a campus environment that is equitable and inclusive. Requirements to refrain from harassment and discrimination apply broadly to the classroom, including in lectures, labs and practicums, as well as through the use of sanctioned and unsanctioned technological tools that facilitate remote learning, e.g. class and other chat functions, video conferencing, electronic mail and texts, and social media content amongst or about University students, faculty and staff.

## **21. 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.

## **22. Copyright Notice**

All teaching materials provided by the instructor throughout the course, including, but not limited to, in whole or in part, recorded lectures, slides, videos, diagrams, case studies, assignments, quizzes, and examinations are subject to the Copyright Act, R.S.C., 1985, c. C-42. Teaching materials are owned by the faculty member, instructor or other third party who creates such works. The copyright owner(s) reserves all intellectual property rights in and to the teaching materials, including the sole right to copy, reproduce, distribute, and modify the teaching materials. Consistent with the university's Intellectual Property Policy, teaching materials are intended only for the educational use of Ontario Tech University students registered in the course that is the subject of this course outline. Any distribution or publishing of this material (e.g. uploading material to a third-party website) is strictly prohibited under the law unless the student has obtained the copyright owner's prior written consent. Any violation of copyright law or the Intellectual Property Policy, if proven, may be subject to sanction as academic misconduct, and/or under the Student Conduct Policy.

## **23. 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 and Humanities Communication and  
Digital Media Studies  
COMM 1100U: Introduction to Communication Studies Fall 2023**

*Ontario Tech University is proud to acknowledge the lands and people of the Mississaugas of Scugog Island First Nation, which is covered under the Williams Treaties. We are situated on the traditional territory of the Mississaugas, a branch of the greater Anishinaabeg Nation, which includes Algonquin, Ojibway, Odawa and Potawatomi.*

**Instructor:** Dale Shin

**E-mail:** [dale.shin@ontariotechu.ca](mailto:dale.shin@ontariotechu.ca)

**Office hours:** Tuesdays, 2:00PM-3:00PM EST or by appointment (via Google Meet)

**Teaching assistant:** Sarah Kirkpatrick

**E-mail:** [sarah.kirkpatrick@ontariotechu.net](mailto:sarah.kirkpatrick@ontariotechu.net)

**Teaching assistant:** Adam Rodrigues

**E-mail:** [adam.rodrigues1@ontariotechu.net](mailto:adam.rodrigues1@ontariotechu.net)

**Teaching assistant:** Kasie Maurice

**E-mail:** [kasie.maurice@ontariotechu.net](mailto:kasie.maurice@ontariotechu.net)

**Calendar description:** *This course introduces students to communication studies with an overview of key topics in the field as defined by the various courses included in this degree. It will examine how knowledge of communication theory, communication processes, and communication skills can be applied to successful communication practices.*

This course surveys some of the key issues and controversies surrounding the study of communication. Introducing students to the key concepts and concerns in communication theory and practice, it aims to provide a broad overview of the discipline, in order to expose newcomers to the discipline and prepare for further progress in the program.

Accordingly, students will become acquainted with the major ideas, theories, and approaches in communication studies, and then be introduced to the debates that have dominated the field. As a survey of the diversity of offerings in the program, the course will consider, among other subjects, the dominant theories of communication and representation that have been developed in the postwar period; the political and psychic

economies of mass communication, media, and popular culture; the role of advertising and marketing in consumer societies; political rhetorics and persuasion in the age of “populist” parties and movements; the place of journalism and news media in modern democracies and the problems of “fake news” and “filter bubbles”; the promise and perils of “new” or digital media for privacy; international communication and globalization; communication, public health, and scientific and medical literacy.

### **Course objectives**

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Upon completion of the course, students will

- have a sense of how the discipline of communication studies has been constituted, at once within and without the academy, i.e., as both a scholarly discipline and as a profession and industry;
- understand some of the key ideas, thinkers, and schools of thought that have contributed to the study of communication, across its various subfields, and be able to distinguish them from one another;
- think critically about some of the outstanding issues and problems currently dominating the disciplines of communication, cultural, and media studies.

### **Required readings**

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Mike Gasher, David Skinner, and Natalie Coulter, *Media and Communication in Canada: Networks, Culture, Technology*, 9th ed. (Toronto: Oxford University Press, 2020). A print edition (ISBN: 9780199033218) is available for purchase from the Campus Store. A digital edition (ISBN: 9780190161705) is available for rental from the Campus Store.

### **Weekly schedule of lectures and readings**

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**Sept 6. Introduction to the course (no readings or participation this week) Sept**

#### **13. Media and Society**

1. Gasher, Skinner, and Coulter, *Media and Communication in Canada*, ch. 1 (“Defining the Field”)

#### **Sept 20. History and Theory**

1. Gasher, Skinner, and Coulter, *Media and Communication in Canada*, ch. 2 (“The History of Media: Social and Cultural Forms”)

#### **Sept 27. Content and Meaning**

1. Gasher, Skinner, and Coulter, *Media and Communication in Canada*, ch. 3

("Media Content: Studying the Making of Meaning")

**Oct 4. Audiences**

1. Gasher, Skinner, and Coulter, Media and Communication in Canada, ch. 4 ("Perspectives on Media and Audiences")

**Oct 10-15. Fall study week, no scheduled academic activities.**

**Oct 18. 1st test (no lecture, readings, or participation)**

**Oct 25. Advertising**

1. Gasher, Skinner, and Coulter, Media and Communication in Canada, ch. 5 ("Advertising and Promotional Culture")

**Nov 1. Technology**

1. Gasher, Skinner, and Coulter, Media and Communication in Canada, ch. 6 ("Communication Technology and Society: Theory and Practice" and "Media and Communication: Looking Back, Looking")

**Nov 8. Economics**

1. Gasher, Skinner, and Coulter, Media and Communication in Canada, ch. 9 ("Ownership and the Economics of Media")

**Nov 15. Policy and Globalization**

1. Gasher, Skinner, and Coulter, Media and Communication in Canada, ch. 7 ("The Formation of Public Policy") and ch. 11 ("Globalization")

**Nov 22. 2nd test (no lecture, readings, or participation)**

**Nov 29. Summary and conclusion (no readings or participation)**

***Dec 4. Last day to withdraw from fall semester courses. Active fall semester courses will be graded by instructors.***

***Disclaimer: this syllabus represents and documents the provisional intentions of the instructor for the class. Over the course of the academic term, however, it may be necessary to introduce some alterations to the outline below. Lectures and readings***

*may be changed or removed at the discretion of the instructor; any modifications to the course evaluation or due dates will only be considered after consultation with students and in conformity with university regulations and policies.*

### Course evaluation

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Assessment	Weight	Due Date

**Note:** the above forms of assessment constitute the sole grounds on which students will be evaluated in this course. No “bonus” or “extra credit” assignments will be offered to individual students at any point in the term; any such opportunities will only ever be extended to everyone in the course. Students who do not perform to their expectations on an assignment should speak to the instructor and/or teaching assistants as soon as possible.

#### **Tests (25% + 25%) – Oct 18, Nov 22, in-person, during class hours**

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Students will write two (2) **2med, closed book, in-person** tests on the specified dates (during the scheduled lecture time), comprised of a combination of multiple-choice, short, and/or long answer questions (randomly selected from an expansive pool of potential questions), that will evaluate their engagement with, and command of, course content (both lectures and readings).

Each test is **non-cumulative**, and will only be addressed to the content from the preceding half of the course.

A **review** will be provided beforehand, inventorying all of the terms, concepts, authors, and arguments that students will be responsible for knowing on the test.

#### **Annotated bibliography (20%) – Nov 5, 11:59PM EST**

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Students will write an annotated bibliography (approx. 750-1250 words) for the essay due at the end of the course, in which they will identify some of the scholarly and/or popular sources they will use, specifying their process and method for choosing each source, summarizing its relevant ideas and arguments, and explaining its usefulness for the purposes of writing their essay.

### **Essay (30%) – Dec 10, 11:59PM EST**

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Students will write a paper (approx. 1500-2000 words), drawing upon a range of course assigned materials as well as secondary sources, on a topic preapproved by the instructor. Further instructions will be provided in the first week of the course.

### **E-mails to the instructor**

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Students should use their assigned @ontariotechu.net accounts for all email communication; the instructor and teaching assistants may not be checking Canvas' native messaging client on a regular basis.

**Correspondence should include a reference to the course and/or section (e.g., "re: COMM 1100U" or "re: Introduction to Communication Studies") in the subject heading, along with a proper salutation ("Hi Dale," "Hello Professor Shin"). Emails that do not specify the course may not always receive as prompt a response as emails that specify the course.**

Most emails will be answered within 24 hrs.; those sent over the weekend will be answered on the following Monday. **Students who have not received a response within this 2me frame should forward their email again.**

**Emails sent after 5PM EST regarding a test scheduled or an assignment due on the following day may not be answered in 2me to be of help;** students are advised to plan accordingly and raise such questions as early as possible.

Students should consider consulting the syllabus before emailing about due dates, course evaluation, etc.

### **Late assignments and grace period**

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Assignments must be submitted to Canvas, by the exact date and time specified (**submissions made by email will not be accepted**). Late submissions will be penalized **3% for each day** – including Saturdays and Sundays – that they are overdue. Submissions that are more than seven days late may not be accepted and may instead receive a 0% grade.

Assignment due dates will include a **three-day grace period**, during which late penalties will not be incurred (in some circumstances, late submissions may receive limited feedback in their evaluation). **Late penalties for any submission after the three-day grace period will be cumulative;** late penalties will be calculated using the original date, e.g., an assignment due on May 1 and submitted on May 3 will be considered two days late and incur no late penalty, but an assignment submitted on May 5 will be considered four days late and incur a late penalty of 12%.



**As a rule, the instructor and/or teaching assistants will not entertain any requests for extensions on the grounds that students have other assignments from other courses due on the same date or during the same week an assignment from this course is due; or that they experienced network problems and/or hardware malfunctioning while completing and/or submitting their assignment at the last minute.** Students are responsible for planning ahead and considering deadlines across multiple courses to manage their workload, and for retaining a back-up copy of their work to protect themselves against computer hardware or software malfunctions, network outages, data loss or corruption, and other common problems of a technical nature.

Extensions will generally only ever be granted on **medical** or **compassionate** grounds, on a case-by-case basis, in exceptional cases; students should not assume their provision.

### **Requests for reevaluation**

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Students seeking a reevaluation of their work (as opposed to correction of a clerical error or miscalculation) must **submit their requests formally**, via email, to the instructors and/or teaching assistants. The request must specify the precise reasons as to why the student's work should be reconsidered, including (but not limited to) how their work adequately fulfilled the requirements or adhered to the instructions and guidelines for the assignment, or how the evaluation undertaken by the instructor or teaching assistants (as reflected in either the grade, rubric, or feedback provided by the grader) was not commensurate with the nature or quality of their work. Students must be able to quote or identify the specific parts of their work that demonstrate their arguments.

Requests that appeal to a student's performance in other courses (e.g., "I am a dean's list student" or "I get Bs in all of my other classes" or "I need a 80% in this course to get into law school") or effort and industry on the part of the student (e.g., "I worked really hard on this assignment and feel I deserve a higher mark") will not be considered. While such considerations are not completely immaterial and may elicit sympathy, only the individual merits of an assignment are relevant for the purposes of reevaluation.

Requests will be considered by the instructor and/or teaching assistant on a case-to-case basis. Reevaluations will only be undertaken if the requests are well-reasoned, respectful, and compelling to the instructor and/or teaching assistant; students should not assume their provision.

Judgments concerning reevaluation – both whether to accept the request and whether to amend the original grade – will be entirely at the discretion of the instructor and/or teaching assistants. Students are not entitled to reevaluation of their assignments; they may only request it. **A reassessment or recalculation may result in the grade being**

**maintained, raised or lowered.** In lieu of or prior to reevaluation, the instructor and/or teaching assistants may schedule a meeting to discuss and review the assessment and feedback with the student.

**Any requests that are unnecessarily curt, rude, or aggressive towards the instructor or teaching assistants will be dismissed out of hand.**

### **Missed course work**

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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 an Ontario Tech University 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 an Ontario Tech University 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 an Ontario Tech University 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 'Ontario Tech University Documents' tab or on the website at [www.ontariotechu.ca/studenooms](http://www.ontariotechu.ca/studenooms). The Ontario Tech University grading policy can be found at the following: <https://usgc.ontariotechu.ca/policy/policy-library/policies/academic/examination-and-grading-policy.php>.

Missed coursework in COMM 110U will be either submitted late (with penalties or an extension) or occasion a reweighing of other assignments.

### **Missed in-class exams and tests**

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If a student has missed a scheduled in-term exam (irrespective of weight) due to physical or psychological illness, she or he must submit an Ontario Tech University 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**

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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. An Ontario Tech University 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 'Ontario Tech University Documents' tab or on the website at [www.ontariotechu.ca/studenorms](http://www.ontariotechu.ca/studenorms).

### **Religious observance**

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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 an Ontario Tech University 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 an Ontario Tech University 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 an Ontario Tech University 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 'Ontario Tech University Documents' tab or on the website at [www.ontariotechu.ca/studenooms](http://www.ontariotechu.ca/studenooms).

### **Final examinations**

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Final examinations are held during the final examination period at the end of the semester and when on campus access is allowed, 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 required to show their Student ID card (campus ID) when in-person examinations are allowed. 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. More information on ID cards can be found at <https://registrar.ontariotechu.ca/campus-id/index.php>.

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 at <https://usgc.ontariotechu.ca/policy/policy-library/policies/academic/procedures-for-final-examination-administration.php>.

### **Faculty of Social Science and Humanities statement on inclusivity**

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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.

### **Technology requirements and learning management system information**

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Ontario Tech uses Canvas™ as its learning management system (LMS). Access to the LMS is limited to students formally registered in courses. That access is for the duration of the semester and for an additional 120 days once the semester is over. Students are strongly encouraged to download any/all relevant course material during that access period. Any requests for access post this period must be made in writing to the instructor/faculty member responsible for the course.

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.

### **Accessibility, individual needs, diversity, and inclusivity**

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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.

### **Sensitive/offensive subject matter**

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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 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.

### **Student support**

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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.

### **Sexual violence support and education**

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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/>.

### **Students with disabilities**

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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.

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.

### **Academic integrity**

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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 <https://usgc.ontariotechu.ca/policy/policy-library/policies/academic/academic-integrity-policy.php>.

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>.

### **TurnItIn**

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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://tlc.ontariotechu.ca/learning-technology/assignment-cover-sheet\\_updatedmay2021-1.pdf](https://tlc.ontariotechu.ca/learning-technology/assignment-cover-sheet_updatedmay2021-1.pdf).

### **Online test and exam proctoring (virtual proctoring)**

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Ontario Tech University will conduct virtual monitoring of examinations in accordance with Ontario privacy legislation and all approved policy instruments.

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

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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.

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 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 the Ontario Tech University Chief Privacy Officer at [accessandprivacy@ontariotechu.ca](mailto:accessandprivacy@ontariotechu.ca).

### **No2ce of collec2on and use of personal informa2on**

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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.

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.

### **Human rights and respect**

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Ontario Tech University is committed to providing a campus environment in which all University Members are treated with dignity and to fostering a climate of understanding and mutual respect. The University will not tolerate, ignore or condone Discrimination or Harassment by or against anyone. Examples of Harassing behavior include, but are not limited to; bullying, taunting or mocking someone's race or creed, ridiculing an individual's disability, or targeting individuals with unwanted sexual or negative stereotypical comments about one's sex, gender, sexual orientation, gender identity and/or gender expression. Pursuant to Ontario Tech's Respectful Campus Policy, students are reminded of their role in ensuring a campus environment that is equitable and

inclusive. Requirements to refrain from harassment and discrimination apply broadly to the classroom, including in lectures, labs and practicals, as well as through the use of sanctioned and unsanctioned technological tools that facilitate remote learning, e.g. class and other chat functions, video conferencing, electronic mail and texts, and social media content amongst or about University students, faculty and staff.

### **Freedom of expression**

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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.

### **Copyright notice**

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All teaching materials provided by the instructor throughout the course, including, but not limited to, in whole or in part, recorded lectures, slides, videos, diagrams, case studies, assignments, quizzes, and examinations are subject to the Copyright Act, R.S.C., 1985, c. C-42. Teaching materials are owned by the faculty member, instructor or other third party who creates such works. The copyright owner(s) reserves all intellectual property rights in and to the teaching materials, including the sole right to copy, reproduce, distribute, and modify the teaching materials. Consistent with the university's Intellectual Property Policy, teaching materials are intended only for the educational use of Ontario Tech University students registered in the course that is the subject of this course outline. Any distribution or publishing of this material (e.g. uploading material to a third-party website) is strictly prohibited under the law unless the student has obtained the copyright owner's prior written consent. Any violation of copyright law or the Intellectual Property Policy, if proven, may be subject to sanction as academic misconduct, and/or under the Student Conduct Policy.

### **Student course feedback surveys**

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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**

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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.

### **Generative artificial intelligence**

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Generative Artificial Intelligence (GAI) includes tools such as ChatGPT, Bard, and other text generators. Unless you are given explicit permission to use these tools, their use is considered to fall under the academic misconduct because the work was not created by you alone.



**Faculty of Social Science and Humanities  
CRMN 1000: Introduction to Criminal Justice  
Course outline for Fall 2022**

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

Term	Course Type	Day	Time
Fall	Lecture	Wednesday	2:10PM-5:00PM

Location	CRN #	Classes Start	Classes End	Final Exam Period
Regent Theatre	001/002	September 6, 2022	December 5, 2022	December 7-16, 2022

\* Visit <https://ontariotechu.ca/current-students/academics/important-dates-and-deadlines.php> for other dates

**2. Instructor Contact Information**

Instructor Name	Office	Phone	Email
Dr. Jordan Harel	DTB 508	Ext 5919	Jordan.Harel@ontariotechu.ca
Office Hours: After class/by appointment			

Laboratory/Teaching Assistant Name	Office	Phone	Email
LAST NAME: A-HA: Rozita Meherabi HE-OL: Chelsey-Ann Mcleish OR-Z: Doraiana Filippo			Rozita.Mehrabi.ontariotechu.ca Chelseyann.Mcleish@ontariotechu.ca Doraiana.Filippo@ontariotechu.ca
Office Hours: by appointment			

**3. Course Description**

This course provides an analysis of historical and contemporary theory and practices of the criminal justice system. In addition to an analysis of crime data, the course will also examine the role and function of each component of the criminal justice system: the police, the court system, corrections, prisons and alternatives to prisons.

**4. Learning Outcomes**

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

- 1.) Understand the unique role and challenges of the criminal justice system within Canadian society

- 2.) Describe the interplay between the police, court system and corrections within the criminal justice system
- 3.) Critically evaluate and explain how the major components of the criminal justice system deal with the problem of crime
- 4.) Think bigger, more critically and more creatively than they ever thought possible

## 5. Course Design

**Course structure:** The class will be lecture based, interactive, and technologically rich.

**Class attendance and participation:** Attending class is mandatory and essential to your success in the course. Moreover, I strongly encourage student participation. Throughout the semester we will be engaging in discussions and debates of great social consequence.

**Pre-Class Preparation:** In order to adequately prepare for class, all scheduled weekly readings should be completed beforehand.

**Correspondence:** If you have any course related questions or comments, please email me at [Jordan.Harel@ontariotechu.ca](mailto:Jordan.Harel@ontariotechu.ca). I am usually quick with responding to emails, however, if you do not hear from me within 48 hours, please resend the message.

**Course webpage:** Our Canvas page will act as our “home base”. Here you will be able to find announcements, e-documents, additional readings, and course grades. Please be sure to check the course website regularly in case there is any change to timelines, schedules and reading lists.

**Classroom Etiquette:** Please be on time for class. Not only does arriving late have the potential to disrupt your fellow classmates, you may also miss out on essential information and class material *which you may be tested on*.

**Laptop Policy:** Although I encourage laptop use in class, please refrain from using it for purposes unrelated to the course. Refraining from adhering to this policy will result in being asked to leave the classroom.

**A Note on Course Design:** The class has been constructed in the spirit of what I like to call, *going beyond*. This means that we, collectively, will be on our heels for the next four months—thinking critically, creatively and questioning conventional wisdom. Our classroom will become a centre of inquisitiveness and an incubator for fresh ideas. In fact, there are few things more exciting than the founding of a new idea (at least I think so!). Thus, when doing your readings, I encourage you to jot down your novel ideas on the margins of the page, record them in your notes and bring them to class. Whether it be a potentially groundbreaking social program, adding an important variable to an existing theory, an amazing idea for a research project, or simply applying a concept from your text to a real life case study, I encourage you to go beyond convention and push the bounds of creativity.

### **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.

## 6. Outline of Topics in the Course

<b>Date</b>	<b>Topic</b>	<b>Readings</b>
<b>September 7</b>	Introduction Criminal Justice in Canada: An Overview	Chapter 1
<b>September 14</b>	Criminal Law and Criminal Justice	Chapter 2
<b>September 21</b>	Control Philosophy and Criminal Justice Policy	Chapter 3
<b>September 28</b>	Midterm Exam 1 - good luck!	
<b>October 5</b>	Crime Rates, Trends and Perceptions The Context of Policing	Chapter 4 and 5
<b>October 12</b>	<b>Reading week – no class</b>	
<b>October 19</b>	The Practice of Policing Police and the Law	Chapter 6 and 7
<b>October 26</b>	Pretrial Criminal Procedure The Courts and Criminal Trial Procedure	Chapter 8 and 9
<b>November 2</b>	Midterm Exam 2 – good luck!	
<b>November 9</b>	Sentences and Dispositions	Chapter 10
<b>November 16</b>	Alternatives to Prison <b>*Assignment Due</b>	Chapter 11
<b>November 23</b>	Corrections	Chapter 12
<b>November 30</b>	Community Reintegration Wrap Up	Chapter 13

## **7. Required Texts/Readings**

Goff, C. (2020). *Criminal Justice in Canada 8<sup>TH</sup> Ed.* Toronto: Nelson Education.

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

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

## **8. Evaluation Method**

Your final grade for the course will be calculated as follows:

Midterm 1 (20%)  
Midterm 2 (25%)  
Assignment (25%)  
Final Exam (30%)

*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

### Midterm Exams

Both midterm exams will be a combination of multiple choice and true and false questions, and will be held in class, on September 28 and November 2. Midterm 2 is **non-cumulative**.

### Assignment

The course assignment will be discussed further in class, but will generally consist of an open ended question (or series of questions), where students will be able to apply their knowledge of course material.

Technical Requirements: Assignments are required to be between 3-4 pages double spaced, 12 pt. Times New Roman font (not including title page and references). APA format should be adhered to for formatting and referencing purposes. Embedded referencing and a reference list are mandatory.

Due Date: All Final Assignments will be due for submission (via Canvas) on November 16 at 11:59PM. Turnitin software may be used for plagiarism detection.

### Final Exam

The final exam is **non-cumulative**, and will be a combination of multiple choice and true and false questions.

## 10. Technology Requirements and Learning Management System Information

Ontario Tech uses *Canvas*™ as its learning management system (LMS). Access to the LMS is limited to students formally registered in courses. That access is for the duration of the semester **and for an additional 120 days once the semester is over**. Students are strongly encouraged to download any/all relevant course material during that access period. Any



requests for access post this period must be made in writing to the instructor/faculty member responsible for the course.

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. 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@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.

### **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@ontariotechu.ca](mailto:studentlife@ontariotechu.ca)
- Learn more about your options at: <https://studentlife.ontariotechu.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 Suitability (if applicable)**

The *Professional Suitability* policy can be found at <https://usgc.ontariotechu.ca/policy/policy-library/policies/academic/academic-conduct-and-professional-suitability-policy.php> and the related procedures are hosted at <https://usgc.ontariotechu.ca/policy/policy-library/policies/academic-misconduct-and-professional-unsuitability.php>

## **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 <https://usgc.ontariotechu.ca/policy/policy-library/policies/academic/academic-integrity-policy.php>

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>

### **17. 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://tlc.ontariotechu.ca/learning-technology/assignment-cover-sheet\\_updatedmay2021-1.pdf](https://tlc.ontariotechu.ca/learning-technology/assignment-cover-sheet_updatedmay2021-1.pdf)

### **18. Online Test and Exam Proctoring (Virtual Proctoring)**

Ontario Tech University will conduct virtual monitoring of examinations in accordance with Ontario privacy legislation and all approved policy instruments.

### **19. Final Examinations (if applicable)**

Final examinations are held during the final examination period at the end of the semester and **when on campus access is allowed**, 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 required to show their Student ID card (campus ID) when **in-person examinations are allowed**. 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. More information on ID cards can be found at <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.ontariotechu.ca/policy/policy-library/policies/academic/procedures-for-final-examination-administration.php>

### **20. 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 [Insert Faculty name]

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@ontariotechu.ca](mailto:accessandprivacy@ontariotechu.ca)

### **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: Respondus Monitor and Proctortrack to maintain academic integrity for examinations;

- Google Meet 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.
- Other applications, services, or technologies that support or enhance online learning.
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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.**

## **21. Human Rights and Respect**

Ontario Tech University is committed to providing a campus environment in which all University Members are treated with dignity and to fostering a climate of understanding and mutual respect. The University will not tolerate, ignore or condone Discrimination or Harassment by or against anyone. Examples of Harassing behavior include, but are not limited

to; bullying, taunting or mocking someone's race or creed, ridiculing an individual's disability, or targeting individuals with unwanted sexual or negative stereotypical comments about one's sex, gender, sexual orientation, gender identity and/or gender expression. Pursuant to Ontario Tech's Respectful Campus Policy, students are reminded of their role in ensuring a campus environment that is equitable and inclusive. Requirements to refrain from harassment and discrimination apply broadly to the classroom, including in lectures, labs and practicums, as well as through the use of sanctioned and unsanctioned technological tools that facilitate remote learning, e.g. class and other chat functions, video conferencing, electronic mail and texts, and social media content amongst or about University students, faculty and staff.

## **22. 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.

## **23. Copyright Notice**

All teaching materials provided by the instructor throughout the course, including, but not limited to, in whole or in part, recorded lectures, slides, videos, diagrams, case studies, assignments, quizzes, and examinations are subject to the Copyright Act, R.S.C., 1985, c. C-42. Teaching materials are owned by the faculty member, instructor or other third party who creates such works. The copyright owner(s) reserves all intellectual property rights in and to the teaching materials, including the sole right to copy, reproduce, distribute, and modify the teaching materials. Consistent with the university's Intellectual Property Policy, teaching materials are intended only for the educational use of Ontario Tech University students registered in the course that is the subject of this course outline. Any distribution or publishing of this material (e.g. uploading material to a third-party website) is strictly prohibited under the law unless the student has obtained the copyright owner's prior written consent. Any violation of copyright law or the Intellectual Property Policy, if proven, may be subject to sanction as academic misconduct, and/or under the Student Conduct Policy.

## **24. 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.

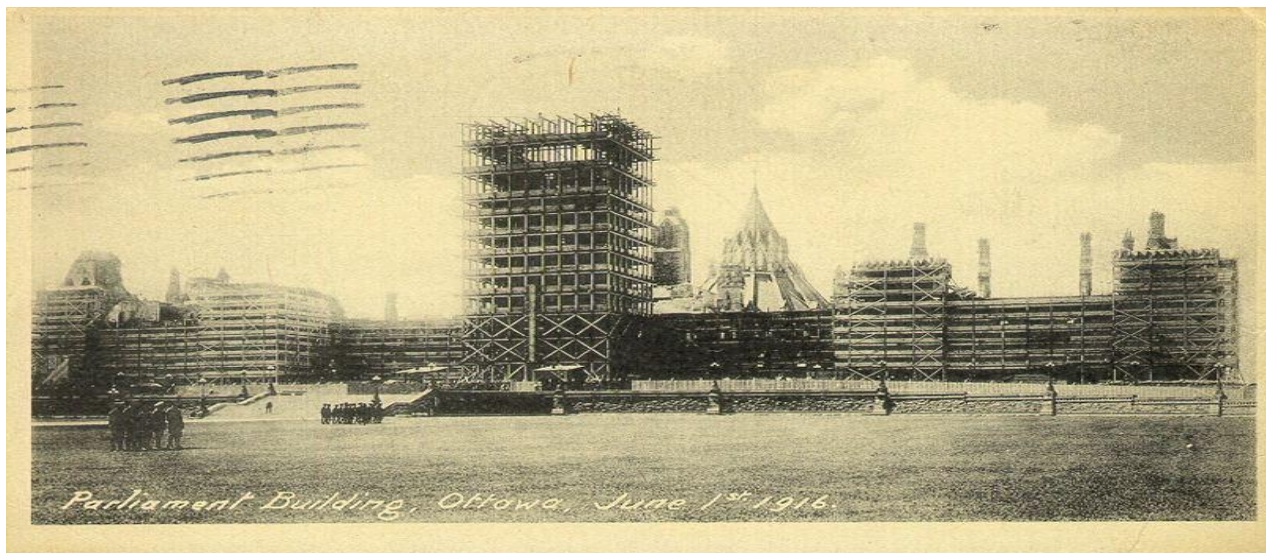
The Accessibility for Ontarians with Disabilities Act (AODA) standards have been considered in the development of this model course template and it adheres to the principles outlined in the University's Accessibility Policy.



FACULTY OF SOCIAL SCIENCE AND HUMANITIES

## **Foundations of Legal Studies**

LGLS 1000U FALL 2021



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

Format

Time

<p><b>LEC SYN</b> Synchronous lecture (every week)</p>	<p><b>Every Monday 11:10 a.m. to 12:00</b></p> <p>You join by clicking the link to the Google Livestream under the Announcements tab on Canvas. You must be logged into your ontariotechu.net account to access the Weekly Synchronous Lecture for Foundations of Legal Studies. Our first class is Monday September 13<sup>th</sup> and our last class is December 6<sup>th</sup>. (There's no class on Thanksgiving Monday).</p>
<p><b>TUT SYN</b> Synchronous tutorials (every two weeks)</p>	<p><b>Every second Monday</b></p> <p>Your bi-weekly tutorial begins either September 13<sup>th</sup> or September 20<sup>th</sup>. Check MyCampus for your schedule. It will also say whether your tutorial takes place from 12:10pm to 1 pm or from 1:10pm to 2 pm. You join through the Kaltura portal, which you access through the Media Gallery tab on Canvas.</p>

Asynchronous lecture videos and readings	<b>Lecture videos and assigned readings will be available on Canvas.</b> These are to be watched/ read in advance of class.
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## 2. Instructor Contact Information

Instructor Name	Email
Professor Thomas McMorrow	<a href="mailto:Thomas.mcmorrow@uoit.ca">Thomas.mcmorrow@uoit.ca</a>
<b>Office Hours:</b> 2:15 pm to 3 pm Monday via Canvas <i>or</i> by appointment	

## 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

- Video recorded lectures
- Live, remote, bi-weekly synchronous tutorials
- Power Point deployed as visual learning aid
- Readings, films, news clips and other multi-media learning resources

## 6. Required Texts/Readings

The required textbook is **Sasha Baglay, *Introduction to the Canadian Legal System* (Toronto: Pearson, 2016)**. Additional **required readings** will be accessible on Canvas.

## 7. Assessment Methods

<b>Tests (multiple choice)</b>	<b>60%</b>	Test 1 Sep 27-29, Test 2 Oct 25-27, Test 3 Nov 15-17, Test 4 Dec 6-8
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		Test becomes available noon EST on the Monday and closes at noon EST on the Wednesday.
<b>Essay</b>	<b>40%</b>	1200 word max (excluding footnotes) due December 13 2021

<b>Tests (weeks 3, 7, 10, 13) worth 15% each</b>	<b>60%</b>
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You must complete the test in a single 30-minute sitting at any point over the 48 hours it is available. You must use the Lockdown Respondus browser to access the test, which means you are not permitted to use the copy/paste function or conduct google searches when doing the test but you can use written notes as an aid. You will have 20 multiple choice questions, which most students will finish in half the allotted time of 30 minutes. Obviously, this test is to be completed alone. Further measures intended to ensure academic integrity include: different questions, and differently ordered answers, compiled randomly from a question bank to individual tests. Questions must be answered one at a time. No back-tracking is permitted. Only one attempt is allowed. Results will be posted once the test has closed.

<b>Essay due December 13<sup>th</sup> 2021</b>	<b>40%</b>
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1200 word max (excluding footnotes) due **noon December 13 2021**

To be uploaded to the Essay assignment dropbox on Canvas (which automatically submits the paper to Turnitin.com, a plagiarism detection website, providing an “originality report” to the author and grader of the paper).

Grading Criteria:  
 /9 Good research and effective marshaling of resources? Your essay must include at least 2 academic sources (journal article, book) in addition to works assigned in the readings.  
 /9 A clear thesis, supported by well-developed, cogent arguments?  
 /5 A coherent structure (intro, body, conclusion)?  
 /8 Effective writing—clear, direct, incisive?  
 /5 A well edited text, free of typographical and grammatical errors?  
 /4 Citations, conformity to the McGill Guide to Uniform Legal Citation?  
 /40

Questions:

1. Edmund Burke once wrote: “Liberty, too, must be limited in order to be possessed.” **Explain whether you think the state is ever justified in curtailing civil liberties and if you think the Trudeau government’s invocation of the *War Measures Act* in response to the FLQ kidnapping of Pierre Laporte and James Cross in 1970 was justified.**
2. According to Canadian family court judge, Harvey Brownstone, “Divorcing spouses can sometimes continue litigating for years. Often one (or both) of the parties abandons the case. Frequently, the parties themselves end up negotiating a settlement, which the court takes into account in its order. Very rarely, though, does a family case proceed quickly to court.” **Argue whether you agree with Brownstone that family court “should be the last resort”. Explain why. In developing your argument, consider: What alternatives are there? Why are they preferable? When may court nevertheless prove necessary?**

3. In his essay, *On Liberty*, Mill claims that society may punish some conduct by law but it must do so on the basis that the conduct in question causes injury or harm to others; it is not sufficient justification to prohibit the person from doing something for their own good. **Argue whether you think Canada's Criminal Law, which makes the victim's consent no defence to lawful homicide (except in cases of medical assistance in dying) is justified on the basis of the harm principle (or any additional reasons you deem relevant).**
4. **What does the Westray Mine Disaster, and its aftermath, indicate about the relationship between law and power? Explain.**
5. **To what extent is prohibiting sheltered workshops both necessary and sufficient when it comes to advancing the equality rights of adults with intellectual disabilities? Explain.**

## Ontario Tech Grading Scheme

<https://ontariotechu.ca/current-students/academics/records-and-scheduling/student-records/grading.php>

Grade	Percentage	Grade points	Description
A+	90 to 100	4.3	<b>Excellent.</b> 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; and an outstanding ability to communicate.
A	85 to 89	4	
A-	80 to 84	3.7	
B+	77 to 79	3.3	<b>Good.</b> 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; and an ability to communicate clearly and fluently.
B	73 to 76	3	
B-	70 to 72	2.7	
C+	67 to 69	2.3	<b>Adequate.</b> Student is profiting from his or her university experience; an acceptable understanding of the subject matter; ability to develop solutions to simple problems in the material; some ability to organize and analyze ideas; and an ability to communicate adequately.
C	60 to 66	2	
D	50 to 59	1	<b>Marginal.</b> Some evidence that critical and analytic skills have been developed; rudimentary knowledge of the subject matter; and significant weakness in the ability to communicate.
F	0 to 49	0	<b>Inadequate.</b> Little evidence of even a superficial understanding of subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature; failure to complete required work; and an inability to communicate.

*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

The Teaching Assistants will help me with the course grading, consult with me on course design and development, and join me in facilitating our weekly tutorials. You are welcome to arrange a

virtual office meeting with your assigned TA. Contact information will be posted on Canvas under the Announcements tab.

## **9. Academic Integrity**

Students and faculty share an important responsibility to maintain the integrity of the teaching and learning relationship. Honesty, fairness and mutual respect for the aim and principles of the pursuit of education are foundational to this relationship. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action. Students are expected to be familiar with Ontario Tech'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 Ontario Tech'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.

## **10. Official Course Evaluations**

Toward the end of term, you will be asked to complete a course evaluation survey. It is a valuable way to give feedback to me, your professor, as well as the university, about your learning experience in the course. You are encouraged to put your thoughts in writing. All feedback is collected anonymously through an online system external to me and the course.

## **11. Tutorial Schedule**

Your tutorial will take place via Kaltura on Canvas every two weeks. For half of you, your first tutorial is September 13<sup>th</sup>); for the other half, your first tutorial is September 20<sup>th</sup>. Your tutorial will be at 12h10 pm or 1h10 pm that. Check out the Week 1 and Week 2 charts below. Students assigned to week 1 attend tutorials weeks 1, 3, 7, 9, 11 and 13, whereas students assigned Week 2, attend tutorials weeks 2, 4, 6, 8, 10, 12. Your MyCampus schedule will indicate your tutorial section and time slot.

You join by clicking on *Media Gallery* in Canvas and then *Join Meeting*. Please complete the assigned readings and watch the lecture recordings in advance of the tutorial. Be sure to sign on *before* the tutorial starts at ten past the hour and attend at the hour you have been assigned. You are expected to attend all six of your tutorials. Kaltura maintains an attendance record. The tutorial offers an opportunity for you to analyze, debate, and critically reflect on course themes from that week. Contribute to the conversation and listen to your fellow students. Being able to express disagreement and reconcile diverse perspectives in a respectful, thoughtful way is an important learning objective of this course. Engaging interactively in this way will deepen your understanding of the course material.

## 12. Timely Submission of Course Work

There is a 48-hour window in which to complete each of your course tests. You access the test on Canvas. There are tests in weeks 3, 7, 10 and 13. You must complete your test at any point between 12PM EST (noon) Monday when the test portal opens and Wednesday at noon when it closes. Once the window closes, it is no longer possible to complete the test. Any test that is not attempted receives a grade of zero.

The course essay is due December 13<sup>th</sup>. Please submit your paper prior to the deadline. Late submission will result in a deduction of 10% per day.

If a medical emergency or other incapacitating event befalls you, preventing you from reaching the deadline, it is expected that you will communicate as promptly as you can and submit your work as soon possible.

Where extreme medical or personal circumstances require extended absence, or are impacting multiple courses please contact academic advising at [sshadvicing@ontariotechu.ca](mailto:sshadvicing@ontariotechu.ca) or SAS if applicable, for support related to missed work.

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

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

<b>Week 1</b>	<b>Introduction: Foundations of Legal Studies</b> Martin Luther King, <i>Letter from Birmingham Jail</i> (1963) Baglay, "Chapter 1: What is Law?" <i>Introduction to the Canadian Legal System</i> (2016)	<b>September 13</b>
<b>Week 2</b>	<b>Systems and Sources of Law</b> Baglay, "Chapter 2: Systems and Sources of Law" <i>Introduction to the Canadian Legal System</i> (2016) <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>September 20</b>
<b>Week 3</b>	<b>Responsible Government and Emergency Powers</b> Baglay, "Chapter 3: Structure of Canadian Government" [42-67] <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>	<b>September 27</b>
<b>Week 4</b>	<b>Canadian Courts and Constitutional Interpretation</b> <i>Edwards v. A.G. of Canada (The Person's Case)</i> [1930] A.C. 124, 1929 UKPC 86 (extracts) Baglay, "Chapter 4: Canada's Courts" [72-96]	<b>October 4</b>

<b>Week 5</b>	<b>Reading Week No Class</b>	<b>October 11</b>
<b>Week 6</b>	<b>Torts: Recourse for Civil Wrongs</b> Baglay “Chapter 10 Tort Law” [226-249] <i>Malette v. Shulman</i> (Ont. C.A.) [1990] 72 O.R. (2d) 417	<b>October 18</b>
<b>Week 7</b>	<b>Charter Rights and State Legal Authority</b> Baglay, “Chapter 6: The Constitution and the Charter of Rights and Freedoms” [121-151] Thomas McMorrow, “MAID in Canada? Debating the Constitutionality of Canada’s New Medical Assistance in Dying Law” (2018) 44:1 Queen’s Law Journal 69 [77-80]	<b>October 25</b>
<b>Week 8</b>	<b>Criminal law &amp; Individual Liberty</b> John Stuart Mill, <i>On Liberty</i> (Toronto: Penguins, 1974) [141-151] Baglay, “Chapter 8: Criminal Law” [179-198]	<b>November 1</b>
<b>Week 9</b>	<b>Indigenous Legal Orders</b> <i>Report of the Royal Commission on Aboriginal Peoples: Looking Forward Looking Back, Vol 1</i> [36-40] Baglay, “Chapter 5: Theoretical Perspectives”	<b>November 8</b>
<b>Week 10</b>	<b>Freedom to Contract Out of Human Rights Protections?</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?” <i>The Star</i> (2015) <i>Garrie v. Janus Joan Inc.</i> 2014 HRTO 272 [abridged]	<b>November 15</b>
<b>Week 11</b>	<b>Law, Power &amp; Constraint</b> William Little et al, “Chapter 9: Social Stratification in Canada” in <i>Introduction to Sociology - 1st Canadian Edition</i> (2013) [267-283] Eric Tucker, “The Road from Westray: A Predictable Path to Disaster?” (1998) 28:1 <i>Acadiensis</i> 132 Mr. K. Justice Peter Richard, <i>Westray Mine Public Inquiry</i> (1997)	<b>November 22</b>
<b>Week 12</b>	<b>Form, function and the foundations of legal studies</b> Kitty Calavita, <i>Invitation to Law and Society, Second Edition: An Introduction to the Study of Real Law</i> [extract]	<b>November 29</b>
<b>Week 13</b>	<b>Distributive justice, non-state legal ordering and the foundations of legal studies</b> Macdonald, “Can We Go to a Garage Sale This Weekend?” in <i>Lessons of Everyday Law</i> [125-129] Macdonald, “Law Day and Chocolate Bunnies” in <i>Lessons of Everyday Law</i> [19-22]	<b>December 6</b>

## 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 for five academic years. When you submit your essays to Canvas, they will automatically also be uploaded to Turnitin.com. The terms that apply to the 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 inform their instructor at the time the work is assigned and provide, with their assignment, a signed Turnitin.com Assignment Cover sheet:

<https://shared.ontariotechu.ca/shared/department/academic-integrity/Forms/assignment-cover-sheet.pdf>

Further information about Turnitin can be found on the university website <https://academicintegrity.ontariotechu.ca/>

## 15. 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.

## 16. 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/>

## 17. 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.

## **18. 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 FSSH. 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 FSSH 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@ontariotechu.ca](mailto:accessandprivacy@ontariotechu.ca)

### **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:

- Respondus Monitor to maintain academic integrity for examinations;
- 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.
- Other applications, services, or technologies that support or enhance online learning

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. Copyright Notice**

All teaching materials provided by the instructor throughout the course, including, but not limited to, in whole or in part, recorded lectures, slides, videos, diagrams, case studies, assignments, quizzes, and examinations are subject to the Copyright Act, R.S.C., 1985, c. C-42. Teaching materials are owned by the faculty member, instructor or other third party who creates such works. The copyright owner(s) reserves all intellectual property rights in and to the teaching materials, including the sole right to copy, reproduce, distribute, and modify the teaching materials. Consistent with the university's Intellectual Property Policy, teaching materials are intended only for the educational use of Ontario Tech University students registered in the course that is the subject of this course outline. Any distribution or publishing of this material (e.g. uploading material to a third-party website) is strictly prohibited under the law unless the student has obtained the copyright owner's prior written consent. Any violation of copyright law or the Intellectual Property Policy, if proven, may be subject to sanction as academic misconduct, and/or under the Student Conduct Policy.



FACULTY OF SOCIAL SCIENCE AND HUMANITIES

**POSC 1000U – Introduction to Political Science Course  
outline for Winter 2023**

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

Term	Course Type	Day	Time
Winter 2023	Lecture	Wednesday	2:10-5:00 pm

Location	CRN #	Classes Start	Classes End
DTR 100	72078 72079	Jan 9, 2023	April 10, 2023

For other important dates go to: <https://uoit.ca/current-students/academics/important-dates-and-deadlines.php>

**2. Instructors Contact Information**

Instructor	Office	Phone	Em ail
Ruth Felder	CHA 306 61 Charles Street	905-721-9668 ext. 5858	ruth.felder@ontariotechu.ca
Online office hours by appointment.			

Teaching Assistants	Email
Funmilola Ogunseye	<a href="mailto:funmilola.ogunseye@ontariotechu.net">funmilola.ogunseye@ontariotechu.net</a>
Kasie Maurice	<a href="mailto:kasie.maurice@ontariotechu.net">kasie.maurice@ontariotechu.net</a>

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 introduces students to the central concepts of political science. The course deals with the scope, concerns, orienting concepts, leading approaches and methodologies of political inquiry, the major political ideologies, formal and informal institutions in the political process, problems of political and social change and Canadian and international politics. The emphasis is on how individuals participate in politics and on how politics may be changed through mobilization, social movements and globalization. This course cultivates an understanding of municipal, provincial, national and international levels of politics.

### **4. Learning Outcomes**

By the end of the term, you will be able to:

- Define key political science concepts and engage with questions about the nature of the state, democracy and power.
- Become familiar with different ideological perspectives about politics.
- Apply theoretical concepts to the analysis of contemporary political issues and events and think critically about political life and political values.
- Develop skills for comprehending lectures and readings and communicate ideas in written and oral forms.

### **5. Course Design**

This is an in-person course which combines lectures with class discussions and other activities. You are expected to read the assigned materials before the lecture and to engage in active work during the class, including participating in in-person and online group discussions, seminars, writing exercises, etc. The class will be an opportunity for you to ask questions, clarify doubts and share your views and reactions to class materials with your peers.

The study of politics entails controversy and different views and requires a collegial and respectful learning environment in which all students are able to participate in building knowledge, exchange ideas and support your peers.

This general format is flexible and may change depending on the topics and the dynamic of the group among other factors.

## 6. Schedule of topics, readings and important dates

1	Jan 11	<p><b>Introduction to the course</b></p> <p>Read the syllabus.</p>
<b>Part I: Basic concepts</b>		
2	Jan 18	<p><b>What is politics? What is political science?</b></p> <p>Heywood, A. (2019) <i>Politics</i>. Chapter 1. “What is politics?”</p> <p>Aquanno, S. (2021, November 16). <i>Political Science at Ontario Tech   Discover the Difference</i> [Video].  <a href="https://youtu.be/prR8XVnfByY">https://youtu.be/prR8XVnfByY</a></p> <p><b>Syllabus scavenger quiz due before the class.</b></p>
4	Jan 25	<p><b>The state</b></p> <p>Heywood, A. (2019). <i>Politics</i>. Chapter 3. “Politics and the state.”</p>
3	Feb 1	<p><b>Democracy</b></p> <p>Heywood, A. (2019). <i>Politics</i>. Chapter 4. “Democracy and legitimacy”.</p> <p><b>Academic Integrity quiz due before the class.</b></p>
5	Feb 8	<p><b>Ideologies</b></p> <p>Heywood, A. (2019). <i>Politics</i>. Chapter 2. “Political ideas and ideologies”.</p> <p><b>Deadline to inform your instructor about the members of your group. Use the <a href="#">sign-up sheet</a>.</b></p>
<b>Part II: Politics and society</b>		
6	Feb 15	<p><b>Political identities, political culture and the media</b></p> <p>Heywood, A. (2019). <i>Politics</i>. Chapter 8 “Politics, society and identity” and chapter 9 Political culture and the media”.</p> <p><b>Reading notes due before the class.</b></p>
7	Feb 22	<p><b>Winter study break</b></p>

8	March 1	<b>Political representation and political parties</b>  Heywood, A. (2019). Politics. Chapter 10 “Representation, elections and voting” and chapter 11” Parties and party systems”.
9	March 8	<b>Interest groups and social movements</b>  Heywood, A. (2019). Politics. Chapter 12 “Groups, interests and movements”.
<b>Structure of Government</b>		
10	March 15	<b>Constitutions and the Judiciary. Executive</b>  Heywood, A. (2019). Politics. Chapter 13 “Constitutions, law and judges” and chapter 14 “Political executives and leadership”.  <b>Case analysis due before the class.</b>
11	March 22	<b>Legislative. Bureaucracies</b>  Heywood, A. (2019). Politics. Chapter 15 “Assemblies” and chapter 16 “Public policy and the bureaucracy”.
<b>Global Politics</b>		
12	March 29	<b>Political economy. Governance</b>  Heywood, A. (2019). Politics. Chapter 7. “Political economy and globalization” and chapter 19. “World order and global governance”.
13	April 5	<b>Course wrap-up and exam review</b>  <b>Take-home exam questions available after the class.</b>
	April 12	<b>Take-home exam due 11:59 pm.</b>

## 7. Required Textbook

Heywood, A. (2019). *Politics* (fifth edition). Macmillan International Higher Education/Red Globe Press.

I highly recommend that you get a paper copy of the book as it usually helps comprehending complex ideas and reducing distractions. If you buy a second-hand copy of the book, be sure that it is a recent edition (preferably 2019 or 2014).

Yet, I understand that there are reasons why you may prefer to have electronic

access to the book, in which case you can get it at <https://www.vitalsource.com/en-ca/products/politics-andrew-heywood-v9781352005462>

or at

<https://www.macmillanihe.com/page/detail/politics-andrew-heywood/?sf1=barcode&st1=9781352005455>

## **8. Evaluation method**

### **I. Syllabus scavenger quiz**

After the first day of class, you will finish reading the syllabus if you have not done it before and you will answer 8 questions about the syllabus. You will get 0.5 points for each correct answer. The purpose of this quiz is that you familiarize yourself with the syllabus and get used to going back to it when searching for information and answers to your questions about the course.

### **II. Weekly Quizzes**

Starting on January 18, you will answer four multiple-choice questions after each class. You will get 0.5 points for each correct answer. The purpose of the quizzes is that you test your knowledge and understanding of the class topic.

### **III. Academic integrity quiz**

You will read the academic integrity materials and complete the quiz. The purpose of this assignment is that you familiarize yourself with academic integrity rules.

### **IV. Reading notes**

You will write reading notes for one of the following readings of your choice (600- 900 words). The instructions for the reading notes will be available on Canvas.

- Heywood, A. (2019). Politics. Chapter 3. "Politics and the state".
- Heywood, A. (2019). Politics. Chapter 4. "Democracy and legitimacy".
- Heywood, A. (2019). Politics. Chapter 2. "Political ideas and ideologies".

The purpose of this assignment is that you hone your ability to develop your active reading skills, including thinking critically about what you are reading, identifying the main points and retaining relevant information, and your ability to communicate ideas by synthesizing the content of other authors' work and presenting ideas in an organized and clear way.

### **V. Case analysis**

Working in groups of 4 or 5 students, you will address a political problem from specific theoretical and ideological perspectives. Each group will submit one report.

The case analysis gives you the opportunity to apply key political science concepts to

real-life situations and think about the theories and ideas underlying different political options. It is also an invitation to consider the multiple dimensions of political issues and see the world from various perspectives by assuming alternative identities. Finally, you will hone your skills to work collaboratively with your colleagues and develop your writing skills.

## VI. Take-home final exam

You will write a take-home cumulative exam at the end of the term. The questions for the exam will be available on Canvas on April 5 after the class. You will upload your answers by April 12 02:00 PM EST.

The purpose of the exam is that you demonstrate that you are familiar with, and have a critical understanding of the course's concepts and discussions. You will have to demonstrate that you read and understood the readings and class discussions.

## VII. Class participation (group discussion posts and presentations)

Class participation and engagement with your peers' 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 dynamic conducive to learning and find ways to engage with others.

With this in mind, you were randomly assigned to a discussion group. You will join your group during the class discussion period and work on various discussion questions and prompts. Your group will post its answers to these questions and prompts on Canvas every week. A few times during the term, your group will present a brief summary of your answers to the rest of your colleagues. Your answers will demonstrate your critical reading of class materials and lectures, your engagement with others' points of view, your willingness to rethink your own ideas, etc.

## 9. Assignments and grading

Assignment	Percentage of the final grade	Due
Syllabus scavenger hunt quiz	4 %	January 18, 2:00 PM (at the beginning of the class).
Weekly quizzes	20% (2% each)	Every Friday 11:59 PM EST after the class starting on January 18.
Academic integrity learning quiz.	6 %	February 1 2:00 PM (at the beginning of the class).
Reading notes	20%	February 15 2:00 PM (at the beginning of the class).

Case analysis	15%	March 15 2:00 PM (at the beginning of the class).
Take-home final exam	30 %	April 12 11:59 PM EST
Group discussion posts and presentations	5 %	Various dates

*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**

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 within 48 hours after the deadline. 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 5% per day including weekends apply.

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 depictions of violence, and 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/>

## 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

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. Class rules and professional conduct

### Use of Canvas

You will upload an electronic copy (Microsoft Word) of your assignments to Canvas. Canvas will also be used 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 your instructors' office hours. Allow up to 48 hours to get an answer.

Please consult this syllabus and Canvas first to see if the answer to your question might be answered by course material before emailing your instructor.

### Office hours

A meeting with your instructor is an opportunity to talk about the course, your expectations, doubts, concerns and other relevant issues.

Instructors' office hours will be posted on Canvas. When you sign for an appointment, you will receive a link for a virtual meeting. Keep in mind that it is extremely unprofessional to miss an appointment with your instructor. You should contact your instructor 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.

### Attendance

Attendance is mandatory. Unless your absences are justified, you lose 1 participation point for each missed class if you miss more than three classes. You should contact your instructor 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)

## 15. 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

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>

## 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.

## 16. 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.

## 17. 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.

## 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.

## 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.

Ontario Tech University acknowledges the lands and people of the Mississaugas of Scugog Island First Nation. We are thankful to be welcomed on these lands in friendship. The lands we are situated on are covered under the Williams Treaties and the traditional territory of the Mississaugas, a branch of the greater Anishinaabeg Nation, including Algonquin, Ojibway, Odawa and Pottawatomi. These lands remain home to a number of Indigenous nations and people.

We acknowledge this land out of respect for the Indigenous nations who have cared for Turtle Island, also called North America, from before the arrival of settler peoples until this day. Most importantly, we remember the history of these lands has been tainted by poor treatment and a lack of friendship with the First Nations who call them home.

This history is something we are all affected by as we are all treaty people in Canada. We all have a shared history to reflect on, and each of us is affected by this history in different ways. Our past defines our present, but if we move forward as friends and allies, then it does not have to define our future.

**Faculty of Social Science and Humanities  
PSYC 1000U: Introduction to Psychology  
Course outline for Winter 2024**

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

Term	Course Type	Day	Time
W	Hybrid	Tuesday	11:10am-2 pm

Location	CRN #	Classes Start	Classes End	Final Exam Period
Online	70482	January 9	April 2	April 10-20

\* Visit <https://ontariotechu.ca/current-students/academics/important-dates-and-deadlines.php> for other dates

**\*\*NOTE: Lectures will be livestreamed and recorded every Tuesday from 11:10am – 2:00pm in DTR100 (Regent Theatre). You are welcome to attend these lectures in person, and/or view the lectures live online using the following link (note – please copy and paste the link directly into the web browser): <https://stream.meet.google.com/stream/c69d5587-152e-4c39-8a3f-54b8019d3afb> Recordings will be available on Canvas every Wednesday by 2pm.**

**Important Note – Final Exams**

The final exam for this course will be run ON CAMPUS during the regular final exam period. If a student cannot attend due to COVID-19 related international travel restrictions you **must email your course instructor ASAP** (as soon as possible) regarding the possibility of alternate arrangements.

**2. Instructor Contact Information**

Instructor Name	Office	Email
<b>Dr. Karla Emeno</b>	DTC 625	Karla.emeno@ontariotechu.ca
Office Hours: <b>Jan. 9 to Feb. 13</b> ; Tuesday 2-3pm and by appointment		
Instructor Name	Office	Email
<b>Dr. Amy Leach</b>	DTC 621	amy.leach@ontariotechu.ca
Office Hours: <b>Feb. 13- Mar. 19</b> ; Tuesday 2-3pm and by appointment		
Instructor Name	Office	Email
<b>Dr. Leigh Harkins</b>	DTC 624	Leigh.harkins@ontariotechu.ca
Office Hours: <b>Mar. 19- Apr. 2</b> ; Tuesday 2-3pm and by appointment		

Teaching Assistants	Office	Email	Office Hours
Corina Picco	CHA 123	<a href="mailto:corina.picco@ontariotechu.net">corina.picco@ontariotechu.net</a>	Friday 1-2
Bria Hughes-Small	CHA 123	<a href="mailto:brianna.hughes@ontariotechu.net">brianna.hughes@ontariotechu.net</a>	Thursday 10-11am
Emily Matthewson	CHA 123	<a href="mailto:emily.matthewson@ontariotechu.net">emily.matthewson@ontariotechu.net</a>	Monday 2-3pm

### **Questions/Concerns**

Students are encouraged to post their questions to the discussion boards in Canvas. Alternatively, they can send a message to the Teaching Assistants (TAs) or the instructor via their Ontario Tech email accounts or Canvas Messages. Typically, a response can be expected within 48 business hours.

If students have any concerns about this course, it is best to discuss them in person as miscommunications can occur over email. Please email the TAs or the professor to make an appointment, or simply attend one of their office hours.

### 3. Course Description

This course introduces students to the vocabulary and principles of psychology. It also surveys the major theories and research related to the scientific study of human behaviour. The course examines the scientific process of history and methodology, biological psychology, sensation and perception, learning and motivation, cognition, developmental psychology, social psychology, personality and individual differences, and clinical psychology.

### 4. Learning Outcomes

Upon the successful completion of the course, students will have:

- a broad overview of the field of psychology.
- the ability to differentiate between prominent psychological facts and myths.
- an understanding of the major concepts, theorists, and findings in psychology.
- knowledge of the methodologies that are used in the field of psychology.

### 5. Course Design

Lectures will be held in the Regent Theatre on Tuesdays from 11:10am – 2:00pm. These lectures will be broadcast and recorded for this section of the course. Recordings should become available on Canvas every Wednesday by 2pm. Use this link to view the lectures live online: <https://stream.meet.google.com/stream/c69d5587-152e-4c39-8a3f-54b8019d3afb>

#### **Course Website:**

The Canvas site for the course contains all course requirements, handouts, lecture notes, and other related materials. **Students should consult Canvas regularly for amendments to the course.**

#### **General Expectations**

The professor and TAs are expected to be on time, prepared, and return assessments as promptly as possible (i.e., typically, within 2 weeks). The PowerPoint slides will be posted on Canvas at least one hour before each class.



There might be some overlap between the lectures and required readings, but there will be material presented in class that will not be found in the reading assignments (and vice versa). Therefore, it is important for students to watch all lectures (live or recorded) and take notes.

## 6. Outline of Topics in the Course

There is a fairly heavy reading load in this course: at least one chapter is covered every week. Approximate lecture dates are provided, below, so that students can keep up with the readings. Ideally, students should complete the required readings before the topic is covered in class.

Date	Lecture Topic	Chapters	Instructor
January 9	Introduction to the Course	Prologue	Dr. Emeno
January 16	The Story of Psychology and Thinking Critically	1	Dr. Emeno
January 23	The Biology of Mind	2	Dr. Emeno
January 30	Sensation and Perception	6	Dr. Emeno
<b>February 10 (Saturday)</b>	<b>Exam 1: 9:30am – 11am CHA 213 - Last names A to L CHA 216 - Last names M to S CHA 217 - Last names T to Z</b>	<b>Prologue, 1, 2, 6</b>	<b>Dr. Emeno</b>
February 13	Learning	7	Dr. Leach
February 20	<b><i>Classes Cancelled – Winter Study Week</i></b>		
February 27	Memory	8	Dr. Leach
March 5	Developing through the Life Span	5	Dr. Leach
<b>March 16 (Saturday)</b>	<b>Exam 2: 9:30am – 11am CHA 213 - Last names A to L CHA 216 - Last names M to S CHA 217 - Last names T to Z</b>	<b>5, 7, 8</b>	<b>Dr. Leach</b>
March 19	Social Psychology	13	Dr. Harkins
March 26	Psychological Disorders	15	Dr. Harkins
April 2	Treatment	16	Dr. Harkins
<b>April 10-20</b>	<b>Final Exam Scheduled by the Registrar</b>	<b>13, 15, 16</b>	<b>Dr. Harkins</b>

\* Changes may be made to this schedule during the course.

## 7. Required Texts/Readings

Myers, D. G., & DeWall, C. N. (2021). *Psychology* (13<sup>th</sup> ed.). Worth.

Read & Practice 6-month ebook access and loose-leaf textbook version (which also includes Read & Practice 6-month ebook access) are both available for purchase through the Campus

Bookstore. Choose whichever version you prefer (i.e., ebook access only or unbound hard copy with ebook access).

Read & Practice 6-month ebook access can also be purchased at the link below.

<https://store.macmillanlearning.com/ca/product/Psychology/p/1319132103>

**NOTE:** Although previous editions of the textbook are fairly similar to the current edition, they are not identical. Use a previous edition of the textbook at your own risk, as lectures and tests will be based on the 12<sup>th</sup> edition.

A copy of the 13<sup>th</sup> edition of the textbook has been placed on course reserve at both Ontario Tech libraries (North Campus and SSH & Education). These copies can be accessed at the circulation desk (call number BF121.M94 2021).

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

**Instructions for Read & Practice Course Registration:**

1. Go to: <https://achieve.macmillanlearning.com/courses/ytzby6>
2. Click on "I Need to Enroll in a Course."
3. Enter the following course ID – **ytzby6**
4. There are then three options:
  - a. Already have a code purchased from the Bookstore: Simply enter in the code you received upon purchase. Create an account and you will have Read & Practice 6-month ebook access.
  - b. Start a Grace Period: You can get 14 days of free access. Select this option, create an account, and you will receive 14-day temporary access. You will need to purchase long-term access in order to use the product beyond the 14 days. This option will only be available for the first 14 days of the course.
  - c. Purchase Access Online: Select the access period you want to buy. Add it to your cart. Create an account. Follow the checkout process.

Go to [macmillanlearning.com/support](https://macmillanlearning.com/support) for help articles and information on how to contact Macmillan Learning.

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

## 8. Evaluation Method

### **Exams – 95% of the final grade**

There will be three exams. Each exam will cover the material immediately preceding it (i.e., they are not cumulative). Exams 1 and 2 will be worth 30%, whereas the final exam will account for 35% of the course mark.

### **Core Research Module – 5% of the final grade**

The Core Research Module (CRM) is worth 5% of students' total grade in the course. Students will accrue CRM credits by: (a) participating in faculty-run research studies, and/or (b) reading and submitting short guided reviews of research articles. One CRM credit = 1% of the final grade. Thus, to obtain the full 5%, student will need to accrue 5 CRM credits over the course of the semester.

**NOTE: In order to ensure the fairness of evaluations, grades will not be adjusted by the professor on an individual student basis, except in cases in which an error has been made. Extra credit work will not be assigned.**

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found under Academic Regulations at: <https://calendar.ontariotechu.ca/>

## 9. Assignments and Tests

Exams are worth 95% of a student's grade in the course. All exams will consist of multiple-choice questions covering content from the textbook, lectures, and any additional assigned material. They will be closed-book and non-cumulative. Exams 1 and 2 will be held during regularly scheduled class time (see schedule) and the final exam will be held during the final exam period. The date and time of the final exam will be scheduled by the Registrar and will be posted by that office.

### ***Missed Work***

Students are advised to use the flexibility built into their course and work within the outlined deadlines and parameters. If, due to exceptional circumstances, you are unable to complete your course work or assessment by the posted deadline, please follow the following process:

Core Research Module □ contact the instructor directly, no later than 48 hours from the deadline.

Midterm Examinations □ submit the FSSH Academic Consideration form

- **Seven business days PRIOR** to the midterm examination date if **for religious reasons**.
- **No later than three business days AFTER** the missed midterm examination date **for all other reasons**.

Final Examination □ submit (1) the FSSH Academic Consideration form AND (2) the Request for an Examination Deferral form.

- **Fifteen business days PRIOR** to the first final examination date if **for religious reasons**.
- **No later than three business days AFTER** the missed final examination date **for all other reasons**.

If you are ill and already seeking medical attention you may submit medical documentation; however, medical documentation is not a requirement at this time. If 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.

For information on how missed/late assignments and medical excuses are managed, please refer to the university's revised *Procedures for Consideration of Missed In-Term Course Work and Examinations* <https://usgc.ontariotechu.ca/policy/policy-library/policies/academic/procedures-for-consideration-of-missed-in-term-course-work-and-examinations.php>.

## 10. Core Research Module

The Core Research Module (CRM) is designed to provide students with opportunities to gain a richer understanding of the ways in which psychological research is conducted. Through the CRM, students will learn about the importance of operationalizing independent and dependent variables, about the comparison of experimental and control groups, and about how careful study design can help test specific experimental hypotheses.

The CRM is worth 5% of the total grade in the course; one CRM credit = 1% towards the final grade. Only by completing all CRM requirements, can students obtain the full 5%. Note that 5% is the maximum amount that be accumulated through the CRM component of the course.

Students will earn CRM credits by (a) participating in faculty-run research studies, and/or (b) reading and submitting short guided reviews of contemporary research articles. Note that students can just complete option A, just option B, or a combination of options A and B to receive the full 5%.

### ***Participating in Research Studies***

Participating in research studies is a great – and often fun – way to gain hands-on experience with psychology research studies. These studies are run by professors and graduate students, who conduct research aimed at furthering a wide variety of scientific missions. They are all safe and fully approved by the Ontario Tech Research Ethics Board, and provide an optimal way to learn how psychological research is conducted.

To participate in these studies, students can go to the Psychology Participation website at <https://ontariotechu.sona-systems.com/>, where they will find a list of all the studies that are currently seeking participants. After logging in, students will be asked to answer a few questions that provide basic information about themselves (e.g., age, gender, written/spoken languages, etc.). Then, they will be able to sign up to participate in research studies. Students will receive CRM credits in the following amounts:

*Lab-based in-person studies* – Some research studies require that students come to a psychology laboratory in order to participate. For these *lab-based studies*, students will typically receive 2 CRM credits for every hour of participation (calculated in 30-minute intervals), but this may vary.

*Online-only studies* – Some studies only require online participation to complete the study. For these *online-only studies*, students will typically receive 1 CRM credit for every hour of participation (calculated in 30-minute intervals), but this may vary.

### ***Guided Reviews of Contemporary Research Articles***

If students do not want to participate in research studies, they may instead choose to read selected research articles, and to complete guided reviews of these articles. While this will not provide the same hands-on experience as participating in the research studies, the questions that students will be required to answer will teach them important concepts regarding the purpose, design and implementation of the conducted research.

Students must consult the instructions for completion – which include the list of eligible articles and submission guidelines – as well as the required questions; these materials are located in the CRM folder (see Canvas). All articles are available via the library's website. A submission portal will also be created in Canvas that students can use to upload the completed review. Each article review will be graded on a pass/fail basis, and all passing submissions will receive 0.5 CRM credits.

### ***Deadline for Receiving CRM Credits***

Students can sign up to participate in research studies at any point during the semester, with data collection ending on the university's official last day of classes (i.e., **the deadline for research participation is April 8th**).

In order to ensure the course TAs can mark the guided article reviews in a timely manner, and to assist students with time management throughout the course, the due dates for the guided article reviews will be staggered across the semester (see specific due dates below). Please note that late submissions will NOT be accepted; as long as students can still submit a particular guided article review via Canvas, then it is considered on time.

Guided Article Review	Due Date
Article 1	Tuesday Jan. 23, 11:49pm
Article 2	Tuesday, Jan. 30, 11:59 pm
Article 3	Tuesday, Feb. 6, 11:59 pm
Article 4	Tuesday, Feb. 13, 11:59 pm
Article 5	Tuesday, Feb. 27, 11:59 pm
Article 6	Tuesday, Mar. 5, 11:59 pm
Article 7	Tuesday, Mar. 12, 11:59 pm
Article 8	Tuesday, Mar. 19, 11:59 pm
Article 9	Tuesday, Mar. 26, 11:59 pm
Article 10	Tuesday, Apr. 2, 11:59 pm

## 11. Technology Requirements and Learning Management System Information

Ontario Tech uses *Canvas*™ as its learning management system (LMS). Access to the LMS is limited to students formally registered in courses. That access is for the duration of the semester **and for an additional 120 days once the semester is over**. Students are strongly encouraged to download any/all relevant course material during that access period. Any requests for access post this period must be made in writing to the instructor/faculty member responsible for the course.

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.

## 12. 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 matters pertaining to psychological disorders. 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.

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If you think you have been subjected to or witnessed sexual violence:

- Reach out to the gender-based case specialist in the Human Rights office, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. The Human Rights Office will make support services, including counselling, access or referrals to medical services, safety planning and accommodations, available to students affected by an Incident of Sexual Violence. [Book a consultation](#) with the Case Specialist for more information.
- Learn more about your options at: <https://ontariotechu.ca/sexualviolence/>

### 15. Students with Disabilities

Ontario Tech University is committed to promoting an environment where everyone has an equal opportunity to contribute to their fullest potential. Students who require accommodation for a disability are advised to contact Student Accessibility Services (SAS) as soon as possible. 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 integrity.

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, Tuesday, Thursday, and Friday, Wednesday's 10:00 am to 4:30. Please note they are closed each day between noon and 1:00 pm. 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).

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) working days before the date of the test.**

Students must register for final exams no later than **3 weeks prior to the start of the final examination period**. The final examination period is given at <https://ontariotechu.ca/current-students/academics/important-dates-and-deadlines.php>.

## 16. Professional Suitability

The *Professional Suitability* policy can be found at <https://usgc.ontariotechu.ca/policy/policy-library/policies/academic/academic-conduct-and-professional-suitability-policy.php> and the related procedures are hosted at <https://usgc.ontariotechu.ca/policy/policy-library/policies/academic-misconduct-and-professional-unsuitability.php>

## 17. 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. Please note that generative artificial intelligence (GAI) tools should not be utilized without advance, specific written approval by the faculty member teaching the course.

More information can be found at <https://usgc.ontariotechu.ca/policy/policy-library/policies/academic/academic-integrity-policy.php>

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>

## 18. 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://tlc.ontariotechu.ca/educational-tech/assignment-cover-sheet\\_updatedmay2021-1.pdf](https://tlc.ontariotechu.ca/educational-tech/assignment-cover-sheet_updatedmay2021-1.pdf)

## 19. Generative Artificial Intelligence

Generative Artificial Intelligence (GAI) includes tools such as ChatGPT, Bard, and other text generators. In this course you **do not** have permission to use these tools for any assessments. The use of GAI is considered to fall under the academic misconduct because the work was not created by you alone. NOTE: Every instructor will have different expectations regarding the use and misuse of GAI such as GPT-4, ChatGPT, Bard, and other tools.

## 20. Test and Exam Proctoring (Virtual Proctoring) (if applicable)

Ontario Tech University will conduct virtual monitoring of examinations in accordance with Ontario privacy legislation and all approved policy instruments.

## 21. 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 required to show their valid physical or digital Ontario Tech University student photo ID card (campus ID), or a valid government issued photo ID that is in English when writing an **in-person examination**. 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. More information on ID cards can be found at <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 an Academic Consideration form to the applicable Faculty 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 the university's *Procedures for Final Examination Administration* <https://usgc.ontariotechu.ca/policy/policy-library/policies/academic/procedures-for-final-examination-administration.php> and in the *Procedures for Consideration of Missed In-Term Course Work and Examinations* <https://usgc.ontariotechu.ca/policy/policy-library/policies/academic/procedures-for-consideration-of-missed-in-term-course-work-and-examinations.php>

## 22. 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.

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@ontariotechu.ca](mailto:accessandprivacy@ontariotechu.ca)

### **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:

- Respondus Monitor and Proctortrack to maintain academic integrity for examinations;
- Google Meet 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.
- Other applications, services, or technologies that support or enhance online learning.

For more information relating to these technologies, we encourage you to visit:  
<https://tlc.ontariotechu.ca/educational-tech/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.

### **23. Human Rights and Respect**

Ontario Tech University is committed to providing a campus environment in which all University Members are treated with dignity and to fostering a climate of understanding and mutual respect. The University will not tolerate, ignore or condone Discrimination or Harassment by or against anyone. Examples of Harassing behavior include, but are not limited to; bullying, taunting or mocking someone's race or creed, ridiculing an individual's disability, or targeting individuals with unwanted sexual or negative stereotypical comments about one's sex, gender, sexual orientation, gender identity and/or gender expression. Pursuant to Ontario Tech's Respectful Campus Policy, students are reminded of their role in ensuring an equitable and

inclusive learning environment. Requirements to refrain from harassment and discrimination apply broadly to on campus activities, e.g., on University property, in the classroom, including in lectures, labs and practicums, and also apply to off-campus activities, e.g. during any organized Ontario Tech class or extra-curricular activity including experiential learning opportunities such as co-op, practicum or during research endeavors, during official Ontario Tech events or using University equipment and technological tools that facilitate remote learning, e.g., class and other chat functions, video conferencing, and electronic mail.

## 24. 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.

## 25. Copyright Notice

All Teaching Materials, as they are defined under Ontario Tech's Intellectual Property policy ("IP Policy"), provided by the instructor throughout the course, including, but not limited to, in whole or in part, course notes, teaching notes, custom books, tutorials, evaluation tools, presentations and examinations are subject to the Copyright Act, R.S.C., 1985, c. C-42 and the IP Policy. Subject to the IP Policy, Teaching Materials are owned by the faculty member, instructor or other third party who creates such works, with a license to the University. The copyright owner(s) reserves all intellectual property rights in and to the foregoing materials. Consistent with the IP Policy, Teaching Materials are intended to be used by Ontario Tech University students registered in the course that is the subject of this course outline for educational purposes only. Any distribution or publishing of this material (e.g., uploading material to a third-party website) by a student is strictly prohibited under the law unless the student has obtained the copyright owner's prior written consent. Any violation of copyright law or the IP Policy, if proven, may be subject to sanction as academic misconduct, and/or under the Student Conduct Policy.

## 26. 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.

## 27.AODA

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.



**Ontario Tech University**  
**Downtown Oshawa Campus**  
**Faculty of Social Science and Humanities**  
**SSCI 2025U – Youth Cultures**

## Comparative Youth Delinquency

Professor: Dr. Steven Hayle

Office: Bordessa Hall, Rm. 422

E-mail: [steven.hayle@ontariotechu.ca](mailto:steven.hayle@ontariotechu.ca)

Office Hours: Thursdays from 1:00pm to 2:00pm

Class Type: Synchronous Lecture Using the Kaltura Platform

Class Time: Thursdays from 2:10pm to 5:00pm

Class Location: VIRTUAL

Classes Start: Thursday, September 9<sup>th</sup>, 2021

Classes End: Thursday, December 2<sup>nd</sup>, 2021

Final Examination Schedule: December 8<sup>th</sup> to December 19<sup>th</sup>, 2021

Semester: Fall 2021

Phone: 647-343-4751

\*\*\* This syllabus is subject to change, where deemed necessary by the professor.

### Course Calendar Description

This course provides an introduction to the complexities of Youth Culture in modern societies. Learners will explore a diverse range of themes including changes that have occurred between past and contemporary subcultures, how youth identities have been constructed in relation to mass media, the arts, society, politics, consumerism; and the intersections between youth culture and commodification as expressed in music, fashion and technology. Current social issues such as multiculturalism, sexuality, drugs and the rise of gun culture will also be examined. There will be opportunities for students to contrast and compare their own experiences with those of other youth. Lectures will be supported with guest speakers and media resources.

Credit Hours: 3

Lecture Hours: 3

### Course Overview

This course will provide an exploration of Youth Cultures that is INTERNATIONAL and COMPARATIVE in focus and employs YOUTH JUSTICE POLICY as a guiding framework. *delinquency* (or deviance and/or crime committed by young people). By approaching youth justice policy from the perspective of *youth subcultures*, students will gain a solid foundation in modern understandings of Youth Culture within Canada, the United States, and the United Kingdom. Students will gain significant exposure to the conceptualization of Youth Culture through an introduction to both **American** and **British** *subcultural theories*. As the course progresses, students will explore a range of social issues through the lens of Youth Culture, progressing from the United States, to Britain, and then finally here in Canada. These social issues will include: youth drug use and drug policy; delinquency; and youth gangs.

### Required Text

There are no textbooks that are required to be purchased for this course. Most readings are available through the library's electronic holdings. Other readings are Internet based materials. Where this is the case, the URLs will be provided. Readings can be accessed through the course website.

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

### Course Structure/Approach

The course will consist of 3-hour meetings. This class will be taught using a mixture of traditional lectures and more informal tutorial discussions. Each class will begin with housekeeping topics, such as discussing assignments, the class schedule, office hours, etc. What will then follow is a lecture that **builds** on the week's assigned readings. While the lecture will include material from the assigned readings, please note that there **often** will **not** be a considerable amount of overlap between lecture material and reading content. Sometimes, for example, the readings

will provide background information for the lecture. Alternatively, a lecture might provide an *alternative, updated*, or even *opposing* perspective to what is found in that week's readings. Thus, in order to succeed in the course, it will be **important** for students to attend **all** lectures **and** keep up with **all** assigned readings. During the lecture portion of the class, the floor will always be open to questions, discussion, and debate, permitted there is enough time. During the final portion of the three-hour meeting, the class will be "flipped" in order to allow for discussion to be student-led. Students will have the opportunity during this portion of the class to raise questions about the lecture topics, assigned readings, upcoming assignments and tests. Students will have the opportunity to workshop pieces of writing at this time, including term paper thesis statements, essay outlines, and draft answers to test questions. They will have the opportunity to engage in collaborative learning by sharing findings from their term paper research with others, as well as collectively discussing opportunities, achievements, and challenges they face throughout the research and writing process of their term paper assignments. While the goal is always to strictly adhere to the lecture schedule found below, please be advised that the class may, at any time, move ahead or fall behind in the schedule. The order of lectures might change, and lecture topics and/or assigned readings might change, be added, or eliminated. With that said, however, if there are any changes to the assigned readings, students will be provided with at least a week's notice, and the reading (like all others) will be provided on black board. Changes will NOT be made to either the evaluation components or the grading criteria.

## **Prerequisites**

[SOCI 1000U](#)

## **Learning Outcomes**

1. Expansion of students' KNOWLEDGE base and UNDERSTANDING of YOUTH CULTURE in the United States, Britain, and Canada, and how they can be understood and explained specifically through the lens of SUBCULTURAL THEORIES.
2. The development of the skill of CRITICAL POLICY ANALYSIS.
3. The development of the skill of comparative analysis (i.e. through a comparison of American and British subcultural theories and their application to the study of youth culture in Canada, the US, and the UK, etc.).
4. Honing the skill of advancing clear, analytical, focused, logical, and developed written and oral arguments that are supported by strong evidence.

## **Note on International and Comparative Criminal Justice Approach**

This course will be taught on a *global* scale using a cross-national comparative pedagogical approach. Namely this will be accomplished by exploring youth cultures in three specific locations: Canada, the United Kingdom; and the United States. Secondly, a considerable amount of time will be spent comparing and contrasting *American* and *British subcultural theories*. These two perspectives will be applied to a wide range of topics pertaining to Youth Cultures including drugs and drug addiction, the rise of gun violence in the City of Toronto, media representations of youth, and youth gangs. Lastly, students will be asked to examine youth cultural activities in countries other than Canada, and to compare and contrast them to their understanding of (and personal experiences with) youth culture in Canada. They will also be asked to consider how youth cultural activities in foreign countries under examination are connected to broader international forces such as globalization. The goals of this comparative criminological exercise are twofold. First, it is hoped that students will gain a global *and* globalized understanding of youth cultures. Second, it is hoped that students will gain a richer understanding of youth cultures in the Canadian context through rigorous comparison and contrast to youth cultures in other national contexts.

## Evaluation Components and Grading Policies

### Term Paper Proposal- Due Thursday, September 23<sup>rd</sup>, 2021 at 11:59pm on Canvas [15%]

The purpose of this assignment is to encourage students to begin thinking about, planning, and carrying out research for their final term paper assignment. For this proposal, students should choose what TOPIC related to YOUTH CULTURES they plan to explore in their final term paper. The first part of their proposal should entail a detailed description of the TOPIC that they are exploring. It should include a DEVELOPED explanation of how the topic that they have chosen is related to the theme (or subject) of YOUTH CULTURES. The second part of the assignment is the student's opportunity to discuss their plans for moving ahead on the assignment, what types of sources they plan to consult (or have consulted already), and what challenges they foresee themselves having to overcome (i.e. lack of research, too much research, etc.). The paper should be no more than 5 pages double spaced using size 12 Font, Times New Roman. Papers must strictly adhere to APA style guidelines (not just internal citations and bibliography). More information will be available through the course website. **The late penalty for this assignment is a 1% deduction for each day late (including weekends) off of one's final course grade.**

### Term Paper- Due Monday, December 6<sup>th</sup>, 2021 at 11:59pm on Canvas [40%]

Students will select a topic related to YOUTH CULTURES that they wish to analyse. The topic should be an ACTIVITY or PHENOMENA pertaining to YOUTH DEVIANCE/DELINQUENCY in a FOREIGN COUNTRY (i.e. not Canada). Examples of broader umbrella issues within which you could find a potential suitable topic include the following: gangs; drugs; gun violence; fashion; sexuality; leisure, etc. To be clear, however, students are NOT limited to choosing a topic from one of these areas. The scope of options for students is wide and they are encouraged to select a topic that interests them and/or is strongly connected to their future career ambitions. Students will describe and explain their chosen ACTIVITY or PHENOMENA in considerable detail, and clearly demonstrate that a connection does, indeed, exist between their chosen ACTIVITY/PHENOMENA and the theme of YOUTH CULTURES. Students will then ANALYSE their chosen ACTIVITY/PHENOMENA from **both** the *American* AND *British* subcultural theoretical perspectives. Drawing on primary and secondary sources, they must CRITICALLY ANALYSE their chosen topic by EXPLAINING HOW and WHY both theories are particularly USEFUL for UNDERSTANDING and ANALYSING their topic. Students must ultimately advance a THESIS in which they develop an ARGUMENT for which PERSPECTIVE (American or British) they believe is more USEFUL or HELPFUL for explaining and analyzing their chosen topic. As part of their research and/or theoretical analysis, students MUST in some way address YOUTH JUSTICE POLICY operating in the foreign country. Term papers should range between 10-12 pages double spaced Times New Roman Font. Papers must strictly adhere to APA style guidelines (not just internal citations and bibliography). More information will be available through the course website. **Papers received after the deadline (which is the last day of ALL scheduled lectures) will not be marked and will receive a grade of zero.**

### Take Home Final Examination- Due Thursday, December 16<sup>th</sup>, 2021 at 11:59pm on Canvas [40%]

The final examination will be CUMULATIVE and will cover material from BOTH lectures and readings introduced throughout the entire course. Students will be expected to **demonstrate mastery** of course content, themes, theories, and concepts.

**Late Policy: With the exception of the final term paper, the late penalty for all term work is a 1% reduction, per day, off of the students' final course grade. Final term papers received after the deadline (which is the last day of ALL scheduled lectures, not the last lecture for this particular course) will not be marked and will receive a grade of zero.**

**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.**

## 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.**

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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 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.

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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/>

#### 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. 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>

## 16. 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/departement/academic-integrity/Forms/assignment-cover-sheet.pdf>



## 17. Online Test and Exam Proctoring (Virtual Proctoring)

Ontario Tech University will conduct virtual monitoring of examinations in accordance with Ontario privacy legislation and all approved policy instruments.

## 18. Final Examinations (if applicable)

Final examinations are held during the final examination period at the end of the semester and **when on campus access is allowed**, 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 required to show their Student ID card (campus ID) when **in-person examinations are allowed**. 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. More information on ID cards can be found at <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.ontariotechu.ca/policy/policy-library/policies/academic/procedures-for-final-examination-administration.php>

## 19. 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 [Insert Faculty name]

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@ontariotechu.ca](mailto:accessandprivacy@ontariotechu.ca)

### 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 Kaltura Virtual Classroom to facilitate remote instruction and interactive learning;

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.**

## **21. 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.

## **22. 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.

### **Tentative Course Schedule**

Please note that the lecture topics and readings are subject to change at any time throughout the semester. Advanced notice will be provided and changes will be reflected in assignment and examination expectations. Any additional or changed readings will be provided to students on the course website.

#### **Lecture One- Thursday, September 9<sup>th</sup>, 2021**

TOPICS: Introduction to the Course

ASSIGNED READINGS: None

#### **UNIT A- YOUTH DELINQUENCY IN THE UNITED STATES**

#### **Lecture Two- Tuesday, September 16<sup>th</sup>, 2021**

TOPIC: American Subcultural Theories

ASSIGNED READINGS: “Social Structure and Anomie” by Robert K. Merton

“Delinquent Subcultures: Sociological Interpretations of Gang Delinquency” by David Bordua.

#### **Lecture Three- Thursday, September 23<sup>rd</sup>, 2021**

TOPIC: Youth Drug Use in the United States

ASSIGNED READING: Excerpts from “Patterns of Illegal Drug Use” and “Correlates of Drug Use” in *Drugs and Drug Policy* By Clayton Mosher and Scott Akins.

#### **Lecture Four- Thursday, September 30<sup>th</sup>, 2021**

TOPIC: American Drug Policy and Youth

ASSIGNED READINGS: “Crack in Context: politics and media in the making of a drug scare” by Craig Reinerman and Harry G. Levine.

## **UNIT B- YOUTH DELINQUENCY IN THE UNITED KINGDOM**

### **Lecture Five- Thursday, October 7<sup>th</sup>, 2021**

TOPIC: British Subcultural Theories

ASSIGNED READINGS:

“Subcultural Conflict and Working Class Community” by Phil Cohen.

### **Lecture Six- Thursday, October 21<sup>st</sup>, 2021**

TOPIC: Moral Panics and Youth in the United Kingdom

ASSIGNED READINGS: Excerpt from Stanley Cohen’s *Folk Devils and Moral Panics*.

### **Lecture Seven- Tuesday, October 28<sup>th</sup>, 2020**

TOPIC: Youth Crime in the United Kingdom over Time

ASSIGNED READINGS: Excerpt from Geoffrey Pearson’s *Hooligan*

## **UNIT C- YOUTH DELINQUENCY IN CANADA**

### **Lecture Eight- Thursday, November 4<sup>th</sup>, 2021**

TOPIC: Canadian Youth Subcultures

ASSIGNED READINGS:

### **Lecture Nine- Thursday, November 11<sup>th</sup>, 2021**

TOPIC: Youth Gangs in Canada

ASSIGNED READING: “

### **Lecture Ten- Thursday, November 18<sup>th</sup>, 2021**

TOPIC: Canadian Youth Criminal Justice Policy

ASSIGNED READING: Excerpts from the *Youth Criminal Justice Act*

## **UNIT D- CONCLUSION**

### **Lecture Eleven- Thursday, November 25<sup>th</sup>, 2021**

TOPIC: Student Research Projects

ASSIGNED READINGS: None

## Lecture Twelve- Thursday, December 3<sup>rd</sup>, 2021

TOPICS: Conclusion

ASSIGNED READING: None



FACULTY OF SOCIAL SCIENCE AND HUMANITIES

## RESEARCH METHODS: FALL 2023

### ○ Course Details & Important Dates\*

Term	Section	Day	Time	Location
Fall	CRN 40437, Section 001	<i>Mondays</i>	<i>11:10am- 2:00pm</i>	<i>Downtown Campus: CHA 215 (in-person)</i>

Classes Start	Classes End	Final Exam Period
Sep 5, 2023	Dec 5, 2022	Dec 6–16, 2023

\* For other important dates go to this [link](#):

### ○ Instructor Contact Information

Instructor Name	Email	Office Hours
Dr. Vivian Stamatopoulos	<a href="mailto:Vivian.stamatopoulos@ontariotechu.ca">Vivian.stamatopoulos@ontariotechu.ca</a> (NOTE: It is .ca NOT .net)	By appointment (google meet) and I am available after lecture too!

Teaching Assistant	Email	Section	Office Hours
TBD	Stay Tuned.		*to be announced*

### 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. A note on COVID-19 and public health measures at OTU and my classrooms.

- **Wearing a mask/face covering is no longer mandatory but certainly welcome and I've continued masking while in essential public spaces**. Keep in mind, we still have students and staff who are immunocompromised, and it's good of us to do our individual parts to stay healthy

- **If you are sick, staying home is always the best choice.** *If you come to campus and feel even \*mildly\* unwell (i.e., headache or sore throat minus a cough, etc), PLEASE WEAR A MASK. I will also have extra masks in my classrooms for anyone needing one!*
- [Here is a link to where I buy my masks from if you want a pack of Canadian-made N95s for backup \(it's a good idea!\)](#)
  - Note: Masks, however great, do not alone prevent the spread of COVID-19 & other infectious diseases, so please also adhere to good hygiene & public-health measures, including *frequent handwashing and physical distancing.*
    - *For any immunocompromised students and/or students caring for elderly or other immunocompromised persons, I want you to know that I have 5 doses of the COVID-19 vaccine & take added precautions in my daily life as I too care for an elderly loved one.*

## 5. Course Text (**Recommended, Not Required**).

Neuman, W. Lawrence and Robson, Karen (2015). Basics of Social Research: Qualitative and Quantitative Approaches. Pearson Education (Third OR Fourth Edition). **Note: Students may "RENT" this text for a reduced fee [here](#).**

## 6. Course Design

Assessment	%	Due Date
Exam 1	30%	<b>October 2</b> (online via canvas, during class time) <i>*Watch welcome video&amp; read all course announcements for details!</i>
Exam 2	30%	<b>November 6</b> (same format)
Exam 3	20%	<b>December 4</b> (same format)
In-class mini assignments	20%	4 in total, worth 5% each **spontaneously assigned on any given lecture (no advance warning & no make-ups!)

**Module Tests:** Tests consist of multiple-choice and/or true-false questions based on material from the preceding 3 lectures. Tests are NOT cumulative. Exams are open-book, timed (1.5 hrs) and must be completed online via Canvas anytime during the lecture time slot (11am-2pm). *Exams are timed and once you start the exam, you must finish within 90 minutes (so if you need the full 90 minutes, you must start no later than 10am).* **\*There are NO make-ups. In case of a serious emergency, I may \*consider\* a make-up test and only if the student meets both of these two criteria:**

- (1) *Alert the professor by email **before** the end of the exam (on or before the exam date);*
- (2) *Provide formal documentation to the professor within **48 hours**, as per university policy.*

**\*\*I review such requests on a 1:1 basis and can deny requests so to be safe, don't miss a test!**

**Lecture-based assignments:** Mini post-lecture tasks will be assigned after random lectures. You can complete these individually or in groups. *NOTE: If you work in groups, only submit 1 assignment per group & include each member's full name + Banner ID. Students must submit their completed assignments on Canvas by 5pm, the same day. Most students will finish before the 2pm lecture end-time (I will be there to assist), but I am extending the completion window time to 5pm for anyone needing extra time. You cannot submit after that time and a 0 will be automatically assigned.*

**\*There are NO make-ups.**

**\*\*\*Please watch my welcome video for more information on these course rules\*\*\***

## 7. Weekly Breakdown

### Lecture 1: Monday September 11: Introduction: Theory & Research

Required reading: Chapter 1 & 2

Supplementary Reading 3: Wakefield, A. J., Murch, S. H., Anthony, A., Linnell, J., Casson, D. M., Malik, M., & Valentine, A. (1998). RETRACTED: Ileal-lymphoid-nodular hyperplasia, non-specific colitis, and pervasive developmental disorder in children. *The Lancet*, 351(9103), 637-641.

### Lecture 2: September 18: Research Ethics

Required reading: Chapter 3

Supplementary Reading 1: Milgram, S. (1963). Behavioral study of Obedience. *The Journal of abnormal and social psychology*, 67(4), 371.

Supplementary Reading 2: Haney, C., Banks, C., & Zimbardo, P. (1972). Interpersonal dynamics in a simulated prison (No. ONR-TR-Z-09). *International Journal of Criminology and Penology*, 1, 69-97.

### Lecture 3: September 25: Literature Reviews/Designing a Study

Required reading: Chapter 4 & 5

Supplementary Reading 1: Stamatopoulos, V. (2015). One million and counting: The hidden army of young carers in Canada. *Journal of Youth Studies*, 18(6), 809-822.

Supplementary Reading 2: Stamatopoulos, V. (2016). Supporting young carers: a qualitative review of young carer services in Canada. *International Journal of Adolescence and Youth*, 21(2), 178-194.

### Lecture 4: October 2: EXAM 1 (online via canvas and held during class time)

\*\*\*\*\* FALL STUDY BREAK – NO CLASSES – OCTOBER 9 to 15\*\*\*\*\*

### Lecture 5: October 16: Sampling & Measurement

Required reading: Chapter 6 & 7

### Lecture 6: October 23: Qualitative Interviewing/Field Research

Required reading: Chapter 12 & 13

### Lecture 7: October 30: Survey Research/Experiments

Required reading: Chapter 8 & 9

Supplementary Reading: [The Canadian Long-Form Census Debate](#)

### Lecture 8: November 6: EXAM 2 (same format)

### Lecture 9: November 13: Nonreactive Research (Quantitative/Qualitative)

Required reading: Chapter 10 & 14

Supplementary Reading: Goffman, E. (1979). *Gender advertisements*. New York: Harper and Row.

### Lecture 10: November 20: Qualitative Data Analysis

Required reading: Chapter 15

### Lecture 11: November 27: Quantitative Data Analysis

Required reading: Chapter 11

### Lecture 12: December 4: EXAM 3 (same format).



## 8. Course Communication

Please follow these guidelines for email correspondence with your professor and teaching assistants.

- 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 & section/day of class** (I teach several courses and/or sections).
- **All emails provide a proper greeting** (*it's rude to launch into a question without first greeting your email recipient e.g., Dear TA -----, Dear Dr. Stamatopoulos, etc.,*). This should be common sense, after all.
- **Emails asking questions that are ALREADY answered in course announcements or the welcome video will not be responded to (please do your due diligence and stay abreast of all updates.**
- **Be concise and courteous.** Review what you have written before you send.
- "Hey Prof", "Yo", etc. do not qualify as appropriate language for academic correspondence.
- **Emails probing information covered in the syllabus will not be answered** (e.g., "how much is the midterm worth," "when is assignment X due," etc.). Consult the syllabus please.

## 9. Copyright Notice

All teaching materials provided by the instructor throughout the course, including, but not limited to, in whole or in part, recorded lectures, slides, videos, diagrams, case studies, assignments, quizzes, and examinations are subject to the Copyright Act, R.S.C., 1985, c. C-42. **Teaching materials are owned by the faculty member who creates such works. The copyright owner(s) reserves all intellectual property rights in and to the teaching materials, including the sole right to copy, reproduce, distribute, and modify the teaching materials.** Consistent with the university's Intellectual Property Policy, teaching materials are intended only for the educational use of Ontario Tech University students registered in the course that is the subject of this course outline. **Any distribution or publishing of this material (e.g. uploading material to a third-party website) is strictly prohibited under the law!**

## 10. 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 courses should speak to the Student Accessibility Services (SAS) as soon as possible.

- Students taking courses on north Oshawa campus can visit Student Accessibility Services (SAS) in UL Building, Room 2 (located near library). Students taking courses on **downtown Oshawa campus** can visit SAS Services in 61 Charles St. Building, 2nd Floor, Room DTA 225.
- Disability-related and accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. For more information: <https://studentlife.uoit.ca/services/accessibility/index.php>
- **Students may contact Student Accessibility Services (SAS) by calling 905-721-3266, or emailing [studentaccessibility@uoit.ca](mailto:studentaccessibility@uoit.ca). Please let me know of any necessary accommodations for exams and assignments BEFORE the deadlines! Email me at [Vivian.stamatopoulos@uoit.ca](mailto:Vivian.stamatopoulos@uoit.ca) or see me in class!**

## 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. Technology Requirements and Learning Management System Information

Ontario Tech uses *Canvas™* as its learning management system (LMS). Access to the LMS is limited to students formally registered in courses. That access is for the duration of the semester **and for an additional 120 days once the semester is over**. Students are strongly encouraged to download any/all relevant course material during that access period. Any requests for access post this period must be made in writing to the instructor/faculty member responsible for the course.

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.**

## 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@uoit.ca](mailto:studentlife@uoit.ca)
- Learn more about your options at: <https://studentlife.uoit.ca/sexualviolence/>

## 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)

#### **14. 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)

#### **15. 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.

## 16. 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 [Insert Faculty name]

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@ontariotechu.ca](mailto:accessandprivacy@ontariotechu.ca)

### 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: [Instructors should edit this section according to the systems and technologies to be used in this specific course (e.g. If using Proctortrack, remove any reference to Respondus)]

- Respondus Monitor and Proctortrack to maintain academic integrity for examinations;
- Google Meet 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.
- Other applications, services, or technologies that support or enhance online learning that include, but are not limited to, the following: [Instructor to list all relevant components].

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.**

## **17. Human Rights and Respect**

Ontario Tech University is committed to providing a campus environment in which all University Members are treated with dignity and to fostering a climate of understanding and mutual respect. The University will not tolerate, ignore or condone Discrimination or Harassment by or against anyone. Examples of Harassing behavior include, but are not limited to; bullying, taunting or mocking someone's race or creed, ridiculing an individual's disability, or targeting individuals with unwanted sexual or negative stereotypical comments about one's sex, gender, sexual orientation, gender identity and/or gender expression. Pursuant to Ontario Tech's Respectful Campus Policy, students are reminded of their role in ensuring a campus environment that is equitable and inclusive. Requirements to refrain from harassment and discrimination apply broadly to the classroom, including in lectures, labs and practicums, as well as through the use of sanctioned and unsanctioned technological tools that facilitate remote learning, e.g. class and other chat functions, video conferencing, electronic mail and texts, and social media content amongst or about University students, faculty and staff.

## **18. 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/>

## **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.



Ontario Tech University acknowledges the lands and people of the Mississaugas of Scugog Island First Nation. We are thankful to be welcomed on these lands in friendship. The lands we are situated on are covered under the Williams Treaties and the traditional territory of the Mississaugas, a branch of the greater Anishinaabeg Nation, including Algonquin, Ojibway, Odawa and Pottawatomi. These lands remain home to a number of Indigenous nations and people.

We acknowledge this land out of respect for the Indigenous nations who have cared for Turtle Island, also called North America, from before the arrival of settler peoples until this day. Most importantly, we remember the history of these lands has been tainted by poor treatment and a lack of friendship with the First Nations who call them home.

This history is something we are all affected by as we are all treaty people in Canada. We all have a shared history to reflect on, and each of us is affected by this history in different ways. Our past defines our present, but if we move forward as friends and allies, then it does not have to define our future.

## FACULTY OF SOCIAL SCIENCE AND HUMANITIES

### SSCI 2020 – Issues in Diversity

Winter 2024

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

Term	Course Type	Day	Time
Winter	In-Person	Thursday	210-500pm

Location	CRN #	Classes Start	Classes End	Final Exam Period
CHA 215	74488	8 January 2024	8 April 2024	10-20 April 2024

\* Visit <https://ontariotechu.ca/current-students/academics/important-dates-and-deadlines.php> for other dates

#### 2. Instructor Contact Information

Instructor Name	Office	Email
Dr. Olga Marques	DTB 303	Olga.Marques@ontariotechu.ca
Drop-In Hours: Thursday 1000am-100pm In-person or virtual meetings by appointment		

Teaching Assistant Name	Office	Phone	Email
Marie Polgar-Matthews			
Office Hours: to be specified in class			

### 3. Course Description

Students will identify and critically analyze issues of diversity. The course will incorporate an inclusive approach to diversity, including but not limited to race, gender, class, sexual orientation and disability. Learners will focus on topics pertaining to the achievement of and barriers to equity in various social settings, such as education, employment, and housing. Students will be particularly encouraged to identify strategies for individual and community empowerment 3 cr., 3 lec.  
Prerequisites: SOCI 1000U or PSYC 1000U

### 4. Learning Outcomes

After taking this course, students will understand the complex interconnections between various markers of identity (e.g., gender, race, socioeconomic status, sexual orientation, immigration status, dis/ability, etc.) and the spaces around us. This course is centered around the questions: What does belonging look like? Who does the city belong to? What are the possibilities for a diverse city space that ensures the belonging, equity, and inclusivity of all? This course emphasizes critical thinking skills, practical application, communication skills, and research skills through class discussion, written work, and work-integrated learning.

### 5. Course Design

This class will primarily consist of lectures and class discussion and will make extensive use of visual texts. Lectures are designed to facilitate in-class interaction and participation, as the best learning experiences occur when we are all engaged and discussing the topic at hand. Students are expected to attend each class and have read all the assigned material prior to class. The course readings are designed to supplement lectures and will be drawn upon during class, but I do not lecture from the readings. Please note that there will be material presented in class that is not in the required readings. There will also be material presented in class that is not necessarily going to be on the PowerPoint slides. This course is designed with a work-integrated learning component. This is not an online class. **Assignments and exams are based on all course content and must make extensive use of required readings. No outside sources are permitted, unless otherwise specified.**

### 6. Required Texts/Readings and Course Website

The course website contains all course requirements, syllabus, lecture powerpoints, and other related materials. Students should consult the Canvas site regularly for changes, announcements, and additions to the course. Any personal communication that I will make to you (e.g., issues with assignments, responses to questions, setting up appointments) will be via Canvas email. I also regularly post course announcements. Please check this regularly.

I am the first point of contact in this course. The TA will not respond to any emails other than at specified times, as will be noted in class.

All assigned readings are posted to the course Canvas page.

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

## 7. Class Schedule and Assigned Readings

<p>Week 1: <b>January 11</b></p>	<p><b>Introduction and Course Overview</b></p>	
<p><b>Part 1. Framing the Issue of Diversity and the City Space</b></p>		
<p>Week 2: <b>January 18</b></p>	<p><b>Why Concern Ourselves with Diversity?</b></p>	<p><i>Assigned Readings:</i></p> <p>Davis, C. and Edge, S. (2022). Strengthening equity and inclusion in urban greenspace: Interrogating the moral management &amp; policing of 2SLGBTQ+ communities in Toronto Parks. <i>International Journal of Environmental Research and Public Health</i>, 19(15505): 1-18.</p> <p>and</p> <p>Wang, Q., Walsh, C.A., and Tong, H. (2023). Exploring intersections of age, gender, immigration, ethnicity, and widowhood among older Chinese immigrants in Canada. <i>The Journal of Aging and Social Change</i>, 13(2): 103-128.</p>
<p>Week 3: <b>January 25</b></p>	<p><b>Diverse City</b></p> <p><b>City of Oshawa Presentation and Discussion</b></p> <p>group introduction</p>	<p><i>Assigned Readings:</i></p> <p>Tompa, E., Mofidi, A., Jetha, A., Lahey, P. and Buettgen, A. (2022). Development and implementation of a framework for estimating the economic benefits of an accessible and inclusive society. <i>Equality, Diversity, and Inclusion: An International Journal</i>, 41(3): 318-339.</p> <p>and</p> <p>Rosenberger, R. (2020). On hostile design: Theoretical and empirical prospects. <i>Urban Studies</i>, 57(4): 883-893.</p>
<p>Week 4: <b>February 1</b></p> <p><b>Due: One Reading Reflection must be submitted by the end of this week</b></p>	<p><b>Belonging</b></p>	<p><i>Assigned Readings:</i></p> <p>Soto Saavedra, C., Lopez, J.L., Shaw, S.A., and Gibbs, B.G. (2023). 'It happened when I was connecting to the community...': Multiple pathways to migrant (non)belonging in a new destination setting. <i>International Journal of Environmental Research and Public Health</i>, 20(3): 2172.</p> <p>and</p>



		Chai, C-L., Orcutt, S., and Adjei, J. (2023). Impeded sociability: Racial consciousness and racialized immigrants' sense of sociable and unsociable places in semi-rural Alberta, Canada. <i>Canadian Ethnic Studies</i> , 55(2): 97-124.
<b>Part 2. Living In/Out/Through Diversity</b>		
Week 5: <b>February 8</b>	<b>*online class*</b>  <b>Education</b>	<i>Assigned Readings:</i>  Mason, A., Salami, B., Fouché, C., Richter, S., Sibeko, L. and Adekola, S. (2022). Aspirations, school experiences, and educational outcomes of African migrant children in Canada. <i>Canadian Ethnic Studies</i> , 54(2): 1-21.  and  Wang, P., Gu, X., and Morales, A.R. (2023). 'It was just my name!': A CRT/CRF analysis of international female graduate students' perceptions and experiences regarding their ethnic name. <i>Journal of International Students</i> , 13(2): 172-188.
Week 6: <b>February 15</b>	<b>Employment</b>	<i>Assigned Readings:</i>  Jetha, A., Shamaee, A., Tompa, E., Smith, P., Bültmann, U., Bonaccio, S., Tucker, L.B., Norman, C., Banks, C.G. and Gignac, M.A.M. (2023). The future of work in shaping the employment inclusion of young adults with disabilities: A qualitative study. <i>Equality, Diversity and Inclusion: An International Journal</i> , 42(9): 75-91.  and  Gewurtz, R.E., Harlos, K, Tompa, E., Oldfield, M., Lysaght, R., Moll, S., Kirsch, B., Sultan-Taïeb, H., Cook, K., and Rueda, S. (2023). Retaining and supporting employees with mental illness through inclusive organizations: Lessons from five Canadian case studies. <i>Equality, Diversity, and Inclusion: An International Journal</i> , 41(3): 435-453.
<b>February 22</b>	No Class. Winter Study Break.	
Week 7: <b>February 29</b>	<b>*online class*</b>	

	City of Oshawa check-in with groups	
Week 8: March 7	<b>Immigrants and Newcomers</b>	<p><i>Assigned Readings:</i></p> <p>Vieira, S.E. and Teixeira, C. (2023). Ethno-cultural organizations in changing social landscapes: A case study of Portuguese organizations in Toronto. <i>Canadian Ethnic Studies</i>, 55(1): 47-79.</p> <p>and</p> <p>Raihan, M.M.H., Chowdhury, N., and Turin, T.C. (2023). Low job market integration of skilled immigrants in Canada: The implication for social integration and mental well-being. <i>Societies</i>, 13(3): 75.</p>
Week 9: March 14	<b>Access to Justice</b>	<p><i>Assigned Readings:</i></p> <p>Ben Romdhane, S. and Babineau, A. (2023). Beyond reputation management: An auto-ethnographic examination of diversity, equity, and inclusion in Canadian policing. <i>Societies</i>, 13(10): 216.</p> <p>and</p> <p>Holmes, A. (2021). Marching with pride? Debates on uniformed police participating in Vancouver's LGBTQ pride parade. <i>Journal of Homosexuality</i>, 68(8): 1320-1352.</p>
Week 10: March 21	<b>Protesting and Taking Up Space</b>	<p><i>Assigned Readings:</i></p> <p>Capurri, V. (2021). 'I cannot hide my anger to spare you guilt': On BLMTO and Canadian mainstream media's response. <i>Studies in Social Science</i>, 15(1): 129-144.</p> <p>and</p> <p>Brant, J. (2023). Finding homeplace within Indigenous literatures: Honoring the genealogical legacies of bell hooks and Lee Maracle. <i>Hypatia</i>, 38(1): 45-64.</p>
<b>Part 3. Possibilities of Diversity and the City Space</b>		
Week 11: March 28	<b>*online class*</b>  Presentations	

Week 12: April 4	* online class*	
	Presentations	

## 8. Evaluation

### **In-Class Work (ICW) 20%**

In each class, there will be in-class assigned work. This must be commenced in class, and depending on the activity type, must be completed in class. Activities may include (but are not limited to): group work, answering a question, journaling, active participation in discussion, etc. Class time for group work on the work-integrated learning project will be captured here.

Each in-class assignment is worth 2%. There are a total of 10 in-class assignments.

There will be no in-class assignment the first week. Students are able to miss one (1) in-class assignments penalty-free. There are no 'make-ups' for this portion of the course. If students complete all the in-class assignments, then only the 10 highest grades will be kept. Students must be in class to complete in-class assigned work. Spelling, grammar, clarity of thought, and depth of reflection will all be evaluated.

### **Reading Reflections 20%**

Students will prepare two (2) (each at 10%) reading reflections on both of the assigned readings of the week. Students can choose which weeks they will prepare a reading reflection; however, one reflection **must be submitted on or for the assigned readings for February 1**. The reading reflection is due at the end of the week for the class in which the reading is assigned (e.g., the reading reflection for a Thursday class is due Friday of that week at 5:00pm). In the reading reflection, students will: (a) briefly summarize the assigned readings, highlighting the main points/arguments the author(s) are making, including a properly cited direct quote from each reading; (b) engage academically with the reading, by connecting it with course content (lecture content, powerpoint content, previous assigned readings) in order to situate the readings within the broader context of the course; and (c) reflect upon the reading by engaging in critical reflection and personal introspection. Each reflection will be 5 pages, 12pt font, and double-spaced (with no extra (e.g., triple or quadruple) spacing between headings. In-text citations are required. APA format preferred. Cover page and reference list do not count towards page limits. Please include page numbers.

### **Work-Integrated Learning Project 30%**

Working with a group, students will apply the principles of diversity, equity, and inclusion to a real-world issue or situation. Focusing on issues and/or situations that centre the city, students will be engaging in this work integrated project opportunity with the City of Oshawa, and working with Oshawa staff experts. This is

a great opportunity to network, to build skills, and to put into practice what you learn in the classroom, and to understand how cities work. Students will be randomly assigned to groups by the end of Week 2. Time will be allocated in class to work on this project, and this in-class time will form part of your in-class work grade on those dates. This component is mostly graded individually, with the opportunity for a group grade.

**Project Focus:**

Apply a diversity lens (e.g., age-friendly, dis/ability, newcomer, anti-racism, gender, language etc.) and create a checklist/audit tool to examine how inclusive City of Oshawa programs, services, and/or spaces truly are.

**Important Dates**

City of Oshawa – Civics 101 and Project Introduction

Checklist/Audit Tool: due February 15 (worth: 10%)

Deliverable: Project Poster or Powerpoint (worth 10%)

Group Presentation: March 28 and April 4 (worth 10%)(online; can pre-record)

**Final Assignment – Student Choice**

**30%**

Students will have a choice of what assignment they seek to prepare for their final assignment. Students must advise the professor via email of their choice by March 21. More details on all options will be provided. **All options due on or before April 15, 2024**, unless otherwise indicated. Options include:

- Visual/Digital Ethnography of the City
  - Critical Book Review of:
    - Kern, L. (2019). *Feminist City: A Field Guide*. Between the Lines.
- Available at Ontario Tech University Social Science, Humanities and Education Library on reserve: HT 361 .K47 2019

*Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found under Academic Regulations at: <https://calendar.ontariotechu.ca/>*

## 9. Assignments

Assignment instructions are posted to the course Canvas page.

### 10. Technology Requirements and Learning Management System Information

Ontario Tech uses Canvas™ as its learning management system (LMS). Access to the LMS is limited to students formally registered in courses. That access is for the duration of the semester **and for an additional 120 days once the semester is over**. Students are strongly encouraged to download any/all relevant course material during that access period. Any requests for access post this period must be made in writing to the instructor/faculty member responsible for the course.

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 upsetting. For example, some articles or videos may contain depictions of violence, both physical and virtual. There will be discussion of racism, discrimination, sexism, ableism and other injustices and inequities. There will be discussion of aggressions and microaggressions, as well as of resistance, resilience, and pathways forward. Most importantly, this course will present ideas that may make you feel uncomfortable. My goal is to create a classroom that engages in productive discomfort – to challenge how we think and how we know. Please do not hesitate to reach out to me if you have concerns with anything from the course 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@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.

### **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 the gender-based case specialist in the Human Rights office, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. The Human Rights Office will make support services, including counselling, access or referrals to medical services, safety planning and accommodations, available to Students affected by an Incident of Sexual Violence. [Book a consultation](#) with the Case Specialist for more information.

Learn more about your options at: <https://ontariotechu.ca/sexualviolence/>

### **14. Students with Disabilities**

Ontario Tech University is committed to promoting an environment where everyone has an equal opportunity to contribute to their fullest potential. Students who require accommodation for a disability are advised to contact Student Accessibility Services (SAS) as soon as possible.

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 integrity.

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, Tuesday, Thursday, and Friday, Wednesday's 10:00 am to 4:30. Please note they are closed each day between noon and 1:00 pm. 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).

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) working days before the date of the test.**

Students must register for final exams no later than **3 weeks prior to the start of the final examination period**. The final examination period is given at <https://ontariotechu.ca/current-students/academics/important-dates-and-deadlines.php>.

### **15. Professional Suitability (if applicable)**

This section is not applicable to our course. The *Professional Suitability* policy can be found at <https://usgc.ontariotechu.ca/policy/policy-library/policies/academic/academic-conduct-and-professional-suitability-policy.php> and the related procedures are hosted at <https://usgc.ontariotechu.ca/policy/policy-library/policies/academic-misconduct-and-professional-unsuitability.php>

### **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 <https://usgc.ontariotechu.ca/policy/policy-library/policies/academic/academic-integrity-policy.php>

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>

### **17. 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://tlc.ontariotechu.ca/educational-tech/assignment-cover-sheet\\_updatedmay2021-1.pdf](https://tlc.ontariotechu.ca/educational-tech/assignment-cover-sheet_updatedmay2021-1.pdf)

### **18. Online Test and Exam Proctoring (Virtual Proctoring)**

Ontario Tech University will conduct virtual monitoring of examinations in accordance with Ontario privacy legislation and all approved policy instruments.

### **19. Final Examinations (if applicable)**

Final examinations are held during the final examination period at the end of the semester and **when on campus access is allowed**, 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 required to show their Student ID card (campus ID) when **in-person examinations are allowed**. 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. More information on ID cards can be found at <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.ontariotechu.ca/policy/policy-library/policies/academic/procedures-for-final-examination-administration.php>

### **20. 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.

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@ontariotechu.ca](mailto:accessandprivacy@ontariotechu.ca)

## 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:

- Respondus Monitor and Proctortrack to maintain academic integrity for examinations;
- Google Meet 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.
- Other applications, services, or technologies that support or enhance online learning that include, but are not limited to, the following: [Perusall](#)

For more information relating to these technologies, we encourage you to visit:

<https://tlc.ontariotechu.ca/educational-tech/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.**

## 21. Human Rights and Respect

Ontario Tech University is committed to providing a campus environment in which all University Members are treated with dignity and to fostering a climate of understanding and mutual respect. The University will not tolerate, ignore or condone Discrimination or Harassment by or against anyone. Examples of Harassing behavior include, but are not limited to; bullying, taunting or mocking someone's race or creed, ridiculing an individual's disability, or targeting individuals with unwanted sexual or negative stereotypical comments about one's sex, gender, sexual orientation, gender identity and/or gender expression. Pursuant to Ontario Tech's Respectful Campus Policy, students are reminded of their role in ensuring a campus environment that is equitable and inclusive. Requirements to refrain from harassment and discrimination apply broadly to the classroom, including in lectures, labs and practicums, as well as through the use of sanctioned and unsanctioned technological tools that facilitate remote learning, e.g. class and other chat functions, video conferencing, electronic mail and texts, and social media content amongst or about University students, faculty and staff.

## 22. 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.

### **23. Copyright Notice**

All teaching materials provided by the instructor throughout the course, including, but not limited to, in whole or in part, recorded lectures, slides, videos, diagrams, case studies, assignments, quizzes, and examinations are subject to the Copyright Act, R.S.C., 1985, c. C-42. Teaching materials are owned by the faculty member, instructor or other third party who creates such works. The copyright owner(s) reserves all intellectual property rights in and to the teaching materials, including the sole right to copy, reproduce, distribute, and modify the teaching materials. Consistent with the university's Intellectual Property Policy, teaching materials are intended only for the educational use of Ontario Tech University students registered in the course that is the subject of this course outline. Any distribution or publishing of this material (e.g. uploading material to a third-party website) is strictly prohibited under the law unless the student has obtained the copyright owner's prior written consent. Any violation of copyright law or the Intellectual Property Policy, if proven, may be subject to sanction as academic misconduct, and/or under the Student Conduct Policy.

### **24. 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.

### **25. AODA**

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.

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## OTHER COURSE POLICIES

### Grades

Grades are non-negotiable. I do not 'give' grades, you earn them. Final grades are calculated by adding all of the marks you have earned during the semester. I also do not 'fix' grades, nor do I mark on a curve. Please do not come to me at the end of the semester asking me to: (a) change your grades, or (b) allow you to submit coursework you decided not to submit throughout the semester. Unless you have proper and/or official documentation, I will **not** respond to these requests. If you encounter any difficulties throughout the semester that prevents you from completing coursework, whether personal or academic, it is incumbent upon you to approach me as soon as possible during the semester so that alternate arrangements, if any, can be made.

My job (at least how I see it) is not to make students fail. It is also not to guarantee that you pass. It is to provide you with the requisite tools to ensure your success, however you define it. Those tools (i.e., lectures, powerpoints, and availability/flexibility/desire to meet with students) will be provided to you by me. The onus is on you to use those tools in a manner that best coincides with your own learning styles and abilities. If you are not achieving the grades you want in this (or any of your other courses), assess your effort against the following questions:

- Have I completed all of the assigned readings and assignments?
- Do I attend lecture regularly?
- Am I spending time on [insert social media of choice] during class time?

### Grading Disputes

If you would like to dispute their grade on an assignment or exam, you must provide a written explanation detailing your concerns to me (the professor) one week of receiving your grade. I will review the assignment/exam in its entirety. Please note that reviews may result in losing or gaining additional points. If you do not bring your dispute to my attention within the timeframe specified you will not have the opportunity to have your grade reviewed.

### Policy on Audio/Visual Recordings and Uploading Course Content on 3<sup>rd</sup> Party Sites

You are not permitted to audio record or take pictures in class without my express knowledge and consent. You are not permitted to upload any course content (e.g., syllabus, slideshows, assignments, exams, etc.,) onto any 3<sup>rd</sup> party sharing website without my express knowledge and consent. All course related content is the intellectual property of the professor.

### Grades

The following table is the official Ontario Tech University policy with respect to the meaning and interpretation of grades. All grades are recorded on official transcripts as letter grades and not percentages. Please note that merely following assignment instructions does not guarantee an 'A'. Such grades are reserved for those assignments which go above-and-beyond to show "strong evidence of originality and independence of thought."

For more information about the grading policy, I encourage you to visit:  
<https://registrar.ontariotechu.ca/services/grading.php>

Grade	Percentage	Grade points	Description
A+	90 to 100	4.3	<b>Excellent.</b> 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; and an outstanding ability to communicate.
A	85 to 89	4	
A-	80 to 84	3.7	
B+	77 to 79	3.3	<b>Good.</b> 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; and an ability to communicate clearly and fluently.
B	73 to 76	3	
B-	70 to 72	2.7	
C+	67 to 69	2.3	<b>Adequate.</b> Student is profiting from his or her university experience; an acceptable understanding of the subject matter; ability to develop solutions to simple problems in the material; some ability to organize and analyze ideas; and an ability to communicate adequately.
C	60 to 66	2	
D	50 to 59	1	<b>Marginal.</b> Some evidence that critical and analytic skills have been developed; rudimentary knowledge of the subject matter; and significant weakness in the ability to communicate.
F	0 to 49	0	<b>Inadequate.</b> Little evidence of even a superficial understanding of subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature; failure to complete required work; and an inability to communicate.

## Dr. Marques' Policy on Reference Letters

If you would like me to write a reference letter for you or act as a reference, either for post-graduate education or for a career opportunity, please review the following guidelines:

(a) You must have been enrolled in and completed at a minimum two (2) of my courses and achieved a grade of a B or better. This is especially important if you are applying for graduate/professional education.

(b) You must notify me via email of your intent to ask me for a reference letter at a **minimum of 4 weeks before it is due**.

(c) I require an in-person meeting with you prior to writing a reference letter. When writing a reference letter, I have to comment not only on a student's academic achievement, but also their personal suitability. The more I know about you as a person, the better my letter will be. At this meeting I will ask you things like: What activities do you engage in outside of school? What is your motivation to pursue further education? If you are applying to graduate school, what are your research interests and plans? etc.

(d) For students applying to graduate school, I will need some indication as to your grades in Research Methods, Qualitative Research Methods and Quantitative Research Methods. Applying to graduate school means that you are prepared and able to do research. Graduate programs ask referees on their opinion of the research capabilities of potential applicants. I must be able to speak to this.

(e) If I agree to act as a referee, I will require of you the following:

- A list of all of the schools you are requesting that I write a reference letter including the specific program/department, appropriate contact names/addresses, method of submission and due date.
- A list of all of the courses you have taken with me, including the semester, the grade you achieved, and the types of assignments completed in the course.
- Some indication of the grades you received in the various research methodology courses you have taken.
- Your resume/CV indicating all of your work and volunteer experiences as well as any achievements.
- The statement of interest that you will be including with your application.

(f) For students wishing to include me as a reference to a job application, you are required to let me know in advance of your intent to do so. It is inconsiderate to include someone's name as a reference without letting that person know. Please email me with this request, as well as the job you are applying for. I will also require a copy of your resume as well as a list of the courses you have taken with me, the grades achieved and your attendance in those courses. Depending on the nature of the request, I may require an in-person meeting or phone conversation.



# KEEP CALM AND LEARN STATISTICS



Ontario Tech University acknowledges the lands and people of the Mississaugas of Scugog Island First Nation. We are thankful to be welcomed on these lands in friendship. The lands we are situated on are covered under the Williams Treaties and the traditional territory of the Mississaugas, a branch of the greater Anishinaabeg Nation, including Algonquin, Ojibway, Odawa and Pottawatomi. These lands remain home to a number of Indigenous nations and people. We acknowledge this land out of respect for the Indigenous nations who have cared for Turtle Island, also called North America, from before the arrival of settler peoples until this day. Most importantly, we remember the history of these lands has been tainted by poor treatment and a lack of friendship with the First Nations who call them home. This history is something we are all affected by as we are all treaty people in Canada. We all have a shared history to reflect on, and each of us is affected by this history in different ways. Our past defines our present, but if we move forward as friends and allies, then it does not have to define our future.

**Faculty of Social Science & Humanities**

**SSCI 7277 & 2910 (004): DATA ANALYSIS (SYNCHRONOUS) with Dr. Zaidi  
Course outline for WINTER 2024**

**1. Course Details & Important Dates**

Term	Course Type	Day	Time
WINTER	SYNCHRONOUS	W	11:10-2:10pm

Google Meet Link: Data Analysis Google Meet Link Wednesday, January 10 · 11:10am – 2:10pm

Time zone: America/Toronto

Video call link: <https://meet.google.com/sdh-hzau-kdc> (will be also used for lab)

Or dial: (CA) +1 647-734-8791 PIN: 184 514 584#

Location	CRN #	Classes Start	Classes End	Final Exam Period
ON-LINE	72777	11:10am	2:10am	April 10-20, 20224

Visit <https://ontariotechu.ca/current-students/academics/important-dates-and-deadlines.php> for other dates

**Important Note – Final Exams**

The final exam for this course will be run ON-LINE on CANVAS using RESPONDUS LOCKDOWN BROWSER during the regular final exam period. If a student cannot attend due to COVID-19 related international travel restrictions, you **must email your course instructor ASAP** (as soon as possible) regarding the possibility of alternate arrangements. The final exam for this course will be run virtually during the regular final exam period.

**2. Instructor Contact Information**

Instructor Name:	Office	Phone	Email
Arshia U. Zaidi, PhD, Associate Professor, Dr. Z ☺ she/her/hers	online	905-721-8668 x3443	arshia.zaidi@ontariotechu.net
Office Hours: Before or After Class or by appointment			

**TA Contact Information (Please be respectful to your TA)**

Laboratory/Teaching Assistant Name	Office	Email
Beverly Allison, PhD Candidate	online	beverly.allison@ontariotechu.net

**3. Course Description**

This course is an extension of basic research methods and introduces you to reasoning and analyzing numbers using a variety of data sets through Descriptive and Inferential Statistics using the SPSS software without the use of Chat GPT. The main objective of this course is to offer an INTRODUCTION to quantitative statistical data analysis using SPSS. The most common methods of STATISTICAL analysis used in the Social Sciences will be discussed each week. This course is very dependent on computers and SPSS software because it teaches you how to analyze data from the social world and generate results and a specific conclusion(s). Basic Descriptive and Inferential Statistics will establish the core content of this course, as well some philosophies

governing quantitative thought. SPSS will be the statistical software used for this course, which is available to you from IT and is free of charge to you. Formal lectures, weekly or bi-weekly assignments, lab sessions, and exams will be designed to familiarize and test students with these techniques.

#### 4. Learning Outcomes

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

By the end of this course, you will be able to do the following:

1. Assess, Modify and Evaluate Quantitative Variables and Data Sets
2. Interpret and Analyze Quantitative Data using Various Statistical Tests via SPSS Software
3. Discuss and Explain Results both Technically and Substantively (i.e., SPSS Outputs)
4. Apply a Theoretical Perspective to the Results and perhaps make some policy recommendations about the findings

Visit <https://tlc.ontariotechu.ca/teaching-support/instructional-design/learning-outcomes.php> for more information on learning outcomes.

#### 5. Course Design

This synchronous (on-line) course will include a lecture and lab component. The lecture will provide the foundational knowledge necessary for a thorough understanding of statistics and the various analyses that will be covered throughout the semester. The labs will focus on the hands-on SPSS application of statistical tests. Lab instructors will provide step-by-step instructions for running and interpreting statistical analyses. This time will also be used to work on the course assignments and receive assistance from lab instructors. **Both the lab and lecture components are essential for successfully completing this course successfully.**

**6. Outline of Topics in the Course-SYNCHRONOUS (LIVE, EST Time Zone)**

**\*Note:** The schedule may change depending on what is accomplished from week to week. I reserve the right to make changes to this outline or the schedule.

Date	Topics & Readings
WEEK OF JAN 8	Introduction to Course
WEEK OF JAN 15  <b>DESCRIPTIVE STATS</b>	<p><b>DESCRIPTIVE STATS</b> Lecture 1: Introduction to Statistics; What it is? Branches of Statistics, Elements of Statistics, Levels of Measurement, Types of Data and Introduction to SPSS– Review of key concepts, analyses, and SPSS</p> <p>Reading: Chapter 1 (Salkind)</p> <p><i>Lab: No Lab</i></p>
WEEK OF JAN 22	<p>Lecture 2: Univariate Analyses: Frequencies, Measures of Central Tendency, and Measures of Dispersion, Skewness, Kurtosis, Normal Curve, and Graphs: Data Modification (Recoding, Scaling, Dummy Coding)</p> <p>Reading: Chapter 2, 3, 4 (Salkind)</p> <p><i>Lab #1: Codebook, Recoding, Levels of Measurement etc... Reading in Pallant: Part One and Two</i></p> <p><i>Lab 1: Introduction to SPSS, Data Entry, Defining Variables, and Recoding</i></p>
WEEK OF JAN 29	<p>Lecture 3: Bivariate Descriptive Statistics (Zero-Order Crosstabulations) IV, DV, Arrow/Causal Diagrams, Research Question, Hypothesis, Chi- Square, Measures of Association</p> <p>Reading: Chapter 17 (Salkind)</p> <p><i>Lab #2: Univariate Statistics: Single Variables Analyses</i></p> <p>Reading in Pallant: Part 3</p> <p><i>Lab 2: Univariate Analyses</i></p>



WEEK OF FEB 5  <b>ASSIGNMENT 1 DUE</b>	Lecture 4: Elaborated Crosstabulations (Reading Chapter 17 Salkind) Midterm Review Class  <i>Lab #3: Zero-Order Crosstabulations; Reading in Pallant: Part 5; Chapter 16 (Salkind)</i>
FEB 14	<b>ON-LINE Lecture MIDTERM Exam (15%)</b> <b>ON-LINE Lab Examination (5%)</b>
February 20-25	<b>STUDY BREAK (No Classes or Labs)</b>
WEEK OF FEB 26  <b>INFERENCEAL STATS</b>	<b>INFERENCE BASED STATS</b> Lecture 5: An Introduction to Inference Based Testing with a focus on Comparison of Means: Independent Samples t-test; Reading-Chapter 9 and 11 (Salkind)  <i>Lab #4: Elaborated Crosstabulations</i>
WEEK OF MARCH 4  <b>ASSIGNMENT 2 DUE</b>	Lecture 5: One Way ANOVA and Post Hoc Testing Reading-Chapter 13 (Salkind)  <i>Lab #5: Independent Samples t-test; Pallant- p.244</i>
WEEK OF MARCH 11	Lecture 6: Straight Line Relationships using Pearson Product Moment Correlations; Readings-Chapter 5 (Salkind)  <i>Lab #6: One Way ANOVA</i> Pallant: page 255
WEEK OF MARCH 18	Lecture 7: Interval-Ratio Data using Bivariate and Multiple Linear Regression; Reading- Chapter 16 (Salkind)  <i>Lab #7: Pearson Product Moment Correlation</i> Pallant: page 132
WEEK OF MARCH 25  <b>ASSIGNMENT 3 DUE</b>	Final Exam Lecture Review  <i>Lab #8: Linear Multiple Regression; Pallant: page 149</i>

WEEK OF APR 1	Final Examination Lab REVIEW Run by TA's in Lecture  <i>No lab, but <b>ASSIGNMENT 3</b> may be handed in to your TAs or me.</i>
WEEK OF APR 8	BACK UP CLASS-IN CASE I AM UNAVAILABLE FOR ANY DUE TO AN EMERGENCY

## 7. Required Texts/Readings

1. SPSS Survival Manual by Pallant \$72.38 to \$96.50; Edition: 7<sup>th</sup> ISBN: 9780335249497 Author: Julie Pallant, Publisher: Open University Press; Copyright Year: 2020

2. Statistics for People Who (Think They) Hate Statistics by Salkind \$71.91 to \$130.34, Edition: 7<sup>th</sup>, ISBN: 9781544381855, Author: Salkind; Publisher: Sage Publications, Incorporated, Copyright Year: 2019

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

**8. Evaluation Method for Data Analysis** *Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found under Academic Regulations at: <https://calendar.ontariotechu.ca/>*

	Value	Dates in 2024 WINTER
<b>LABS</b>		
1. ASSIGNMENT 1: SPSS data entry, levels of measurement, types of variables, data modification	10%	WEEK OF FEBRUARY 5 online submission on lab day by 4pm
	15%	
2. ASSIGNMENT 2: DESCRIPTIVE STATS (Univariates, Crosstabs with data mod)		WEEK OF MARCH 5 online submission on lab day by 4pm
	15%	
3. ASSIGNMENT 3: INFERENCE STATS (t-tests/ANOVA/correlation/regression with data modification)		WEEK OF MARCH 25 online submission on lab day by 4pm
	20%	
	30%	
	10%	
<b>EXAMINATIONS</b>		
1. ON-LINE MIDTERM EXAM		February 14 <sup>th</sup> , 2024
2. ON-LINE FINAL EXAM CUMULATIVE		TBD
3. 2 SURPRISE QUIZZES @ 5% each		Anytime I deem fit
All exams use respondus lockdown browser, it is your responsibility to have updated version from IT		

**BONUS marks may be given when I see class attendance is low. Also, your overall presence, behavior and attitude matters during final grade decisions. Any disrespect at any time will impact your final grade.**

**Determination of Total Marks and Final Grades as per UOIT Grade Distribution:**

Grade	Percentage	Grade Points	Description
<b>A+</b>	90-100	4.3	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.
<b>A</b>	85-89	4.0	
<b>A-</b>	80-84	3.7	
<b>B+</b>	77-79	3.3	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>B</b>	73-76	3.0	
<b>B-</b>	70-72	2.7	
<b>C+</b>	67-69	2.3	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.
<b>C</b>	60-66	2.0	
<b>D</b>	50-59	1.0	Marginal. Some evidence that critical and analytic skills have been developed; rudimentary knowledge of the subject matter; significant weakness in the ability to communicate.
<b>F</b>	0-49	0.0	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.

## 9. Assignments and Tests

### **SPSS LAB ASSIGNMENTS (40% of Final Grade)**

A total of 3 Lab Assignments will evaluate not only your statistical understanding of the technique being used, but the substantive/technical interpretations of each test. The assignments will be handed out as the material is covered. These assignments are fairly time consuming. As such, it is essential for you to be organized and manage your time. These assignments cannot and should not be left to the last minute! **YOU MUST HAVE SPSS ON YOUR COMPUTER**-not having it is not a valid excuse. It is your responsibility to get it from IT. All write-ups should use a consistent writing style (i.e., APA), be typed in a 12 font, double-spaced with page numbers and 1" margins. Headings and subheadings should be used to organize your writing because presentation does matter. You should have a title page, with an appropriate title, followed by Student ID#, date, etc. All assignments are limited to 8-10 pages of text, unless otherwise stated. Failure to do any of the above will result in a reduced grade. No copied SPSS outputs or copied work from other classmates will be accepted. Your statistical interpretation and application of techniques should reflect your own thinking. I encourage working in groups in lab sessions, but ensure you hand in your own work. Any plagiarized assignment will also be forwarded to the Academic Misconduct Committee. Sanctions can range from a resubmission of work to a failing grade to permanent expulsion from the university, depending on the offense and the student's record. Assignments and outputs are to be submitted via blackboard, as well as paper copies-CANVAS will be used as the back-up for assignments.

<b>USE OF ANY GENERATIVE AI TOOLS IS <b>NOT</b> WARRANTED &amp; RESULTS IN A FAILING GRADE</b>
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### **ON-LINE MIDTERM EXAMS & FINAL EXAMS (50% of Final Grade)**

The midterm exam will be on the materials covered until the midterm. The final exam will be cumulative, but will place slightly more emphasis on the material covered after the midterm. These exams may consist of a combination of multiple-choice questions, definitions, and an essay/output SPSS interpretation question, depending on the Professor's discretion. The final exam is most often a series of mcq's. The exams test conceptual understanding of statistical procedures as well as application of those procedures. Anything discussed in lectures and labs is fair game. Details about the exam will be discussed in coming weeks. Cheating will not be tolerated in exams. If caught cheating, your case will be forwarded to the Academic Misconduct Committee and appropriate sanctions will be applied.

### **2 SURPRISE QUIZZES (5% each of Final Grade)**

Two surprise quizzes at 2.5% In this course it is very important to be well read and stay on top of things. This quiz will help establish good reading habits and ensure that you do not fall behind in my class. It will also give you a sense of my testing style for the final. PLEASE NOTE: The quiz can cover any lecture material up to that point and including that day; SPSS Lab Material/Analysis up to that point only. **THERE IS NO MAKE-UP FOR THE QUIZZES; YOU ARE EITHER PRESENT OR NOT.**

**LATE ASSIGNMENTS: IMPORTANT -- DEADLINES AND PENALTIES:** All lab assignments are due at the beginning of the lab you are registered in. Any assignment received after the designated 10 minutes will be marked late. There is a late penalty of 2 MARKS per day. So, if you received 6/10 and you handed in your assignment late or the next day then your grade would become a 4/10.

**Grade Disputes:** The TA will have an objective rubric for marking all assignments and exams that I have created. If you disagree with a mark you have received, please take the following steps:

- a) Highlight the word document (electronically) where you disagree with the marking.
- b) Email the TA listing where you lost marks and where you think you met the assignment requirements (give page references) within **one week** of receiving your feedback.
- c) If you are unable to reach an agreement with the TA, email me. If you wish to have your assignment reevaluated by myself, be advised that your mark can go up OR **down**.

*Procedures for Consideration of Missed In-Term Course Work and Examinations*  
<https://usgc.ontariotechu.ca/policy/policy-library/policies/academic/procedures-for-consideration-of-missed-in-term-course-work-and-examinations.php>

**MISSED/LATE ASSIGNMENTS:** Students are advised to use the flexibility built into their course and work within the outlined deadlines and parameters. If, due to exceptional circumstances, you are unable to complete your course work or assessment (e.g., midterm, quiz, essay) by the posted deadline, please follow the following process:

- For missed coursework **worth 20 per cent or less** of your final grade □ contact your course instructor directly, 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.
- For all mid-term examinations/tests or any coursework **worth more than 20 per cent** of your final grade □ submit the FSSH Academic Consideration form
- For Final Examination(s) □ submit (1st) the FSSH Academic Consideration form AND (2nd) the Request for an Examination Deferral form.

Negotiated extensions where appropriate will be determined by the professor, and late penalties up to \_% per day may apply. If you are ill, medical documentation may be required. If 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.]

## 10. Technology Requirements and Learning Management System Information

Ontario Tech uses *Canvas*™ as its learning management system (LMS). Access to the LMS is limited to students formally registered in courses. That access is for the duration of the semester **and for an additional 120 days once the semester is over**. Students are strongly encouraged to download any/all relevant course material during that access period. Any requests for access post this period must be made in writing to the instructor/faculty member responsible for the course.

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 data, articles, media and other course materials may contain sensitive content that is offensive and/or disturbing. 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. This is a statistics course and subject matter sensitivities are minimized.

#### **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@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.

#### **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 the gender-based case specialist in the Human Rights office, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. The Human Rights Office will make support services, including counselling, access or referrals to medical services, safety planning and accommodations, available to Students affected by an Incident of Sexual Violence. [Book a consultation](#) with the Case Specialist for more information.
- Learn more about your options at: <https://studentlife.ontariotechu.ca/sexualviolence/>

#### 14. Students with Disabilities

Ontario Tech University is committed to promoting an environment where everyone has an equal opportunity to contribute to their fullest potential. Students who require accommodation for a disability are advised to contact Student Accessibility Services (SAS) as soon as possible. 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 integrity.

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, Tuesday, Thursday, and Friday, Wednesday's 10:00 am to 4:30. Please note they are closed each day between noon and 1:00 pm. 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).

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) working days before the date of the test.**

Students must register for final exams no later **than 3 weeks prior to the start of the final examination period.** The final examination period is given at <https://ontariotechu.ca/current-students/academics/important-dates-and-deadlines.php>.

#### 15. Professional Suitability (if applicable)

[Include faculty statement on professional conduct, if applicable.] The *Professional Suitability* policy can be found at <https://usgc.ontariotechu.ca/policy/policy-library/policies/academic/academic-conduct-and-professional-suitability-policy.php> and the related procedures are hosted at <https://usgc.ontariotechu.ca/policy/policy-library/policies/academic-misconduct-and-professional-unsuitability.php>

#### 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. Please note that **generative artificial intelligence (GAI)** tools should not be used without advance, specific written approval by the faculty member teaching the course.

More information can be found at <https://usgc.ontariotechu.ca/policy/policy-library/policies/academic/academic-integrity-policy.php>

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>

## 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 have the right to opt out of Turnitin. 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. (1) The student should **meet with the professor** to determine what steps would be required to ensure the authenticity of the student's work. These steps may include **handing in all copies of any resources referred to in the paper as well as any notes, drafts and other development writing of the paper. The requirements must be determined with the professor at the time the work is assigned**, NOT on the due date. (2) Sign and submit to the instructor the Turnitin.com Assignment Cover sheet: [https://tlc.ontariotechu.ca/learning-technology/assignment-cover-sheet\\_updatedmay2021-1.pdf](https://tlc.ontariotechu.ca/learning-technology/assignment-cover-sheet_updatedmay2021-1.pdf). (3) One or before the due date, submit the final paper along with all supporting documentation (as agreed with the instructor).

## 18. Online Test and Exam Proctoring (Virtual Proctoring)

Ontario Tech University will conduct virtual monitoring of examinations in accordance with Ontario privacy legislation and all approved policy instruments.

## 19. 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 required to show their valid physical or digital Ontario Tech University student photo ID card (campus ID), or a valid government issued photo ID that is in English when writing an **in-person examination**. 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. More information on ID cards can be found at <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 an Academic Consideration form to the applicable Faculty 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 the university's *Procedures for Final Examination Administration* <https://usgc.ontariotechu.ca/policy/policy-library/policies/academic/procedures-for-final-examination-administration.php> and in the *Procedures for Consideration of Missed In-Term Course Work and Examinations* <https://usgc.ontariotechu.ca/policy/policy-library/policies/academic/procedures-for-consideration-of-missed-in-term-course-work-and-examinations.php>

## **20. 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 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 & 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@ontariotechu.ca](mailto:accessandprivacy@ontariotechu.ca)

## **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: [Instructors should edit this section according to the systems and technologies to be used in this specific course (e.g. If using Proctortrack, remove any reference to Respondus)]

- Respondus Monitor and Proctortrack to maintain academic integrity for examinations;
- Google Meet 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.
- Other applications, services, or technologies that support or enhance online learning that include, but are not limited to, the following: [Instructor to list all relevant components].

For more information relating to these technologies, we encourage you to visit: <https://tlc.ontariotechu.ca/educational-tech/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.**

## **21. Human Rights and Respect**

Ontario Tech University is committed to providing a campus environment in which all University Members are treated with dignity and to fostering a climate of understanding and mutual respect. The University will not tolerate, ignore or condone Discrimination or Harassment by or against anyone. Examples of Harassing behavior include, but are not limited to; bullying, taunting or mocking someone's race or creed, ridiculing an individual's disability, or targeting individuals with unwanted sexual or negative stereotypical comments about one's sex, gender, sexual orientation, gender identity and/or gender expression. Pursuant to Ontario Tech's Respectful Campus Policy, students are reminded of their role in ensuring an equitable and inclusive learning environment. Requirements to refrain from harassment and discrimination apply broadly to on campus activities, e.g., on University property, in the classroom, including in lectures, labs and practicums, and also apply to off-campus activities, e.g. during any organized Ontario Tech class or extra-curricular activity including experiential learning opportunities such as co-op, practicum or during research endeavors, during official Ontario Tech events or using University equipment and technological tools that facilitate remote learning, e.g., class and other chat functions, video conferencing, and electronic mail.

## **22. 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.

## **23. Copyright Notice**

All teaching materials provided by the instructor throughout the course, including, but not limited to, in whole or in part, recorded lectures, slides, videos, diagrams, case studies, assignments, quizzes, and examinations are subject to the Copyright Act, R.S.C., 1985, c. C-42. Teaching materials are owned by the faculty member, instructor or other third party who creates such works. The copyright owner(s) reserves all intellectual property rights in and to the teaching materials, including the sole right to copy, reproduce, distribute, and modify the teaching materials. Consistent with the university's Intellectual Property Policy, teaching materials are intended only for the educational use of Ontario Tech University students registered in the course that is the subject of this course outline. Any distribution or publishing of this material (e.g. uploading material to a third-party website) is strictly prohibited under the law unless the student has obtained the copyright owner's prior written consent. Any violation of copyright law or the Intellectual Property Policy, if proven, may be subject to sanction as academic misconduct, and/or under the Student Conduct Policy.

## **24. 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.

## **25. AODA**

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.

## **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.*

## SPSS LAB ASSIGNMENT FORMAT

Your lab assignments should have the following subheadings and be **no more than 8-10 pages** in length, output not included in this count.

**Title Page:** A proper title that speaks to your analysis and variables.

**Research Problem:** Introduction of topic area, statement of research question(s) to be addressed (including any sub- questions with controls); Statement of the independent and dependent variables to be investigated, statement of control variables (if applicable). For each variable: the question asked in the survey, the response categories and the value labels for each response category, level of measurement (i.e.: nominal, ordinal, I/R) and type of variable (i.e.: string, categorical, discrete or continuous) with explanation and justification for responses with respect to criteria for the level of measurement and type of variable.

**Hypotheses (only if a bi/multivariate model is being tested):** Outline of specific hypotheses being tested (i.e.: null and research hypotheses) as is appropriate for EACH statistical procedure used; inclusion of a causal (arrow) diagram modeling the relationship(s) being tested, statement of causal explanation or justification of why and how the variables might be related.

**Method:** Statement of data set that will be used to investigate the hypotheses, why the data set was chosen (ex: because it included the specific variables related to my research topic/research question).

**Data Modification(s), if any:** Explanation of need to recode/scale any of the variables (ex: why recoding was necessary, how new variable and categories were created from old variable, and value labels assigned to new categories, level of measurement and type of variable for all recoded variables). This may be done as a table.

**Results:** Results of statistical analysis are DISCUSSED AND INTERPRETED. Both technical (i.e.: numerical) results are reported and substantive messages (i.e.: interpretation in words of what the numbers imply/mean/represent) are articulated

**Conclusion:** A non-numeric summary of the findings (i.e.: both significant and non-significant relationships found and the numeric results/key statistics which evidence/indicate these findings). Relates these findings back to the null hypotheses for EACH statistical procedure. Relates the findings back to the main research question and sub-questions posed by engaging in discussion of how it relates to the social world. No discussion of numbers here please.

**SPSS Output and Formatting:** Output that is CORRECT and COMPLETE including original and recoded variables, definition and labelling of recoded variables with appropriate titles; Graphs titled and numbered; typed, d/spaced, stapled securely with page numbers and 1” margins, subheadings and references.



**Course** Qualitative Research Methods  
**Professor** Steven Downing  
**Term** W2024  
**Meetings** Tuesdays, 11:10AM-2:00PM, online @  
<https://meet.google.com/phs-yxrx-kss>

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### **Professor's Contact Information**

**Office Phone** 905-721-8668 ext. 3805

**Email Address** [Steven.downing@uoit.ca](mailto:Steven.downing@uoit.ca)

**Office Hours** Tuesday, 2:00-3:00PM, online @ <https://meet.google.com/phs-yxrx-kss>

### **Land Acknowledgement:**

Ontario Tech University stands on the traditional territory of the Mississaugas of Scugog Island First Nation, part of the broader Anishinaabeg Nation, which includes the Algonquin, Ojibway, Odawa, and Pottawatomi. These lands continue to be home to various Indigenous nations and peoples despite historical and ongoing attempts at their erasure.

In acknowledging this, we confront a history stained by violence, forced removals, and attempts at material and cultural genocide against the original inhabitants of these lands. We recognize that these harmful actions were not isolated events but part of a larger, still active colonial project that seeks to dominate and erase Indigenous communities, cultures, and ways of knowing.

As we embark on this course, we commit to challenging this ongoing colonial project by actively working to transgress it through anti-colonial and decolonizing frameworks in our shared learning journey. This endeavor is not based on sentiments of guilt or shame but on a recognition of historical injustices and the need for transformative change.

Our commitment is to dismantle colonial structures and ways of knowing within our learning environment and to make space for and uplift Indigenous knowledge systems. We strive for an education that acknowledges and contests its own colonial foundations and one that respects and seeks to understand the intrinsic value of Indigenous perspectives.

A resource of further readings on decolonization can be found in the supplemental materials section on the main Canvas page for this course.

### **General Course Information:**

This course offers an exploration of qualitative research methods in the social sciences, incorporating discussion of both method (e.g., the tools for collecting and analyzing data) as well as the epistemological issues related to theories of knowledge creation, understanding, and application. The course will acclimate learners to common approaches to conducting qualitative research in the social sciences and steps integral to this process, including formation of research questions, ethical considerations, analytic and theoretical framings, and traditional as well as newly emerging and creative approaches to disseminating research results

### **Pedagogical Underpinnings:**

Pedagogy refers to ways of knowing. My pedagogy draws on several key concepts that are reflected in the structure of this course, its evaluative approaches, and my orientation to learners.

**Invitationalism:**

Invitationalism plays a fundamental role in structuring our learning space. The goal is to create an environment that empowers learners to freely express their unique perspectives while actively encouraging them to engage with new ways of understanding and knowing. This approach is grounded in the principle of mutual respect, recognizing that each learner brings a unique set of experiences and knowledge to enrich our shared learning journey. I strive to cultivate an open atmosphere where all contributions are valued, and learners are motivated to explore new modes of thinking. Invitationalism challenges traditional educational power dynamics by shifting from the 'teacher as the sole expert' model to a more collaborative, learner-focused framework. Thus, learning is envisioned as a shared journey, where we collectively challenge our assumptions, stimulate our curiosity, and expand our understanding of the world.

**Collaboration & Learning:**

The conventional model of teacher-student relationships often imposes power hierarchies that create distance between educators and learners. I subscribe to an alternate approach – collaborative learning. This acknowledges that while I bring a wealth of knowledge and experience from years of education and research practice, learners also bring invaluable insights based on their life and professional experiences. In this course, we will work together to enhance our collective knowledge and skills.

**Emergence & Context:**

A curriculum should be malleable and responsive to the interests and inclinations of its learners. While I, as the educator, will guide certain topics and readings, we will also explore additional materials based on a shared investigation of qualitative research, framed within the context of current events and emerging sociological and criminological issues. These resources will be shared and reading them is optional but highly encouraged, as they will stimulate enriching discussions.

**Creativity & Critical Thinking:**

While writing remains a critical aspect of this course, it's not the sole method of engagement with complex sociological ideas. I encourage a broad interpretation of creativity, embracing non-written forms of expression as well. This course is a platform for intellectual adventurousness, a space where learners are invited to challenge assumptions, explore new ideas, and venture beyond traditional academic confines. This spirit aligns with our invitational approach, promoting diverse, innovative expressions of thought and fostering joy in the learning journey.

**Accountability & Self-Determination:**

Motivation can be fostered, but nothing surpasses self-discipline, accountability, and self-determination. In this course, I try to give learners as much flexibility as possible in terms of shaping their own goals and deliverables intended to represent work toward them. However, they are also expected to adhere to deadlines and the goalposts they determine. As the educator, I am here to support you in achieving those goals and foster a sense of pride in your work.

**Fun:**

Above all, learning should be FUN. Playfulness and humor are proven facilitators for learning. In this course, alongside creative and critical orientations, a sense of playfulness is encouraged. This not only adds to the joy of learning but also aligns with our commitment to invitationalism, ensuring the learning environment is engaging, enjoyable, and inclusive.



**Use of Generative AI in Coursework:**

In this course, I recognize and encourage the use of generative AI, such as OpenAI's GPT model, as a tool for collaboration, brainstorming, and editing in the writing process. AI can be an invaluable partner, helping you to generate ideas, to refine and polish your writing, and to deepen your thinking about the subjects at hand.

However, it's essential to note that while AI can provide a wealth of information, it should not be the primary source of your academic understanding or research. AI is a tool that synthesizes and presents information based on a vast array of sources, but it is not peer-reviewed and can sometimes lack the nuance and context that is inherent to rigorous academic work.

Therefore, to ensure the highest academic integrity, please use peer-reviewed academic sources when researching and building an understanding of literature. Primary sources should always be cited directly in your work. AI can help you navigate these sources and make connections you may not initially see, but it should not replace your engagement with the original texts.

When it comes to citing AI in your work, we will follow a slightly relaxed version of the MLA AI citation guidelines (<https://style.mla.org/citing-generative-ai/>). You are required to cite the AI only if it generates something entirely original for you. If you have used the AI to edit your writing or brainstorm ideas, it is not necessary to provide a citation.

Remember, the goal of using AI in this course is to enhance your learning process, not to shortchange it. AI should help you think more deeply, converse more broadly, and engage more thoroughly with the course material. It's a tool that, when used effectively, can foster a richer, more nuanced understanding of the literature. Use it wisely and responsibly.

**Online Links: Classroom****& Office:**

<https://meet.google.com/phs-yxrx-kss>

**YouTube:**

[https://www.youtube.com/@prof\\_down](https://www.youtube.com/@prof_down)

**Online Class Info:**

This course is online. Each week we will meet through the classroom link above. You are not expected to turn on your camera during the class, but you are welcome to do so. My hope is that you will make good use of text chat, as active participation will make the course more enriching and fun for everyone.

**Required Texts and Materials**

Each week's reading will be accessible through the readings folder on the main page of canvas. For example, week 2 should be read by the second week of class, numbered (#2) in the course calendar below. Additional readings will be posted in the supplemental materials module located on the main Canvas course page.

**Class Structure**

A typical class session will include a brief overview of any outstanding course issues, reminders, or other topics I feel a need to discuss before moving into the main topic for the day. Following this, I will give a brief lecture on the topic for the day, and then we will engage in discussion on the assigned reading for about an hour. I will draw on comments/questions posted to canvas (more below) in this part of the class, but you are encouraged to engage in real-time discussion via text or voice chat.

## Assignments & Academic Calendar

*[Topics, External Links & Due Dates]*

**#1. Tuesday, Jan 9: Course Introduction Tuesday,**

**Jan 16: NO CLASS**

**#2. Tuesday, Jan 23: Understanding & Evaluating Qualitative Research**  
question/comment post due by start of class.

**#3. Tuesday, Jan 30: Research Ethics**  
question/comment post due by start of class.

**#4. Tuesday, Feb 6: Decolonization of Qualitative Research**  
question/comment post due by start of class.

**#5. Tuesday, Feb 13: Sampling in Qualitative Research**  
question/comment post due by start of class.

**Tuesday, Feb 20: NO CLASS**

**#6. Tuesday, Feb 27: Content Analysis**  
question/comment post due by start of class.

**#7. Tuesday, March 5: Case Studies**  
question/comment post due by start of class.

**#8. Tuesday, March 12: Interviewing**  
question/comment post due by start of class.

**#9. Tuesday, March 19: Ethnography**  
question/comment post due by start of class.

**#10. Tuesday, March 26: Online Qualitative Research**  
question/comment post due by start of class.

**#11. Tuesday, Apr 2: Transcription & Analysis**  
question/comment post due by start of class. Research  
Proposal Summary due by the start of class. Self-  
evaluation due by the start of class.

## Course Policies

<b>Course Assignments &amp; Grading Criteria</b>	<b>Your mark in this course is derived from three components:</b>  <b>10 Weekly discussion posts</b> (found under the “weekly questions and comments” module on the main course page on Canvas), worth 5 points each (represented as a
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completion mark in canvas). Each post should include an **attached peer reviewed journal article** relating to the assigned reading for that day. The post should also include a **question or comment that relates this reading to the assigned reading for that week**. An example might be an article that considers an added dimension, variable, concept, or divergent theoretical framing of some of the issues discussed in the readings. These comments and questions will be referenced during the discussion each week in class. If you would like to make sure yours is covered, you are welcome to copy/paste yours into the chat during class. In general, **these posts should be written in an academic tone, and should be about a paragraph (3-10 sentences) in length.**

**A qualitative research proposal overview** should be prepared and submitted by the last week of class (Friday, April 5). **This overview should be no less than two pages in length. It should incorporate two peer reviewed journal articles in a way that demonstrates a deep reading and understanding of these articles** (cite it throughout and share some nuanced takes from the article – not just a summary). Try to have fun with this assignment, writing in a coherent, grammatically correct style, but one that captures your own voice and proposes a study on a topic that genuinely interests you (as long as it is sociological, and appropriate for qualitative study). We will discuss this more in class, but feel free to get as creative as you want and discuss your plans with me if you're in doubt about the approach. **This assignment will be worth 30 points (out of 100) toward your final mark.**

**A self-evaluation of your overall performance in the class.** You are expected to submit this on the final day of class to the link provided in the assignments module on the main course Canvas page. **You should submit a grade out of 20, as well as a brief paragraph (3-10 sentences) explaining the justification behind this grade.** This paragraph, clearly stating your self-assigned grade, should be included in the comments section of the assignment submission.

**The final grade distribution breakdown will include:**  
 Weekly Comments/Questions: **50 points total** Research  
 Proposal Summary: **30 points**  
 Self-Evaluation: **20 points**

**The official Ontario Tech grading scale will be used to assess all final grades for the course (please refer to the chart below for clarification):**

Grade	Percentage	Grade Points	Description
A+	90-100	4.3	Excellent. Strong evidence of originality and independence of thought; good organization; capacity to analyse and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base; an outstanding ability to communicate.
A	85-89	4.0	
A-	80-84	3.7	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+	77-79	3.3	
B	73-76	3.0	Adequate. Student is profiting from his/her university experience; an acceptable
B-	70-72	2.7	
C+	67-69	2.3	
C	60-66	2.0	

				understanding of the subject matter; ability to develop solutions to simple problems in the material; some ability to organize and analyse ideas; an ability to communicate adequately.
	D	50-59	1.0	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	0.0	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.
<b>Extra Credit</b>	No individual extra credit will be given for any reason.			
<b>Late Work</b>	Late submissions will be penalized 10% for each late day, up to a maximum of 30% (3 days) after which they will not be accepted. If there is any doubt about potential late work, talk to me or the teaching assistant before, and not after the due date. At least one week notice must be given (along with documentation before or after the submission) unless exceptional circumstances arise.			
<b>Email Use</b>	E-mail is the fastest and most efficient way to get in touch. However, it is preferred that e-mails be sent through official Ontario Tech addresses and not personal e-mail addresses through other providers. Canvas should be used for e-mail communication in most cases and will receive responses more quickly than regular e-mail. With some exceptions (travel, holidays, etc.) I will check and respond to e-mails once every 24 hours.			
<b>Canvas</b>	Canvas will be used to communicate important announcements and provide supplemental readings and course materials. All class cancelation notices will also be posted on Canvas, so it is a good habit to check Canvas before each class.			
<b>Reference Letters</b>	<p>Many students seek reference letters from their professors. The following are a set of guidelines you should follow when considering asking me (Dr. Steven Downing) for a letter of reference. Please carefully read these guidelines and be considerate of my time.</p> <ol style="list-style-type: none"> <li>1. I will only write reference letters for students who meet one or more of the following criteria: <ol style="list-style-type: none"> <li>a. Have completed 2 or more of my courses with an A- or higher;</li> <li>b. Have conducted research or written a paper (e.g. a thesis) under my direct or secondary supervision.</li> <li>c. Have worked for me as a research assistant (e.g. coding data or collecting research materials).</li> </ol> </li> <li>2. You must contact me (via email) at least one month before your reference letters are due.</li> <li>3. You must provide a writing sample when you contact me.</li> <li>4. All personal information required on reference forms should be filled in by you, the applicant.</li> </ol>			

	<p>5. If you are applying for police service, I will ask that you meet with me prior to agreeing to provide a reference.</p> <p>6. Remember that I will provide an honest, professional assessment of your preparedness for graduate school or employment within a certain industry. If you have a potential reference who has more material to work with or will, in your opinion, be able to honestly provide a more positive reference, I encourage you to contact them.</p>
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***These descriptions, timelines, and grading policies are subject to change at the discretion of the Professor and official Ontario Tech policy changes.***



FACULTY OF SOCIAL SCIENCE AND HUMANITIES

CRMN 2030: Social Control  
Course outline for Winter 2023

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

Term	Course Type	Day	Time
Winter	Lecture	Wednesday	2:10pm-5pm

Location	CRN #	Classes Start	Classes End	Final Exam Period
CHA 219	001	January 9, 2023	April 10, 2023	April 12-22, 2023

\* 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. Jordan Harel	DTB 508	Ext. 5919	<a href="mailto:Jordan.Harel@ontariotechu.ca">Jordan.Harel@ontariotechu.ca</a>
Office Hours: By appointment			

Laboratory/Teaching Assistant Name	Office	Phone	Email
TBD			TBD
Office Hours: By appointment			

**3. Course Description**

This course will examine theoretical and empirical approaches to the study of social control, which might be understood as the ways in which societies respond to behaviour deemed inappropriate, deviant, or even criminal. Our focus will be on both informal and formal methods of social control, and the inter-relationship among them. We will discuss the cultural, structural, political, and ideological forces that have sustained and transformed both systems of social control during modernity and late modernity. Particular attention will be paid to the ways in which identity (e.g. race, class and gender) shapes one's relationship to these mechanisms of social control.

**4. Learning Outcomes**

- 1.) Understand and describe the relationship between deviance and social control
- 2.) Understand and describe the inter-relationship between formal and informal social control

- 3.) More intricately appreciate the ways in which identity shapes one's relationship to various social control mechanisms
- 4.) Critically evaluate the social world around us and gain the requisite knowledge to challenge the status quo
- 5.) Think bigger, more critically and more creatively than they ever thought possible

## 5. Course Design

**Course structure:** The class will be lecture based, interactive, and technologically rich.

**Class attendance and participation:** Attending class is mandatory and essential to your success in the course. Moreover, I strongly encourage student participation. Throughout the semester we will be engaging in discussions and debates of great social consequence.

**Pre-Class Preparation:** In order to adequately prepare for class, all scheduled weekly readings should be completed beforehand.

**Correspondence:** If you have any course related questions or comments, please email me at [Jordan.Harel@ontariotechu.ca](mailto:Jordan.Harel@ontariotechu.ca). I am usually quick with responding to emails, however, if you do not hear from me within 48 hours, please resend the message.

**Course webpage:** Our Canvas page will act as our "home base". Here you will be able to find announcements, e-documents, additional readings, and course grades. Please be sure to check the course website regularly in case there is any change to timelines, schedules and reading lists.

**Classroom Etiquette:** Please be on time for class. Not only does arriving late have the potential to disrupt your fellow classmates, you may also miss out on essential information and class material *which you may be tested on*.

**Laptop Policy:** Although I encourage laptop use in class, please refrain from using it for purposes unrelated to the course. Refraining from adhering to this policy will result in being asked to leave the classroom.

## 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.*

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

**January 11**

**Course Introduction**

**January 18**

**What is social control?**

Bereska Chapter 1

**January 25**

**Theories of Deviance and Social Control**

Bereska Chapter 2

E-Article: Black, D. (1983) Crime as social control. *American Sociological Review* 48: 34-45.

**Discussion Exercise #1 (release date)**

**February 1**

**Power and (The) Power of Social Control**

Bereska Chapter 3

E-Article: Makkai, T. & Braithwaite, J. (1994) Reintegrative Shaming and Compliance with Regulatory Standards. *Criminology* 32: 361-385.

**Discussion Exercise 1 Due**

**February 8**

**The Media and Social Control**

Bereska chapter 4

**Discussion Exercise #2 (release date)**

**February 15**

**The Social Control of Gender and Sexuality**

Bereska Chapter 5

E-Article: Preibisch, K L. & Encalada Grez, E. (2010). The Other Side of el Otro Lado: Mexican Migrant Women and Labor Flexibility in Canadian Agriculture. *Signs* 35: 289-316.

**Discussion Exercise 2 Due**

**February 22**

**Reading week – no class**



**March 1**  
**Midterm – good luck!**

**March 8**  
**The Social Control of Youth**

Bereska Chapter 6  
E-Article: Pontell, H. N., & Rosoff, S. M. (2009). White-collar delinquency. *Crime, Law and Social Change*, 51(1), 147-162.

**March 15**  
**Physical Appearance and Social Control**

Bereska Chapter 7  
E-Article: Becker, AE., Burwell, RA, Herzog, DB., Hamburg, P. & Gilman, SE. (2002). Eating Behaviours and Attitudes Following Prolonged Exposure to Television Among Ethnic Fijian Adolescent Girls. *British Journal of Psychiatry* 180: 509-514.

**March 22**  
**Medicalization, Mental Health and Social Control**

Bereska Chapter 8  
E-Article: Rosenhan, DL. (1973). On Being Sane in Insane Places. *Science, New Series* 179: 250-258.

**March 29**  
**Science, Belief and Social Control**

Bereska Chapter 9  
E-Article: Bhutta, ZA & Crane, J. (2014) Should research fraud be a crime? *BMJ* 2014;349:g4532.

**Discussion Exercise #3 (release date)**

**April 5**  
**The future of Social Control**

Bereska Chapter 10  
E-Article: Kempa, M & Singh, AM. (2008) Private security, political economy and the policing of race: Probing global hypotheses through the case of South Africa. *Theoretical Criminology* 12 (3): 333-354.

**Discussion Exercise 3 Due**

## **7. Required Texts/Readings**

- 1.) Bereska, Tami M. (2022) *Deviance, Conformity and Social Control* 6<sup>th</sup> Edition. Pearson Canada.
- 2.) Various Online Readings (specific titles are outlined in section 6). Where no direct link is provided, students will be able to access articles from the Ontario Tech library database.

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

## **8. Evaluation Method**

Your final grade for this course will be calculated as follows:

Discussion Exercises (2 worth 25% each)

Midterm (25%)

Final exam (25%)

*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**

### **Discussion Exercises**

Throughout the semester I will be posting three discussion questions relating to events and issues with respect to the topic of social control. Students will be required to submit **two out of three** substantive discussion exercises (think of them as “mini-essays”).

*Technical Requirements:* Discussion exercises are expected to be 2-3 pages double spaced, using 12 pt. Times New Roman font. APA format should be adhered to for formatting and referencing purposes.

*Release and Due Dates:* Discussion questions will be released on Canvas on the release dates noted in the course outline. **All postings will be due for submission on Canvas the following week at 11:59pm, as noted in the course outline.** Turnitin software may be used for plagiarism detection.

Late assignments will incur a penalty of 25% per day.

### **Midterm**

The midterm exam will be a combination of multiple choice and true and false questions. It will be held in class on **March 1**.

### **Final Exam**

The final exam is **non-cumulative**, will be of similar format to the midterm and will take place during the final exam period.

## 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. 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@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.

## 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@ontariotechu.ca](mailto:studentlife@ontariotechu.ca)
- Learn more about your options at: <https://studentlife.ontariotechu.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 (if applicable)

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.ontariotechu.ca/services/academic-support/index.php>

## 17. 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>

## 18. Online Test and Exam Proctoring (Virtual Proctoring)

Ontario Tech University will conduct virtual monitoring of examinations in accordance with Ontario privacy legislation and all approved policy instruments.

## 19. Final Examinations (if applicable)

Final examinations are held during the final examination period at the end of the semester and **when on campus access is allowed**, 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 required to show their Student ID card (campus ID) when **in-person examinations are allowed**. 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. More information on ID cards can be found at <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.ontariotechu.ca/policy/policy-library/policies/academic/procedures-for-final-examination-administration.php>

## 20. 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.

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@ontariotechu.ca](mailto:accessandprivacy@ontariotechu.ca)

### **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 may use the following technologies that may collect, use, disclose and retain personal information (including images) for the purposes described below:

- Google Meet 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.
- Other applications, services, or technologies that support or enhance online learning.

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.**

## **21. 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.

## **22. 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 AND HUMANITIES

SSCI 1300U: Social Problems  
Course outline for Winter 2023

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

Term	Course Type	Day	Time
Winter	Synchronous	Thursday	8:30 AM – 11 AM

Location	CRN #	Classes Start	Classes End	Final Exam Period
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Regent Theatre	73591/ 73718	January 12, 2023	April 7, 2023	TBD
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\* 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
Matthew Stein	DTA 203 A		Matthew.stein@ontariotechu.ca NOT Canvas Messaging
Office Hours: TBD – By Appointment either in person/online google meet			

Laboratory/Teaching Assistant Name	Email
Maria Cashore	Maria.cashore@ontariotechu.ca

## 3. Course Description

This course introduces students to the analysis of social and political problems using different theories, concepts and methods. These theories and the way in which people approach political and social problems are often based upon a particular view of the concept of justice and equality. We examine different social and political issues and show how they interact with both theory and practice in dealing with these conceptions of justice and equality. The course looks critically at gender, race, class and age among other barriers to achievement.

## 4. Learning Outcomes

- On the successful completion of the course, students will be able to:
- Critically reflect on how inequalities lead to social problems
  - Link key theoretical concepts to these inequalities and social problems
  - Explore various domains where social problems develop and evolve
  - Identify outcomes that occur from inequalities and social problems

## 5. Course Design

This course will be delivered through a weekly three-hour interactive lecture. The expectation is that for every class you will arrive having completed the readings and given some thought to the topic of the particular week. I do not design my lectures so that I am talking at you for over three hours. Eventually, you would get bored of me and grow to loathe the sound of my voice. I want you to show up to class ready to be involved and participate!



<b>6. Course Schedule</b>		
<i>Date</i>	<i>Topics and Readings</i>	<i>Evaluations</i>
January 12, 2023	Course Introductions, Overview, Theories  Chapter 1 – What are Social Problems? (pp. 3-26)	
January 19, 2023	Class and Poverty  Chapter 2 – Class, Poverty and Economic Inequality (pp. 29-60)	
January 26, 2023	Age  Chapter 10 – Aging and the Life Course (pp. 288-317)	<b>Mini Assignment MC 1 Due</b>
February 2, 2023	Gender  Chapter 4 – Gender Relations (pp. 91-117)	
February 9, 2023	<b>MIDTERM</b>	

February 16, 2023	Race/Ethnicity/Culture Chapter 3 – Race and Ethnic Relations (pp. 61-90)	
February 20-24, 2023	<b>READING WEEK</b>	
March 2, 2023	Health and Disability Chapter 7 – Health Issues, Addictions, and Substance Use Disorders (pp.186-221)	
March 9, 2023	Education Chapter 11 – Schools (pp. 318-347)	<b>Individual Paper Due</b>
March 16, 2023	Employment Chapter 12 – Workplaces (pp. 348-379)	
March 23, 2023	Populations, Cities and Neighbourhoods Chapter 13 – Populations and the Natural Environment (pp. 380-410)	
March 30, 2023	Crime and Violence Chapter 6 – Crime and Violence (pp. 153-184)	<b>Mini Assignment MC 2 Due</b>
April 6, 2023	Exam Review	

## 7. Required Texts/Readings

Tepperman, L., Curtis, J., & La Touche, R. (2020). *Social Problems: A Canadian Perspective* (5th Edition). Canada: Oxford University Press.

Additional readings may be assigned or recommended during the course.

## 8. Evaluation Method

Midterm .....	25%
Individual Paper .....	30%
Mini Assignments (MC 1 and 2) .....	10%
Final Exam .....	35%

*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**

### Midterm (25%) – February 9th

This midterm exam will consist of approximately 40-50 multiple choice questions based on the material from the first part of the course. The midterm will take an hour. Topics covered include: What are Social Problems? Class, Age and Gender. Material from the midterm will be taken from the textbook/readings, as well as in class discussion/lectures. If you are attending class, participating in discussion and keeping up with the readings, success should be well within your grasp on this midterm.

### Individual Paper (30%) – March 9th

This paper will be an analysis of the intersection of two inequalities discussed within our course. The paper will be approximately 4-5 pages, double spaced, 12pt font, times new roman, APA style. You will be required to submit this paper through Turnitin/Canvas. Details of this paper will be released on Canvas within the first couple of weeks of the course and will be discussed in class.

### Mini Assignments (10%) – January 26<sup>th</sup>, April 30<sup>th</sup>

While it would be my preference to have all 270+ of you participate and be active in the class discussions. I know that this is likely impossible. As such, I am affording you all a different opportunity to participate. Twice in the semester, before the midterm and final exams, students are to submit three multiple-choice questions on the material covered in class/in the textbook. Each question is to have four response options. This assignment is NOT purely completion based. Higher marks will given to those questions that are creative and well connected to course material. In class participation may also be factored in for this mark, but submission of these questions is still necessary in order to get the 10%. Given the nature of this submission, there will be NO extensions provided for these multiple-choice questions.

### Final Exam (35%) – During the Final Exam Period

The final exam will be cumulative. More details on the final exam will be announced after reading week. Exam will most likely be 80 multiple choice questions in 2 hours.

This is a test to ensure that you are reading the syllabus carefully. If you have read this line, send me an e-mail (*to the appropriate location*) with the subject line SSCI 1300U – Course Outline, and in the body of the e-mail tell me who your favorite superhero is, your name and student number. Submissions will be accepted until Thursday January 19<sup>th</sup> at 8 AM for a bonus mark on your final grade. Only submissions containing all details will be accepted. Late submissions for any reason will not be considered.

### **Late Individual Assignment**

If you submit your assignment past the due date, there will be 5% deducted per day off the final mark. This deduction will occur for a maximum of five days, before the assignment will receive an automatic zero.

### **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. This includes the Participation Assignment ONLY 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. This includes the Individual Assignment ONLY. 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 coursework in the case of the participation assignments will come in the form of a re-weight to the final exam. Missed coursework in the case of the individual assignment will be evaluated on a case by case basis.

### **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 midterms may be rewritten if documentation is provided promptly and the student is able to write the missed midterm on the scheduled re-write date. If either of these are not possible, the midterm will be reweighted to the final exam.

### **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**

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**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

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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>

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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. 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 that all voices and experiences are recognized and represented. We embrace and honour the dignity of individuals and groups, and believe that diversity in all of its complex dimensions, lays the foundation for academic excellence. The Faculty is dedicated to creating a welcoming and supportive campus culture and to challenging all forms of discrimination faced by all.

## 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.

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This information can be found at

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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

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.

## 19. Course Material

All course related material is the property of Matthew Stein and is not to be distributed, reused or reproduced without his express permission. This includes creation of video, audio, or other digital recordings of lectures, class discussion or other class activities. Sharing of any course materials in any form without permission is in violation of my intellectual property along with the Canadian Copyright Act and is subject to disciplinary action under the Ontario Tech University Student Code of Conduct.

FACULTY OF SOCIAL SCIENCE AND HUMANITIES

POSC 2100U: Global Politics Course outline for Fall 2023

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

Term	Course Type	Day	Time
Fall 2023	Online Synchronous Lecture	Friday	11:10-2pm

Location	CRN #	Classes Start	Classes End	Final Exam Period
ONLINE	44173	September 5	December 4	December 6-16

\* Visit <https://ontariotechu.ca/current-students/academics/important-dates-and-deadlines.php> for other dates

**2. Instructor Contact Information**

Instructor Name: Erin Troy	Email: Erin.Troy@mail.utoronto.ca
Student Coffee Hours: Mondays 1-2pm, or by appointment, via Canvas link	

**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**, and 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 examine different theoretical perspectives, trace the historical origins and contexts of these perspectives and open discussions about them. 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. Weekly meetings will include lectures, current events, class discussions, media, workshops, and exercises. You are expected to read and/or watch class materials before the class and to actively participate in class activities. Our weekly meetings will also give you the opportunity to ask questions, clarify doubts and share your reflections and reactions to class materials with your peers. This general format is flexible and may change depending on the topics and the dynamic of the group among other factors. The schedule is tentative and is subject to change.

## 6. Outline of Topics in the Course

<b>PART I. Introduction to Global Politics</b>	
September 8	<p style="text-align: center;"><b>Introduction to the Course</b></p> <p style="text-align: center;">No readings required</p>
September 15	<p style="text-align: center;"><b>What is global politics, and how do we study it?</b></p> <p><u>Required</u>            Baylis, Smith and Owens. (2023). Introduction: from international politics to world politics (5-18).             Devetak. R. (2012). An introduction to International Relations: the origins and changing agendas of a discipline. In R. Devetak, A. Burke and J. George. An introduction to international relations. Cambridge University Press. Available at <a href="https://www.google.com/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;ved=2ahUKEwid3_3c_qiBAxVbllkEHZ2XBH4QFnoECB0QAQ&amp;url=https%3A%2F%2Faccord.edu.so%2Fweb%2Fcontent%2F44412%3Fdownload%3Dtrue%26access_token%3Dbdaeb106-592e-497a-a1a1-dfaeac0fa966&amp;usq=AOvVaw2E9TeaYfn8LPV50V0GgAqV&amp;opi=89978449">https://www.google.com/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;ved=2ahUKEwid3_3c_qiBAxVbllkEHZ2XBH4QFnoECB0QAQ&amp;url=https%3A%2F%2Faccord.edu.so%2Fweb%2Fcontent%2F44412%3Fdownload%3Dtrue%26access_token%3Dbdaeb106-592e-497a-a1a1-dfaeac0fa966&amp;usq=AOvVaw2E9TeaYfn8LPV50V0GgAqV&amp;opi=89978449</a></p>
<b>PART II. Emergence: Global Politics in Historical Perspective</b>	
September 22	<p style="text-align: center;"><b>Global Politics in Historical Perspective I</b></p> <p><u>Required</u>            Lawson, G. (2023). "The rise of the modern international order." In Baylis, Smith and Owens (39-53).             Buzan, Barry and George Lawson. "The Global Transformation: The Nineteenth Century and the Making of Modern International Relations." International Studies Quarterly, vol.57, no.3 (September 2013): 620-634. Available at <a href="https://ocul-it.primo.exlibrisgroup.com/permalink/01OCUL_IT/1nbnm9s4/cdi_proquest_miscellaneous_1497659203">https://ocul-it.primo.exlibrisgroup.com/permalink/01OCUL_IT/1nbnm9s4/cdi_proquest_miscellaneous_1497659203</a></p> <p><u>Suggested</u>            De Carvalho, B., Leira, H., &amp; Hobson, J. M. (2011). The Big Bangs of IR: The Myths That Your Teachers Still Tell You about 1648 and 1919. Millennium: Journal of International Studies, 39(3), 735–758.  <a href="https://doi.org/10.1177/0305829811401459">https://doi.org/10.1177/0305829811401459</a></p>

	Teschke, B. (2002). Theorizing the Westphalian System of States: International Relations from Absolutism to Capitalism. <i>European Journal of International Relations</i> , 8(1), 5–48. <a href="https://doi.org/10.1177/1354066102008001001">https://doi.org/10.1177/1354066102008001001</a>
September 29	<p><b>Global politics in historical perspective II</b></p> <p><u>Required</u>  Scott. L. (2023) International history of the twentieth century. In Baylis, Smith and Owens (54-69).</p> <p>Cox. (2023). From the end of the cold war to a new world dis-order. In Baylis, Smith and Owens (70-83).</p> <p><u>Suggested</u>  Conrad, Sebastian and Dominic Sachsenmaier. "Introduction: Competing Visions of World Order: Global Moments and Movements, 1880s-1930s." In: Conrad, Sebastian and Dominic Sachsenmaier, eds. <i>Competing Visions of World Order: Global Moments and Movements, 1880s-1930s</i>. London: Palgrave Macmillan, 2007. 1-25, especially 1-17.</p>
<b>PART III. Theoretical Approaches</b>	
October 6	<p><b>International Relations (IR) mainstream theoretical approaches: Liberalism and Realism</b></p> <p><u>Required</u>  Dunne, T. (2023) Liberal internationalism. In Baylis, Smith and Owens (103-114).</p> <p>Dunne, T. and B. Schmidt (2023) Realism. In Baylis, Smith and Owens (130-144).</p> <p><u>Suggested</u>  Brown, C. (2019). <i>Understanding international relations</i> (5th edition). Macmillan international higher Education. Chapter 2: "The Development of International Relations Theory in the Twentieth Century" (pp 16-36).</p>
<b>Reading Week Break</b>	
October 20	<p><b>IR critical theoretical approaches: Marxism and Constructivism</b></p> <p><u>Required</u>  Hobden, S. and R. Jones (2023) Marxist theories of international relations. In Baylis, Smith and Owens (115-129).</p> <p>Barnett, M. (2023). Social Constructivism. In Baylis, Smith and Owens (194-209).</p> <p><u>Suggested</u>  Özekin, M. K., &amp; Sune. (2022). Introduction: Foundations of International Relations Theory. In M. K. Özekin &amp; E. Sune (Eds.), <i>Critical approaches to international relations: Philosophical foundations and current debates</i> (1– 22). Brill.</p>
October 27	<p><b>IR Critical Theoretical Approaches II: Feminism &amp; Queer IR, De/Postcolonialism</b></p> <p><u>Required</u>  Kinsella, E. (2023) Feminism. In Baylis, Smith and Owens (145-159).</p>

	<p>Kirby, P. (2023) Gender. In Baylis, Smith and Owens (271-286).</p> <p>Sabaratnam, M. (2023) Postcolonial and decolonial approaches. In Baylis, Smith and Owens (160-176).</p> <p><u>Suggested</u>  Tickner, J. Ann. 2005. "What is your Research Program? Some Feminist Answers to International Relations Methodological Questions," International Studies Quarterly, 49, 1-21.</p>
<b>PART IV. Themes &amp; Issues</b>	
November 3	<p><b>State and Sovereignty</b></p> <p><u>Required</u>  Biersteker, T. (2013). State, sovereignty and territory. In W. Carlsnaes, T. Risse and B. Simmons (eds.). Handbook of International Relations, (245-272). Sage. Available at <a href="https://books-scholarsportal-info.uproxy.library.dcuoit.ca/uri/ebooks/ebooks3/sage/2016-08-25/1/9781849201506">https://books-scholarsportal-info.uproxy.library.dcuoit.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.). Global Politics: A New Introduction (2nd ed) (220–44), Routledge.</p> <p><u>Suggested</u>  Rae, H. (2007). Theories of state formation. In M. Griffiths (Ed.), International relations theory for the twenty-first century: An introduction (123–134). Routledge</p>
November 10	<p><b>Global Governance: Legal Frameworks and Organizations</b></p> <p><u>Required</u>  Reus Smit, C. (2023). International Law. In Baylis, Smith and Owens (303- 318).</p> <p>Park, S. (2023). International Organizations in World Politics. In Baylis, Smith and Owens (319-333).</p> <p>Joachim, J. (2023). NGOs in World Politics. In Baylis, Smith and Owens (349-364).</p>
November 17	<p><b>War and Security</b></p> <p><u>Required</u>  Barkawi, T. (2023). War and World Politics. In Baylis, Smith and Owens (225-239).</p> <p>Baylis, J. (2023). International and Global Security. In Baylis, Smith and Owens (240-255).</p>
November 24	<p><b>International Political Economy and Development</b></p> <p><u>Required</u>  Phillips, N. (2023). Global political economy. In Baylis, Smith and Owens (256-270).</p> <p>Evans, T. and C. Thomas (2023). Poverty, Hunger and Development. In Baylis, Smith and Owens (419-434).</p>

	Watson, M. (2023). Global Trade and Global Finance. In Baylis, Smith and Owens (435-448).  Suggested Pradella, L. (2021). Draining value, drowning labour. Connected Sociologies. Available at <a href="https://www.connectedsociologies.org/curriculum/colonial-global-economy/draining-value-drowning-labour/">https://www.connectedsociologies.org/curriculum/colonial-global-economy/draining-value-drowning-labour/</a>
December 1	Global Environmental Politics  Vogler, J. (2023). Environmental Issues. In Baylis, Smith and Owens (377-393).

## 7. Required Texts/Readings

Baylis, J., S. Smith and P. Owens (2023) The globalization of world politics: An introduction to international relations. Oxford University Press. \*9<sup>th</sup> Edition

If you buy a second-hand book, be sure that it is a recent edition (preferably 2020). You can also rent an electronic copy at <https://www.vitalsource.com/en-ca/products/the-globalization-of-world-politics-john-baylis-v9780192653147>

Other required readings will be available on Canvas or through the university library.

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

## 8. Evaluation Method

### I. Glossary

You will identify important terms from Part I Introduction to Global Politics and Part II Global Politics in Historical Perspective (2 each from classes 2, 3 and 4), define them and briefly refer to the historical context in which they became relevant. The glossary will help you develop a historically-situated understanding of key concepts in global politics.

### II. Global Politics in the Media

This assignment asks you to take any of the assigned readings from the course and find an article from the media in the past month that does one of the following: 1) reflects some of the ideas discussed in the reading; 2) that the reading can shed light on understanding better, or even differently; or 3) describes a situation that cannot be explained by the assigned reading. After choosing **one** of the three approaches, you clearly explain the relevant theoretical insights from the reading and walk the reader through the logic behind your claim through the use of evidence from or analysis of your article.

Pick an article of adequate length (approx. 1000 words), and from a reputable source that provides a balanced portrayal of the situation. Don't use sources that are more "analysis" or "opinion" than factual unless they make a point of being balanced in their portrayal. Length: 1000-1200 words.

### III. Take Home Midterm

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 and it will cover parts I, II and III of the course.

#### IV. Critical Issues Podcast

Each student will produce a 4-6 minute podcast episode on an international issue of their choosing. Each episode should contain background information on the policy issue (Why is this an issue that global policymakers must address? Who are the key actors involved in this issue? What attempts have already been made to resolve this issue?), and a proposed policy solution. Your description of the policy issue and proposed policy solution should explicitly draw on the IR theories learned in class, and you should consider alternative views and/or potential concerns with your policy solution.

Students will also submit a preliminary “story map,” which will outline your episode.

#### V. 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 dynamic conducive to learning and find ways to engage with others. With this in mind, you will attend classes and engage in discussions. 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.

*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

Assignment	Value	Submission Date
<b>Glossary</b>	15%	September 29
<b>Global Politics in the Media</b>	20%	October 20
<b>Take Home Midterm</b>	25%	November 2
<b>Critical Issues Podcast</b>	25%	December 8
Preliminary Story Map	5%	*by November 17
Participation	10%	Ongoing

#### Late assignments

You will have **three grace days** during the term, which you can use to submit late assignments without penalty. No additional documentation is necessary to use your grace period. 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. 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.

#### Faculty rules on missed coursework

If a student has missed coursework worth **25 per cent or less of the final grade** contact your instructor directly, 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. All mid-term examinations/tests or any coursework

worth **more than 25 per cent of your final grade** submit the FSSH Academic Consideration form. Negotiated extensions where appropriate will be determined by the professor, and late penalties up to 1 point per day may apply. If you are ill and already seeking medical attention you may submit medical documentation; however, medical documentation is not a requirement at this time. If 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.

## **10. Technology Requirements and Learning Management System Information**

Ontario Tech uses *Canvas*™ as its learning management system (LMS). Access to the LMS is limited to students formally registered in courses. That access is for the duration of the semester **and for an additional 120 days once the semester is over**. Students are strongly encouraged to download any/all relevant course material during that access period. Any requests for access post this period must be made in writing to the instructor/faculty member responsible for the course.

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 depictions or descriptions of conflict, violence, or 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@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.

## **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@ontariotechu.ca](mailto:studentlife@ontariotechu.ca)
- Learn more about your options at: <https://studentlife.ontariotechu.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 Shawenjigewining Hall. Students taking courses on the **downtown Oshawa campus** can visit Student Accessibility Services in Charles Hall, Room 225.

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, Tuesday, Thursday, and Friday, Wednesday's 10:00 am to 4:30. Please note they are closed each day between noon and 1:00 pm. 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. . Academic Integrity

**In this course, the use of generative AI tools (such as Chat GPT) will be considered a violation of 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 <https://usgc.ontariotechu.ca/policy/policy-library/policies/academic/academic-integrity-policy.php>

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>

## **16. 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://tlc.ontariotechu.ca/educational-tech/assignment-cover-sheet\\_updatedmay2021-1.pdf](https://tlc.ontariotechu.ca/educational-tech/assignment-cover-sheet_updatedmay2021-1.pdf)

## **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.

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@ontariotechu.ca](mailto:accessandprivacy@ontariotechu.ca)

### **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 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.
- Other applications, services, or technologies that support or enhance online learning.

For more information relating to these technologies, we encourage you to visit:

<https://tlc.ontariotechu.ca/educational-tech/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. . Human Rights and Respect**

Ontario Tech University is committed to providing a campus environment in which all University Members are treated with dignity and to fostering a climate of understanding and mutual respect. The University will not tolerate, ignore or condone Discrimination or Harassment by or against anyone. Examples of Harassing behavior include, but are not limited to; bullying, taunting or mocking someone's race or creed, ridiculing an individual's disability, or targeting individuals with unwanted sexual or negative stereotypical comments about one's sex, gender, sexual orientation, gender identity and/or gender expression. Pursuant to Ontario Tech's Respectful Campus Policy, students are reminded of their role in ensuring a campus environment that is equitable and inclusive. Requirements to refrain from harassment and discrimination apply broadly to the classroom, including in lectures, labs and practicums, as well as through the use of sanctioned and unsanctioned technological tools that facilitate remote learning, e.g. class and other chat functions, video conferencing, electronic mail and texts, and social media content amongst or about University students, faculty and staff.

## **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. . Copyright Notice**

All teaching materials provided by the instructor throughout the course, including, but not limited to, in whole or in part, recorded lectures, slides, videos, diagrams, case studies, assignments, quizzes, and examinations are subject to the Copyright Act, R.S.C., 1985, c. C-42. Teaching materials are owned by the faculty member, instructor or other third party who creates such works. The copyright owner(s) reserves all intellectual property rights in and to the teaching materials, including the sole right to copy, reproduce, distribute, and modify the teaching materials. Consistent with the

university's Intellectual Property Policy, teaching materials are intended only for the educational use of Ontario Tech University students registered in the course that is the subject of this course outline. Any distribution or publishing of this material (e.g. uploading material to a third-party website) is strictly prohibited under the law unless the student has obtained the copyright owner's prior written consent. Any violation of copyright law or the Intellectual Property Policy, if proven, may be subject to sanction as academic misconduct, and/or under the Student Conduct Policy.

## **21. . 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.



Social Sciences and Humanities

SSCI2700 – Human Sexuality

Course outline for Fall 2022

### 3. Course Details & Important Dates\*

Term	Course Type	Day	Time
F	Asynchronous - Online	N/A	Weekly folders posted Wednesday at 5 p.m.

Location	CRN #	Classes Start	Classes End	Final Exam Period
N/A	42797	Sept. 7	Nov. 30	

\* Visit <https://ontariotechu.ca/current-students/academics/important-dates-and-deadlines.php> for other dates

### 4. Instructor Contact Information

Amanda Robinson		<p><b>Please use Canvas message function for all course communication***</b></p> <p>Amanda.robinson@ontariotechu.ca</p>
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Office Hours: by appointment. Communication policy: Please contact me using the messages function on Canvas. I answer Canvas from 8 a.m. to 4 p.m., Monday to Friday. I may respond to you on the weekend, but don't rely on communications with me on Saturday, Sunday, or statutory holidays. Please note: I will check Canvas messages regularly for this course, please only use my email if you are experiencing technical difficulties with Canvas. Always check the syllabus, the FAQ discussion thread, or with a peer before you make general course inquiries to me. I welcome content and assignment questions on the FAQ thread. **Individual concerns concerning accessibility, grades, extensions, and assignments should be directed to me via private messaging on Canvas.**

Laboratory/Teaching Assistant Name	Office	Phone	Email
Office Hours:			

## 5. Course Description

Although sex and sexuality are often thought of as personal, and as a realm of experience outside of society, they are fundamental to the cultural, economic, political and social organization of society. Taking an interdisciplinary approach, this course introduces students to the myriad of ways in which sex and sexuality have been understood from biological, psychological, anthropological, and sociological perspectives.

Conceptualizations of how sexuality, sexual practices, sexual norms and sexual identities have varied historically and across the life-span will also be discussed.

## 4. Learning Outcomes

To successfully complete this course, students must:

LO1 – apply the principles of academic integrity by completing all coursework in accordance with the practices of academic integrity set forth by Ontario Tech and by applying APA 7<sup>th</sup> Edition method of citation.

LO2 – identify, describe, and explain the ways in which sex, sexuality, and gender are socially and culturally constructed.

LO3 – summarize, describe and explain core issues and debates in human sexuality using written and/or verbal means.

LO4 - locate and select credible sources and synthesize them effectively to summarize, describe, and analyze the ways in which ideas about sex, sexuality, and gender have changed across time and place.

LO5 – recognize and distinguish the scholars who have written and theorized about sex, sexuality, and gender in the social sciences and humanities.

LO6 – generate feedback for your peers in an online environment.

## 5. Course Design

- This course is online and delivered on Canvas. Your participation in this course will be asynchronous, meaning that our classroom will not be constrained by time or place. It will require you to watch weekly lecturettes, read scholarly and popular texts and interact with a variety of digital supplements, including clips, documentaries, surveys, websites, and our shared course matrix on Canvas.
- This course is structured around Universal Design for Learning, which is an approach to teaching and learning that uses outcomes based learning effectively and promotes multiple forms of engagement, representation and action. Where possible, content is presented in multiple ways and students are given opportunity to

practice and reflect on their learning journey. For more information on UDL, visit: [CAST](#)

- Each topic will be organized into a weekly module folder. Folders will be accessible on Canvas per the corresponding week (these will be titled by week number and date).
- To earn an excellent grade in this course, you are advised to pace your learning by completing the course content for each module on a weekly basis. Content folders will be organized in accordance with the schedule of topics below and finalized content for each week will be complete by Wednesday by 5 p.m. starting on Sept. 7 and running until Nov. 30 (last class).
- Canvas is your “go-to-guide” for this course, and each folder will contain internal organization to support ease of access to the digital content, resources, media supplements, and tools that this course uses.
- **Expect to spend 3-5 hours per week working on individual content modules and completing the assigned readings and activities.**
- Lecturettes are akin to lectures for a traditional in-person meet. In addition to these Lecturettes, weekly folders will contain other mandatory content that will vary from module to module. This will include scholarly readings, PowerPoint slides, films and podcasts, educational websites, writing resources, research and library supports, YouTube clips.
- This course is designed to support you in establishing a strong base for excellence in reading, writing, and research at Ontario Tech University. Success in your assessments will be predicated on the expectation that you document your research process in accordance with APA 7<sup>th</sup> edition formatting, compose your ideas with a plan, and do these things while following the strict principles of academic integrity set forth by our institution.
- **Ultimately, you are the author of your own learning journey, and are responsible for how much, or how little, effort you put forth in Human Sexuality.** I hope you make the best of your time in the course and I look forward to working with you! ☺

## 6. Outline of Topics in the Course

### Week 1: Sept. 7 – Human Sexuality: An Introduction

#### Reading

- Please read the course syllabus carefully.
- “Introduction” in Naugler, D. (Ed.). (2012). *Canadian Perspectives in Sexualities Studies: Identities, Experiences, and the Contexts of Change*. Toronto: Oxford University Press.

#### Relevant Assessments

- Scavenger Hunt – 5% due Sept. 20 by 11:59 p.m.
- Discussion Post #1 (5%) -- Icebreaker due Sept. 25 by 11:59 p.m.
- **INSTRUCTOR NOTE: These assessments will remain open until after the due date to allow for late registrants to complete them without penalty.**

## **Week 2: Sept. 14 – Human Sexuality in the Social Sciences**

### **Reading**

- Selections - Foucault, M. (1990). The Incitement to Discourse, in *The History of Sexuality: An Introduction, volume I*. Trans. Robert Hurley. New York: Vintage.  
<http://home.ku.edu.tr/~mbaker/CSHS503/FoucaultHistorySex.pdf>

### **Relevant Assessments**

- Syllabus Scavenger Hunt – 5% due Sept. 20 by 11:59 p.m. – continued from Week 1
- Discussion Post #1 (5%) -- Icebreaker due Sept. 25 by 11:59 p.m.
- Knowledge Check #1 (15%) – Weeks 2, 3, 4, 5 (happens Oct. 7 - Oct. 9)

## **Week 3: Sept. 21 – Human Sexuality in the Medical Sciences**

### **Reading**

- “Sexology,” in Alexander, J., Meem, D. T., & Gibson, M. (2018). *Finding out: An introduction to LGBTQ studies*. Sage, 29 – 41. Chapter scan provided on Canvas.
- Fausto-Sterling, A. (1997). How to build a man, *Science and Homosexualities*, 219-225.  
<https://community.plu.edu/~ereserve/protected/intq/is231n1a.pdf>

### **Relevant Assessments**

- Discussion Post #1 (5%) -- Icebreaker due Sept. 25 by 11:59 p.m.
- Knowledge Check #1 (15%) – Weeks 2, 3, 4, 5 (happens Oct. 7 - Oct. 9)

## **Week 4: Sept. 28 – Legislating Sexuality**

### **Reading**

- Selections: Foucault, M. (1990). *The history of sexuality: An introduction*. New York: Vintage.
- Moran, R. F. (2003). Love with a proper stranger: What anti-miscegenation laws can tell us about the meaning of race, sex, and marriage. *Hofstra L. Rev.*, 32, 1663.

### **Relevant Assessments**

- Discussion Post #2 (10%) due Oct. 4 by 11:59 p.m.
- Knowledge Check #1 (10%) – Weeks 2, 3, 4, 5 (happens Oct. 7 - Oct. 9)

## **Week 5: Oct. 5 – Regulating Sexuality**

### **Reading**

- Selections - Adams, M. L. (1997). ‘Why Can’t I Be Normal?’: Sex Advice for Teens,” in *The trouble with normal: Postwar youth and the making of heterosexuality* (Vol. 7). University of Toronto Press.



- Selections - Cannon, M. (1998). The regulation of First Nations sexuality. *Canadian Journal of Native Studies*, 18(1), 1-18.  
[http://www3.brandonu.ca/cjns/18.1/cjnsv18no1\\_pg1-18.pdf](http://www3.brandonu.ca/cjns/18.1/cjnsv18no1_pg1-18.pdf)
- Selections: Raby, R. (2010). "Tank Tops Are Ok but I Don't Want to See Her Thong" Girls' Engagements with Secondary School Dress Codes. *Youth & Society*, 41(3), 333-356.

### Relevant Assessments

- Knowledge Check #1 (10%) – Weeks 2, 3, 4, 5 (happens Oct. 7 - Oct. 9)
- Digital Reflection #1 (10%) due Oct. 24 by 11:59 p.m.

### Oct. 12 – Reading Week, no classes or activities

### Week 6: Oct. 19 – Policing Sexuality

#### Reading

- Selections - Adams, M. L. (1997). "Why Can't I Be Normal?": Sex Advice for Teens," in *The trouble with normal: Postwar youth and the making of heterosexuality* (Vol. 7). University of Toronto Press.
- Selections - Maynard, S. (1997). 'Horrible temptations': Sex, men, and working-class male youth in urban Ontario, 1890-1935. *Canadian Historical Review*, 78(2), 191-235.
- Selections- Kinsman, G. (1995). "Character Weaknesses" and "Fruit Machines": Towards an Analysis of The Anti-Homosexual Security Campaign in the Canadian Civil Service. *Labour/Le Travail*, 133-161.

### Relevant Assessments

- Knowledge Check #2 (10%) – Weeks 6, 7,8, 9 (happens Nov. 11 – Nov. 13)
- Digital Reflection #1 (10%) due Oct. 24 by 11:59 p.m.

### Week 7: Oct. 26 – Mobilization and Resistance

#### Reading

- Rau, K., Lesbian, Gay, Bisexual and Transgender Rights in Canada (2019). In *The Canadian Encyclopedia*. Retrieved from <https://www.thecanadianencyclopedia.ca/en/article/lesbian-gay-bisexual-and-transgender-rights-in-canada>
- Encyclopedia, T., Bill C-31 (2020). In *The Canadian Encyclopedia*. Retrieved from <https://thecanadianencyclopedia.ca/en/article/bill-c-31>
- Robinson, A., Lavell Case (2017). In *The Canadian Encyclopedia*. Retrieved from <https://www.thecanadianencyclopedia.ca/en/article/lavell-case>
- Documentary: After Stonewall

### Relevant Assessments

- Knowledge Check #2 (10%) – Weeks 6, 7,8, 9 (happens Nov. 11 – Nov. 13)
- Digital Reflection #2 (10%) due Nov. 28 by 11:59 p.m.

## **Week 8: Nov. 2 – Sexual Citizenship**

### **Reading**

- Selections: Grace, A. P., & Wells, K. (2005). The Marc Hall prom predicament: Queer individual rights v. institutional church rights in Canadian public education. *Canadian Journal of Education/Revue canadienne de l'éducation*, 237-270.
- Selections: Valverde, M. (2006). A new entity in the history of sexuality: The respectable same-sex couple. *Feminist Studies*, 32(1), 155-162.

### **Relevant Assessments**

- Digital Reflection #2 (10%) due Nov. 28 by 11:59 p.m.
- Knowledge Check #2 (10%) – Weeks 6, 7,8, 9 (happens Nov.11 – Nov. 13)

## **Week 9: Nov. 9 – Popular Culture**

### **Reading**

- Selections: Marsh, C. (2009). Reading Contemporary "Bad Girls": The Transgressions and Triumphs of Madonna's "What It Feels Like For a Girl". *Atlantis: Critical Studies in Gender, Culture & Social Justice*, 34(1), 111-120.
- Selectins: Ferris, S. (2007). The lone streetwalker: Missing women and sex work-related news in mainstream Canadian media. *West Coast Line*, 53(41), 14-24.

### **Relevant Assessments**

- Knowledge Check #2 (10%) – Weeks 6, 7,8, 9 (happens Nov. 11 – Nov. 13)
- Discussion Post #3 (10%) – Sexuality & Gender in the New Millennium. Due Nov. 23 at 11:59 p.m.
- Digital Reflection #2 (10%) due Nov. 28 by 11:59 p.m.

## **Week 10: Nov. 16 – Sexuality and Gender in the New Millennium**

### **Reading**

- Aster, A. Z. (2005). Double jeopardy: Building strong communities to fight homophobia and racism. *Crosscurrents: The Journal of Addiction and Mental Health*, 8(2), 14-15.
- Selections: Gupta, K. (2017). "And Now I'm Just Different, but There's Nothing Actually Wrong With Me": Asexual Marginalization and Resistance. *Journal of Homosexuality*, 64(8), 991–1013. <https://doi.org/10.1080/00918369.2016.1236590>

### **Relevant Assessments**

- Discussion Post #3 (10%) – Sexuality & Gender in the New Millennium. Due Nov. 23 at 11:59 p.m
- Digital Reflection #2 (10%) due Nov. 28 by 11:59 p.m.
- Knowledge Check #3 (10%) – Weeks 10, 11 & 12 (happens Dec. 2 – 4)

## **Week 11: Nov. 23 – Shame and Stigma**

## Reading

- Selections: Newhouse, D. (1998). Magic and joy: traditional Aboriginal views of human sexuality. *The Canadian Journal of Human Sexuality*, 7(2), 183.
- Selections: Rubin, G. (1984). Thinking sex: Notes for a radical theory of the politics of sexuality. *Social perspectives in Lesbian and Gay Studies; A reader*, 100-133.

## Relevant Assessments

- Knowledge Check #3 (10%) – Weeks 10, 11 & 12 (happens Dec. 2 – 4)

## Week 12: Nov. 30 – Sexuality, Gender, and Violence

### Reading

- Selections: Namaste, K. (1996). Genderbashing: Sexuality, gender, and the regulation of public space. *Environment and Planning D: Society and Space*, 14(2), 221-240.
- Selections: Welsh, S. (1999). Gender and sexual harassment. *Annual review of sociology*, 25(1), 169-190. <http://violentadegen.ro/wp-content/uploads/Gender-and-sexual-harassment.pdf>

### Relevant Assessments

- Knowledge Check #3 (10%) – Weeks 10, 11 & 12 (happens Dec. 2 – 4)

## 7. Required Texts/Readings

This course makes use of multiple visual, literary, and digital texts including: scholarly articles and works published in the popular press (newspapers, magazines, and websites) and other media rich content, for example videos, digital tools, and images. **All materials are provided, and there is not required textbook.** Students are required to access all materials. Your success in this course is predicated on you regularly completing of the assigned readings. Additional readings may be assigned or recommended during the course.

Some of the readings for the course can also be found in the following edited volume:

Naugler, D. (Ed.). (2012). *Canadian Perspectives in Sexualities Studies: Identities, Experiences, and the Contexts of Change*. Oxford University Press. **HQ18 .C2 C36 2012**

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

## 8. Evaluation Method

Syllabus Scavenger Hunt – 5% Sept. 20 by 11:59 p.m.

Knowledge Check Quizzes – 30%

- Knowledge Check #1 (10%) – Weeks 2, 3, 4, 5 Oct. 7 - Oct. 9
- Knowledge Check #2 (10%) – Weeks 6, 7, 8, 9 Nov. 11 – Nov. 13
- Knowledge Check #3 (10%) – Weeks 10, 11 & 12 Dec. 2 – Dec. 4

### Digital Reflections – 20%

- Digital Reflection #1 (10%) due Oct. 24 by 11:59 p.m.
- Digital Reflection #2 (10%) due Nov. 28 by 11:59 p.m.

### Discussion Posts and Peer Responses – 25%

- Discussion Post #1 (5%) -- Sept. 25 by 11:59 p.m.
- Discussion Post #2 (10%) –Oct. 4 by 11:59 p.m.
- Discussion Post #3 (10%) –Nov. 23 at 11:59 p.m.

### Final Take Home Exam – 25%, due Dec. 15 by 11:59 p.m.

- Format this assessment will consist of Short Answer and Essay. This assessment will assess the course content across the term. This assessment will be set-up as assignment box. There is not a time limit on this drop box but entries will be scanned by TurnItIn for originality.
- Questions posted in Week 12 of the course.

*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

- **This course uses the APA style of citation.** Please familiarize yourself with this style guide by picking up a hardcopy from the FSSH Library located in 61 Charles, or by using NOOL or the Academic Integrity Module on the UOIT website. We will discuss this regularly in class as a part of an ongoing effort to model the principles of academic excellence.
- All assignments must be double spaced. Please use APA style consistently unless otherwise instructed by me.
- Academic Dishonesty/Plagiarism is a serious offence and will be handled using the university's policy on these matters, which is set out in UOIT's "Academic Conduct Policy."
- To ensure you are not violating these policies, it is wise to take detailed notes on your research and in lecture. It is essential that you document your creative process. Keep your research notes and rough drafts for all work, even after it is finished and graded. Keeping good records will help you stay organized. Print paper copies of your research and writing so you have a track record of how things evolved. Inability to provide these records when requested will constitute grounds for further investigation by myself and referral to the UOIT Registrar's Office in the FSSH.
- All work completed for this course may not be submitted for credit in another course. A violation of this policy will result in an automatic fail.
- All assignments must be submitted electronically on Blackboard and (if requested) also in hard copy. Students agree that by taking this course all assignments are subject to be reviewed by **turnitin.com**. We will discuss this more in class. If a student does object to the use of this software, there is an opt-out form available on Blackboard Learn under Content. Students planning to opt-out must contact me for approval at least a week prior to the assignment due-date. If you opt-out of

turnitin.com you must also submit your rough notes and/or drafts with your assignment. Please see below (section 12) for a more detailed description of TurnItIn.

## 10. Technology Requirements and Learning Management System Information

Ontario Tech uses *Canvas*™ as its learning management system (LMS). Access to the LMS is limited to students formally registered in courses. That access is for the duration of the semester **and for an additional 120 days once the semester is over**. Students are strongly encouraged to download any/all relevant course material during that access period. Any requests for access post this period must be made in writing to the instructor/faculty member responsible for the course.

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. 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@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.

## 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@ontariotechu.ca](mailto:studentlife@ontariotechu.ca)

- Learn more about your options at: <https://studentlife.ontariotechu.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 Suitability

- This course has 200 students and two teaching assistants. By contractual design, TAs have reasonable time to grade assignments. You should expect 2-3 weeks before grades are released for written assignments, 3-5 days for online quizzes and tests. Please do not contact the TAs, or myself, to ask when grades will be released. This information will be posted in the announcements section of the summary and conclusion page in the weekly content folders.
- After you receive a grade for a written assignment, please leave 48 hours before you send a message on Canvas to course staff. Considerations for a regrade will be made on a case-by-case basis and in accordance with academic integrity policies at the university.

- To discuss a grade, students are required to contact the person who marked their assignment, typically Teaching Assistants. Before doing this, students should review comments and the grading rubric carefully, and also be prepared to make suggested corrections and considerable improvement to their submission in order to have a grade reconsidered.
- Students should never use an appeal of “I worked hard,” or, “I think I deserve more” in matters of grading. These arguments lack objective reasoning and merit.
- Assignments submitted three business days after the deadline has passed will not be accepted unless a student provides university approved documentation or an accommodation notice from Academic Advising.

The *Professional Suitability* policy can be found at <https://usgc.ontariotechu.ca/policy/policy-library/policies/academic/academic-conduct-and-professional-suitability-policy.php> and the related procedures are hosted at <https://usgc.ontariotechu.ca/policy/policy-library/policies/academic-misconduct-and-professional-unsuitability.php>

## 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 <https://usgc.ontariotechu.ca/policy/policy-library/policies/academic/academic-integrity-policy.php>

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>

## 17. 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://tlc.ontariotechu.ca/learning-technology/assignment-cover-sheet\\_updatedmay2021-1.pdf](https://tlc.ontariotechu.ca/learning-technology/assignment-cover-sheet_updatedmay2021-1.pdf)

### **18. Online Test and Exam Proctoring (Virtual Proctoring)**

Ontario Tech University will conduct virtual monitoring of examinations in accordance with Ontario privacy legislation and all approved policy instruments.

### **19. Final Examinations (if applicable)**

Final examinations are held during the final examination period at the end of the semester and **when on campus access is allowed**, 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 required to show their Student ID card (campus ID) when **in-person examinations are allowed**. 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. More information on ID cards can be found at <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.ontariotechu.ca/policy/policy-library/policies/academic/procedures-for-final-examination-administration.php>

### **20. 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.

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 FSSH 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@ontariotechu.ca](mailto:accessandprivacy@ontariotechu.ca)



### **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:

- Respondus Monitor and Proctortrack to maintain academic integrity for examinations;
- Google Meet 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.**

## **21. Human Rights and Respect**

Ontario Tech University is committed to providing a campus environment in which all University Members are treated with dignity and to fostering a climate of understanding and mutual respect. The University will not tolerate, ignore or condone Discrimination or Harassment by or against anyone. Examples of Harassing behavior include, but are not limited to; bullying, taunting or mocking someone's race or creed, ridiculing an individual's disability, or targeting individuals with unwanted sexual or negative stereotypical comments about one's sex, gender, sexual orientation, gender identity and/or gender expression. Pursuant to Ontario Tech's Respectful Campus Policy, students are reminded of their role in ensuring a campus environment that is equitable and inclusive. Requirements to refrain from harassment and discrimination apply broadly to the classroom, including in lectures, labs and practicums, as well as through the use of sanctioned and unsanctioned technological tools that facilitate remote learning, e.g. class and other chat functions, video conferencing, electronic mail and texts, and social media content amongst or about University students, faculty and staff.

## **22. 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.

### **23. Copyright Notice**

All teaching materials provided by the instructor throughout the course, including, but not limited to, in whole or in part, recorded lectures, slides, videos, diagrams, case studies, assignments, quizzes, and examinations are subject to the Copyright Act, R.S.C., 1985, c. C-42. Teaching materials are owned by the faculty member, instructor or other third party who creates such works. The copyright owner(s) reserves all intellectual property rights in and to the teaching materials, including the sole right to copy, reproduce, distribute, and modify the teaching materials. Consistent with the university’s Intellectual Property Policy, teaching materials are intended only for the educational use of Ontario Tech University students registered in the course that is the subject of this course outline. Any distribution or publishing of this material (e.g. uploading material to a third-party website) is strictly prohibited under the law unless the student has obtained the copyright owner’s prior written consent. Any violation of copyright law or the Intellectual Property Policy, if proven, may be subject to sanction as academic misconduct, and/or under the Student Conduct Policy.

### **24. 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

### SSCI 2720U: Sports and Society Course outline for Summer 2021

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

Term	Section	Course Type	Day	Time
Summer			Tuesday/Thursday	1-4 PM

Location	CRN #	Classes Start	Classes End	Final Exam Period
ONLINE	11319	June 28, 2022	August 4, 2022	Aug 10-13, 2021

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

#### 2. Instructor Contact Information

Instructor Name	Office	Phone	Email
Matthew Stein	DTA 203 - Digital	TBA	Matthew.Stein@ontariotechu.ca NOT by Canvas
Office Hours: By Appointment in Google Meets			

#### 3. Course Description

Professional sports leagues (e.g. National Football League, English Premier League) and international sporting events (e.g. Olympics, World Cup) are multi-billion dollar ventures that generate intense interest in society. Given their popularity and prominence, organized sports often present an arena in which larger societal issues are played out. This course would discuss the broad contemporary and historical issues experienced within amateur and professional sports including discrimination and equality (e.g. race, gender, poverty), violence within sport, power and politics of sport (e.g. the role international sporting bodies such as FIFA and the IOC), and drug use and abuse within sport (e.g. attitudes toward performance enhancing substances). The course would include both theoretical arguments relating to the aforementioned issues and real-world examples to serve illustrative case studies.

#### 4. Learning Outcomes

- On the successful completion of the course, students will be able to:
  - Critically reflect on how inequalities impact sports and vice versa
  - Link key sociological theories to sports
  - Explore power dynamics and their impacts in sports
  - Discuss concepts of deviance within sport

## 5. Course Design

This course will be delivered through two weekly three-hour (likely less) interactive lectures online. The expectation is that for every class you will arrive having completed the readings/videos and given some thought to the topic of the particular week. I do not design my lectures so that I am talking at you for over three hours. Eventually, you would get bored of me and grow to loathe the sound of my voice. I want you to show up to class ready to be involved and participate!

## 6. Outline of Topics in the Course

<i>Date</i>	<i>Topic and Readings</i>	<i>Evaluations</i>
June 28	Course Introductions Overview Theories  <i>Chapters 1 and 2 (pp. 3-50)</i>	
June 30	Gender  <i>Chapter 7 – Gender in North American Sport (pp. 153-182)</i>	
July 5	Class  <i>Chapter 5 – Sport, Social Stratification and Social Mobility (pp. 107-124)</i>	
July 7	Age  <i>Chapter 8 – Youth and Sport (pp. 187-217)</i>	
July 12	Race  <i>Chapter 6 – Racial-Ethnic Minorities in Sport (pp. 126-151)</i>	
July 13-14	<b>Midterm</b>	
July 19	Health and Disability  <i>No Reading – Additional Reading TBA</i>	
July 21	Economics	

	<i>Chapter 11 – Sport and the Economy (pp. 271-299)</i>
July 26	Politics/International
	<i>Chapter 13 – Sport and Politics (pp. 334-354)</i>
July 28	Media
	<i>Chapter 12 – Sport and the Mass Media (pp. 302-331)</i>
August 2	Deviance
	<i>Chapter 4 – Social Problems and North American Sport: Violence, Substance Abuse, Eating Disorders and Gambling (pp. 68-100)</i>
August 4	Fandom – Review <i>No Readings – Additional Readings TBA</i>

## 7. Required Texts/Readings

Sage, G.H., Eitzen, D.S. & Beal, B. (2019). *Sociology of North American Sport (11<sup>th</sup> Edition)*. Canada: Oxford University Press.

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

## 8. Evaluation Method

Attendance .....	10%
Midterm .....	25%
Discussion Posts (5 at 6%) .....	30%
Final Exam .....	35%

*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 Ontario Tech Academic Calendar.*

## 9. Assignments and Tests

## **Attendance (10%)**

Attendance will be taken at some point in each lecture. Please be sure to log into each google meet lecture with your ONTARIOTECHU.NET e-mail and stay for the duration. Each lecture will be one percent of your final grade (with the ability to miss one lecture). Attendance grades will be posted between the final lecture and the final exam and will not be reviewed, or up for debate. If you follow the process and log in on time (if you are late by 5-10 minutes, not a big deal... any more than that and attendance won't be counted), you should get the marks.

## **Midterm (25%) – July 13<sup>th</sup>-14<sup>th</sup>.**

This midterm exam will consist of 40-50 multiple choice/matching questions based on the material from the first part of the course. The midterm will take an hour and will use Lockdown Browser and Monitor. You will be given (nearly) a two-day window to find the hour that works best for you to write the midterm. Topics covered include: Social Theory, Age, Class, Gender and Race. Material from the midterm will be taken from the textbook, class discussion/lectures and videos. If you are attending class, participating in discussion, watching videos and keeping up with the readings, success should be well within your grasp on this midterm.

## **Discussion Posts (30%) – Complete 5 on different topics (6% each).**

These papers will be discussions or responses to other points of substantive videos, or key talking points in class. These posts are to be 150-200 words in length each and will be due by 11:59 PM in the following week's class. For example, if the topic was covered in Thursday's class, the reflection would be due the following Thursday by the end of day. In these posts, you are to either state your own perspective on the topic in question, or respond respectfully to an already posted response. You may draw in your personal experiences or opinions (to your level of comfort) and should work to tie in course content where possible. The 6% will be allocated as follows: 2% for timely submission (0.5% deducted per day until the maximum of 4 days at which point you will no longer be able to submit it), 2% for connection to course material and 2% for personal reflection or comment. These will be marked on a rubric. These should all be your own ideas and thoughts, taking from other sources will be considered as plagiarism. Papers with more thoughtful/insightful course connections will receive higher grades. You will be required to submit these posts on Canvas.

## **Final Exam (35%) – During the Final Exam Period**

The final exam will be cumulative, but will be more heavily focused on material after the midterm. More details on the final exam will be announced after the midterm. Exam will most likely be 80 multiple choice questions in 2 hours and will use lockdown browser and monitor. There will be a similar window for the midterm and the final exam.

This is a test to ensure that you are reading the syllabus carefully. If you have read this line, send me an e-mail (at the correct e-mail in the syllabus, double check above) with the subject line SSCI 2720U – Course Outline, and in the body of the e-mail tell me who your favorite professional athlete is, your name and student number. Submissions will be accepted until Tuesday July 5<sup>th</sup> at 12 PM for a bonus mark on your final grade. All aspects must be done correctly in order to receive the mark. Anything after the deadline will not be accepted.

## **10. B Minus Guarantee**

With this course, I am offering a grade guarantee under a certain set of conditions. If, and only if, you meet these conditions exactly will I adjust your final mark accordingly (to a B-) at the end of the course, if for some reason you are under this mark. The criteria are as follows:

- Attend all lectures (can miss one) and participate. I should know your name through lecture (this can even be in the chat)
- Complete all discussion posts on time and in entirety.
- Complete (attempt an answer) for all midterm and final exam questions

My honest hypothesis is that if you are doing all of the work and attending/participating in class, you will likely not need this guarantee. That said, if it is obvious that you are putting in the honest effort/keeping up with the course and had a bad day or two during the course assessments, I will accommodate. If any one of these elements is missed, the guarantee is no longer in effect and there will be no further discussion about it. Consider this a safety net for those who are appropriately keeping up with the course, but may have missed the mark on something.

### **11. Grade Disputes**

There is a firm policy in this class about grade disputes for the discussion posts, all other course assessments are multiple choice or attendance/not attendance. If you believe that your discussion post was not marked according to the rubric, the following is the set of guidelines to follow.

- Wait at least 24 hours after the grade is released.
- Contact the TA who marked your discussion board post (will be clearly identified) with your specific reasoning as to how you believe your assignment met the grading criteria.
- Only after discussing with the TA who marked your post, should you be contacting me at my ontariotechu.ca e-mail.
- If you are looking for me to regrade your work, there are three possible outcomes in decreasing likelihood: the mark will stay the same, the mark will go down, the mark will go up.
- More often than not, it is a better practice to try to incorporate the feedback, rather than trying to argue for 0.5-1% of a grade.

### **12. Late Submissions**

Discussion posts will all be due at 11:59 PM on their respective due dates. After 12:00 AM it will be considered to be the next day and the 0.5-mark late penalty will apply, up until the maximum of 4 days until the dropbox will close and the entire assignment will get a zero. Extensions on these discussion posts will be uncommon, and at most will be for 24 hours without penalty. Even for assignments with extensions, the 4-day maximum period will apply. If you need an extension, please e-mail me by 4 PM the day the assignment is due and I will consider your request. In general, extensions are provided only under extenuating circumstances and they are not available repeatedly. These discussion posts are not long in nature, but should be done earlier in order to avoid any potential issues.

### **13. Missed Course Work – Primarily for Midterm**

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, anything beyond this point will not be considered. Please note: All Ontario Tech 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 ONTARIOTECHU.net email. It is the student's responsibility to follow up with the professor within 48 hrs. of receiving the approval from Academic Advising, lack of follow up may lead to the accommodation being eliminated. 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).

#### **14. 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  
T: 905-721-8668 x 3838  
F: 905-721-3372

#### **15. 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.

#### **16. 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 that all voices and experiences are recognized and represented. We embrace and honour the dignity of individuals and groups, and believe that diversity in all of its complex dimensions, lays the foundation for academic excellence. The Faculty is dedicated to creating a welcoming and supportive campus culture and to challenging all forms of discrimination faced by all.

#### **17. 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 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 Ontario Tech'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 Ontario Tech 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).

## **18. Turnitin**

Ontario Tech 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'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.

## **19. 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.

## **20. 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 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 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 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).

## **21. Course Evaluations**

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech'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.

## **22. Course Material**

All course related material is the property of Matthew Stein and is not to be distributed, reused or reproduced without his express permission. This includes creation of video, audio, or other digital recordings of lectures, class discussion or other class activities. Sharing of any course materials in any form without permission is in violation of my intellectual property along with the Canadian Copyright Act and is subject to disciplinary action under the Ontario Tech Student Code of Conduct.



Faculty of Social Science & Humanities

[SSSCI3910]: [Advanced Data Analysis]  
Course outline for [Fall, 2020]

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

Term	Section	Course Type	Day	Time Duration
Fall	002		M. W.	1:30

Location	CRN #	Classes Start	Classes End	Final Exam Period
CHA217	42459	9:40 Eastern Daylight Time	11:00 am	Dec. 6 - 16

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

**2. Instructor Contact Information**

Instructor Name	Office (virtual now)	Phone	Email
Liqun Cao	DTB329	-3804	Canvas
Office Hours: Monday & Wednesday and/or by appointment			

Teaching Assistant Name	Office	Phone	Email
Florence Tang	Virtual		Canvas
Office Hours: email and by appointment.			

**3. Course Description**

Advanced Data Analysis is a capstone course designed to review the basic methods and statistical skills, and apply them in real research. It is a hands-on course that students learn through **doing**. You are required to spend time in class with me and in tutorials with your TA, asking help with data and its manipulation. The course is organized by focusing on the synthesis of the basic methods and statistical techniques and an application of some of these skills in writing an academic essay.

#### 4. Learning Outcomes

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

- 1) master the basic methods and statistical techniques in research;
- 2) write a clear, coherent, well-organized and well-documented scholarly essay, using one of techniques found in Chapter 11 through 16. More detailed description will be provided in a few weeks.

#### 5. Course Design

Class sessions will consist of in-person lectures, class discussion, and tutorial time. Reading assignments are listed in the course outline (see below), and you should read the day's assignment before the class session.

#### 6. Required Texts/Readings

Arnold, Robert. 2015. *Intermediate Social Statistics: A Conceptual and Graphic Approach*, Canada: Oxford University Press (required).

Liqun Cao, *Major Criminological Theories: Concepts and Measurement* (ISBN: 0-534-19631-4). Belmont, CA: Wadsworth, 2004 (optional).

*Additional readings will be assigned during the semester.*

## **7. Outline of Topics in the Course**

<u>Week</u>	<u>Dates</u>	<u>Topics</u>
1	Sept. 6 8	Meet and Greet: Course Outline Chapter 1 Criminological Theory (Cao) Chapter 2 Doing Criminological Research (Cao)
2	13 15	Chapter 1 Level of Measurement (Arnold) Chapter 2 Measures of Central Tendency (Arnold) Homework 1
3	20 22	Chapter 3 Measure of Dispersion (Arnold) <i>Paper topics is due</i> Chapter 4 Describing the Shape of a Distribution (Arnold) Chapter 5 Summerizing a Dispersion (Arnold)
4	27 29	Chapter 6 Sampling Distributions (Arnold) Homework 2 Chapter 7 The Standard Model (Arnold)
5	Oct. 4 6	Chapter 9 Nominal and Ordinal Variables (Arnold) <i>Thesis Statement is due</i> Chapter 10 Pearson's $r$ (Arnold)
6	9	<u>Thanksgiving Day – No class for the rest of the week</u>
7	18 20	Chapter 11 Two-Way Tables (Arnold) Homework 3 <i>The Theory and literature review section is due</i> Chapter 12 Conditional Tables (Arnold) Homework 4
8	25 27	Chapter 13 Bivariate Regression (Arnold) Chapter 14 Multiple Regression (Arnold) Homework 5
9	Nov. 1 3	Chapter 14 -- continues Chapter 15 Path Analysis (Arnold)
10	8 10	Chapter 16 Logistic Regression (Arnold) Chapter 16 -- continues <i>The Analysis and Result section is due</i> Homework 6
11	15 17	Chapter 8 The Bayesian Alternatives (Arnold) Chapter 8 -- continues
12	22 24	Chapter 13 The Future of Criminological Theories (Cao) <i>The entire paper is due for peer review</i> The presentation of your paper begins
13	29	The presentation continues
14	Dec. 1	The presentation continues <i>The Paper is due for the final submission.</i>

- Schedule is subject to change as necessary.

## 8. Evaluation Method

**GRADING:** This is an assignment-centered course and your grade will be based on the following components: essay 45%, class participation 10%, and tutorial and homework 45%. All class and lab meetings are designed to help students maximize their ability and get the best grade possible as a *social science and humanities* undergraduate.

#### Components of Grading

Essay	45%
Tutorial and homework	45%
Class participation	10%
<b>Total:</b>	<b>100%</b>

#### Final Grades:

A+ = 91 and above

A = 86 to 90

A\_ = 81 to 85

B+ = 77 to 80

B = 73 to 76

B\_ = 70 to 72

C+ = 65 to 69

C\_ = 60 to 64

D = 50 to 59

F = 49 and below

*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 Ontario Tech University Academic Calendar.*

## 9. Assignments and Tests

Beginning on September 21, you will have six homework for the semester. Each homework will be due in the following week (see the following). All homework must be typewritten and be submitted online to your TA. In addition, the final paper is broken into the following components and their due dates are:

2	Sept. 15	Homework 1 is due
3	20	<i>Paper topics is due</i>
4	27	Homework 2 is due (Oct. 2 is the last day of dropping the course)
5	Oct. 4	<i>Thesis Statement is due</i> (It must be type-written from now on).
7	Oct. 18	Homework 3 is due <i>The Theory and literature review section is due</i> (It must include all previous sections from now on)
	20	Homework 4 is due
8	27	Homework 5 is due
10	Nov. 10	Homework 6 is due <i>The Analysis and Result section is due</i>
	22	<i>The entire paper is due for peer review</i>
14	Dec. 1	<i>The Paper is due for the final submission.</i>

### **Missed Course Work**

If, due to incapacitating illness, you are unable to complete any portion of the term work, you must submit a completed [Medical Statement](#) to the Academic Advising Office within 3 business days of the missed exam/deadline. Please note: All 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).

### **Religious Observance**

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.



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

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 Chief Privacy Officer at [accessandprivacy@uoit.ca](mailto:accessandprivacy@uoit.ca).

## 11. 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

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 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 the University'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 the University'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 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. 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 Canvas, Weekly News and signage around the campus.

### **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 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 the 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 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.

## 15. 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.*



**Course** Advanced Qualitative Methods  
**Professor** Steven Downing  
**Term** F2023  
**Meetings** Online, 11:10AM-12PM

**Professor's Contact Information**

**Office Phone** 905-721-8668 ext. 3805

**Email Address** [Steven.downing@uoit.ca](mailto:Steven.downing@uoit.ca)

**Office Hours** Mondays, 11AM-12PM and by appointment

**Land Acknowledgement:**

Ontario Tech University stands on the traditional territory of the Mississaugas of Scugog Island First Nation, part of the broader Anishinaabeg Nation, which includes the Algonquin, Ojibway, Odawa, and Pottawatomi. These lands continue to be home to various Indigenous nations and peoples despite historical and ongoing attempts at their erasure.

In acknowledging this, we confront a history stained by violence, forced removals, and attempts at material and cultural genocide against the original inhabitants of these lands. We recognize that these harmful actions were not isolated events but part of a larger, still active colonial project that seeks to dominate and erase Indigenous communities, cultures, and ways of knowing.

As we embark on this course, we commit to challenging this ongoing colonial project by actively working to transgress it through anti-colonial and decolonizing frameworks in our shared learning journey. This endeavor is not based on sentiments of guilt or shame but on a recognition of historical injustices and the need for transformative change.

Our commitment is to dismantle colonial structures and ways of knowing within our learning environment and to make space for and uplift Indigenous knowledge systems. We strive for an education that acknowledges and contests its own colonial foundations and one that respects and seeks to understand the intrinsic value of Indigenous perspectives.

A resource of further readings on decolonization can be found in the readings section on the main Canvas page for this course.

**General Course Information:**

Welcome to the Advanced Qualitative Methods course! This course is designed to equip you with skills for conducting qualitative research while exploring current social issues. Throughout this course, we'll follow a structured approach based on two-week modules.

During the first week of each module, we will collectively examine ongoing events and relevant social topics. Utilizing digital technologies and leveraging your insights, we'll review existing literature, critically assess sources, and collaboratively choose a reading that aligns with the chosen subject.

In the second week of each module, the class will convene to discuss the chosen reading in detail. These discussions will lay the groundwork for refining qualitative research questions. This iterative process not only aids in comprehending qualitative research design but also integrates with the assessment framework of the course (see more below in the grading criteria section).

**Pedagogical Underpinnings:**

Pedagogy refers to ways of knowing. My pedagogy draws on several key concepts that are reflected in the structure of this course, its evaluative approaches, and my orientation to learners.

**Invitationalism:**

Invitationalism plays a fundamental role in structuring our learning space. The goal is to create an environment that empowers learners to freely express their unique perspectives while actively encouraging them to engage with new ways of understanding and knowing. This approach is grounded in the principle of mutual respect, recognizing that each learner brings a unique set of experiences and knowledge to enrich our shared learning journey. I strive to cultivate an open atmosphere where all contributions are valued, and learners are motivated to explore new modes of thinking. Invitationalism challenges traditional educational power dynamics by shifting from the 'teacher as the sole expert' model to a more collaborative, learner-focused framework. Thus, learning is envisioned as a shared journey, where we collectively challenge our assumptions, stimulate our curiosity, and expand our understanding of the world.

**Collaboration & Learning:**

The conventional model of teacher-student relationships often imposes power hierarchies that create distance between educators and learners. I subscribe to an alternate approach – collaborative learning. This acknowledges that while I bring a wealth of knowledge and experience from years of education and research practice, learners also bring invaluable insights based on their life and professional experiences. In this course, we will work together to enhance our collective knowledge and skills.

**Emergence & Context:**

A curriculum should be malleable and responsive to the interests and inclinations of its learners. While I, as the educator, will guide certain topics and readings, we will also explore additional materials based on a shared investigation of qualitative research, framed within the context of current events and emerging sociological and criminological issues. These resources will be shared and reading them is optional but highly encouraged, as they will stimulate enriching discussions.

**Creativity & Critical Thinking:**

While writing remains a critical aspect of this course, it's not the sole method of engagement with complex sociological ideas. I encourage a broad interpretation of creativity, embracing non-written forms of expression as well. This course is a platform for intellectual adventurousness, a space where learners are invited to challenge assumptions, explore new ideas, and venture beyond traditional academic confines. This spirit aligns with our invitational approach, promoting diverse, innovative expressions of thought and fostering joy in the learning journey.

**Accountability & Self-Determination:**

Motivation can be fostered, but nothing surpasses self-discipline, accountability, and self-determination. In this course, learners are given the opportunity to shape their assessment methods and set their own goals. However, they are also expected to adhere to deadlines and the goalposts they determine. As the educator, I am here to support you in achieving those goals and foster a sense of pride in your work.

**Fun:**

Above all, learning should be FUN. Playfulness and humor are proven facilitators for learning. In this course, alongside creative and critical orientations, a sense of playfulness is encouraged. This not only adds to the joy of learning but also aligns with our commitment to invitationalism, ensuring the learning environment is engaging, enjoyable, and inclusive.

**Use of Generative AI in Coursework:**

In this course, I recognize and encourage the use of generative AI, such as OpenAI's GPT model, as a tool for collaboration, brainstorming, and editing in the writing process. AI can

be an invaluable partner, helping you to generate ideas, to refine and polish your writing, and to deepen your thinking about the subjects at hand.

However, it's essential to note that while AI can provide a wealth of information, it should not be the primary source of your academic understanding or research. AI is a tool that synthesizes and presents information based on a vast array of sources, but it is not peer-reviewed and can sometimes lack the nuance and context that is inherent to rigorous academic work.

Therefore, to ensure the highest academic integrity, please use peer-reviewed academic sources when researching and building an understanding of literature. Primary sources should always be cited directly in your work. AI can help you navigate these sources and make connections you may not initially see, but it should not replace your engagement with the original texts.

When it comes to citing AI in your work, we will follow a slightly relaxed version of the MLA AI citation guidelines (<https://style.mla.org/citing-generative-ai/>). You are required to cite the AI only if it generates something entirely original for you. If you have used the AI to edit your writing or brainstorm ideas, it is not necessary to provide a citation.

Remember, the goal of using AI in this course is to enhance your learning process, not to shortchange it. AI should help you think more deeply, converse more broadly, and engage more thoroughly with the course material. It's a tool that, when used effectively, can foster a richer, more nuanced understanding of the literature. Use it wisely and responsibly.

#### **Online Class Info:**

Welcome to our online course! This learning experience leverages the convenience and flexibility of digital platforms to foster engaging interactions. Through weekly Google Meet sessions, we'll gather in real-time for an hour of insightful discussions and collaborative learning. While camera usage is optional, I encourage active participation through text chat, where your ideas and questions will enrich our virtual classroom. To enhance your understanding, supplementary and spontaneous content may be shared on my dedicated YouTube channel. Links for the online classroom, office, and youtube channel can be found at:

**Classroom & Office:** <https://meet.google.com/phs-yxrx-kss>

**YouTube:** [https://www.youtube.com/@prof\\_down](https://www.youtube.com/@prof_down)

#### **Required Texts and Materials**

Each week's reading will be accessible through the readings folder on the main page of canvas. For example, week 2 should be read by the second week of class, numbered (#2) in the course calendar below. After the second week of class, a reading will be selected by the class in real time every other week and posted later that day. The expectation is that you read this before coming to class the following week. For example, on week #3, we will select a reading together, and it will be posted in the readings folder after class. You should read "week #3 reading" before coming to class on week #4, where we will discuss the reading in relation to developing our research question for the topic discussed.

#### **Assignments & Academic Calendar**

*[Topics, External Links & Due Dates]*

#### **Sept. 5<sup>th</sup>: #1. Course Introduction**

**Sept. 12<sup>th</sup>: #2. Concept Refresher and Assignment Orientation**

**Sept. 19<sup>th</sup>: #3. Select Research Topic & Reading**

**Sept. 26<sup>th</sup>: #4. Discuss Reading & Develop Research Question**

**Research Proposal Form Due**

**Oct. 3<sup>rd</sup>: #5. Select Research Topic & Reading**

**Oct. 17<sup>th</sup>: #6. Discuss Reading & Develop Research Question**

**Oct. 24<sup>th</sup>: #7. Select Research Topic & Reading**

**Oct. 31<sup>st</sup>: #8. Discuss Reading & Develop Research Question**

**Nov. 7<sup>th</sup>: #9. Select Research Topic & Reading**

**Nov. 14<sup>th</sup>: #10. Discuss Reading & Develop Research Question**

**Nov. 21<sup>st</sup>: #11. Extended Office Hours (Info TBA)**

**Nov. 28<sup>th</sup>: #12. Extended Office Hours (Info TBA)**

**Final Research Proposal & Accompanying Form Due**

### Course Policies

<b>Grading Criteria</b>	In this course, learners will develop an extensive proposal consisting of eight essential components, each explored in approximately one page. The project emphasizes academic rigor by requiring citations from at least one scholarly article relevant to each section. Learners will also complete a provided chart outlining their approach for each component. The grading breakdown is as follows: 60% of the final grade will be determined by the learner's self-assessment, reflected as an overall letter grade at the top of the submission form. The remaining 40% will be based on the professor's evaluation of the project, considering factors such as quality, engagement, and the depth of the research proposal. Regular communication and a well-crafted proposal will contribute to a higher grade in this project.		
	<b>The official Ontario Tech grading scale will be used to assess all final grades for the course (please refer to the chart below for clarification:</b>		
	Grade	Percentage	Grade Points
A+	90-100	4.3	Excellent. Strong evidence of originality and independence of thought; good
A	85-89	4.0	

	A-	80-84	3.7	organization; capacity to analyse and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base; an outstanding ability to communicate.
	B+	77-79	3.3	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	3.0	
	B-	70-72	2.7	Adequate. Student is profiting from his/her university experience; an acceptable understanding of the subject matter; ability to develop solutions to simple problems in the material; some ability to organize and analyse ideas; an ability to communicate adequately.
	C+	67-69	2.3	
	C	60-66	2.0	Marginal. Some evidence that critical and analytic skills have been developed; rudimentary knowledge of the subject matter; significant weakness in the ability to communicate.
	D	50-59	1.0	
	F	0-49	0.0	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.
<b>Extra Credit</b>	No individual extra credit will be given for any reason.			
<b>Late Work</b>	Late submissions will be penalized 10% for each late day, up to a maximum of 30% (3 days) after which they will not be accepted. If there is any doubt about potential late work, talk to me or the teaching assistant before, and not after the due date. At least one week notice must be given (along with documentation before or after the submission) unless exceptional circumstances arise.			
<b>Email Use</b>	E-mail is the fastest and most efficient way to get in touch. However, it is preferred that e-mails be sent through official Ontario Tech addresses and not personal e-mail addresses through other providers. Canvas should be used for e-mail communication in most cases and will receive responses more quickly than regular e-mail. With some exceptions (travel, holidays, etc.) I will check and respond to e-mails once every 24 hours.			
<b>Canvas</b>	Canvas will be used to communicate important announcements and provide supplemental readings and course materials. All class cancellation notices will also be posted on Canvas, so it is a good habit to check Canvas before each class.			
<b>Reference Letters</b>	<p>Many students seek reference letters from their professors. The following are a set of guidelines you should follow when considering asking me (Dr. Steven Downing) for a letter of reference. Please carefully read these guidelines and be considerate of my time.</p> <ol style="list-style-type: none"> <li>1. I will only write reference letters for students who meet one or more of the following criteria: <ol style="list-style-type: none"> <li>a. Have completed 2 or more of my courses with an A- or higher;</li> <li>b. Have conducted research or written a paper (e.g. a thesis) under my direct or secondary supervision.</li> </ol> </li> </ol>			



	<p>c. Have worked for me as a research assistant (e.g. coding data or collecting research materials).</p> <ol style="list-style-type: none"> <li>2. You must contact me (via email) at least one month before your reference letters are due.</li> <li>3. You must provide a writing sample when you contact me.</li> <li>4. All personal information required on reference forms should be filled in by you, the applicant.</li> <li>5. If you are applying for police service, I will ask that you meet with me prior to agreeing to provide a reference.</li> <li>6. Remember that I will provide an honest, professional assessment of your preparedness for graduate school or employment within a certain industry. If you have a potential reference who has more material to work with or will, in your opinion, be able to honestly provide a more positive reference, I encourage you to contact them.</li> </ol>
<p><b><i>These descriptions, timelines, and grading policies are subject to change at the discretion of the Professor and official Ontario Tech policy changes.</i></b></p>	

## **Family Violence**

### **CRMN 3023U Winter 2023 Course Syllabus**

Instructor: Dr. Shahid Alvi, Professor, Faculty of Social Science and Humanities Class

Times: Tuesdays, 8:10 – 11:00

Location: In-person. CHA 217. (Charles Street, Room 217). Contact

Information for Dr. Alvi

Email: [shahid.alvi@ontariotechu.ca](mailto:shahid.alvi@ontariotechu.ca) Office

Hours: By appointment.

**Teaching Assistant: Amy Webster** [amy.webster@ontariotechu.net](mailto:amy.webster@ontariotechu.net)

## **IMPORTANT**

### **Delivery Format**

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This course is delivered in person. There will be a lecture every week in the class period. It is your responsibility to attend classes. If you miss more than 5 classes, you cannot earn higher than a C in this class. If you miss 8 or more, a grade of F will be assigned.

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## **Course Description:**

The course will cover family violence as a social problem; its definition, dynamics, prevalence and outcomes; critical issues in conducting and interpreting research around victims within familial settings and relationships; media representations of violence against family members; the intersection of violence and social categories; violence related services as they relate to family members as victims; and contemporary family violence policy.

The course deals with controversial and often disturbing subject matter, so please be forewarned that certain topics may be difficult to discuss or intellectually uncomfortable.

## **Objectives:**

This is a writing intensive course providing students with an in-depth overview of major contemporary and emerging criminological perspectives and data on family violence. In addition to the assigned readings, you should be finding readings in the library or other appropriate locations in preparation for writing your major paper.

Students who successfully complete the course will:

- Develop an in-depth understanding of the strengths and limitations of contemporary and emerging criminological perspectives on family violence.
- Understand the ways in which context shapes family violence.
- Write a scholarly paper illustrating advanced knowledge and skill required at a third-year level.
- Develop advanced organizational skills required for researching and writing a scholarly paper.
- Use specialized knowledge and professional communication skills to explain complex ideas to a knowledgeable audience.

## Required Readings

It is your responsibility to keep up with the reading schedule. If you do not read the material, you will be lost in this course. **There is no textbook for this course.** Your readings have been curated for you and are available on the Canvas website for this course. Students should read the materials for each week as preparation for class lecture and discussion. Feel free to read ahead.

Jan 10	Introduction to the course
Jan 17	Families in context. History and Definitions of family violence. Changing families.
Jan 24	Defining and measuring family violence. Incidence and Prevalence
Jan 31	Typologies of family violence Theories of family violence
Feb 7	Seeing family violence: Intersectionality
Feb 14	Child Abuse, Neglect, Physical, Sexual Psychological
Feb 21	Study Week No class
Feb 28	Abuse in Adolescent and Emerging Adult relationship: Sexual assault, dating violence and stalking
Mar 7	Intimate partner violence in adult relationships: Victims
Mar 14	Intimate partner violence in adult relationships: Perpetrators
Mar 21	Disabilities and the Elderly
Mar 28	Vulnerable populations: Race, class, sexuality
April 4	Intervention, Policy and Prevention

## Grading

Your grade for this course will be determined by the following assignments.

### Summary and commentary 30%

Write a summary (no more than 1000 words), including your own assessment and comments on one of the controversies identified in the following book (accessible online):

Loseke, D. R., Gelles, R. J., & Cavanaugh, M. M. (Eds.) (2005). Current controversies on family violence. SAGE Publications, Inc., <https://dx.doi.org/10.4135/9781483328584>

Link to access the book: <https://sk-sagepub-com.uproxy.library.dc-uoit.ca/books/current-controversies-on-family-violence>

**DUE: Midnight, February 28, 2023**

### Major Paper 40%

Students will write and submit a research paper, no longer than 2500 words (not including bibliography of at least 10 sources) engaging with a specific research question from the topic list below. APA 7 should be used. This assignment will be discussed in more detail in class. For now, note that this is a topic list and that you will need to research and address a specific research question concerning the topic you choose.

Topic list:

1. Victims of family violence
2. Theoretical perspectives on/correlates of family violence
3. Cross-cultural/religious perspectives on family violence
4. Understudied areas within family violence research
5. Family violence and the law
6. Child abuse and elder abuse
7. Special topics in domestic violence (please clear with me or the Teaching Assistant).

Criteria for grading the paper are available in the “About the paper” document posted on the course website.

**DUE: Midnight, March 21, 2023.**

### Final Exam 30%

Students will write a final take-home (open book) exam. The exam will consist of short answer questions based on lectures and readings and is cumulative. Due date to be announced.

The grading scheme used in this class is:

Grade	Percentage	Grade Points	Description
A+	90-100	4.3	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	4.0	
A-	80-84	3.7	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+	77-79	3.3	
B	73-76	3.0	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.
B-	70-72	2.7	
C+	67-69	2.3	Marginal. Some evidence that critical and analytic skills have been developed; rudimentary knowledge of the subject matter; significant weakness in the ability to communicate.
C	60-66	2.0	
D	50-59	1.0	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.
F	0-49	0.0	

## Academic Dishonesty

Academic dishonesty will not be tolerated and may result in severe penalties. Regarding academic dishonesty, whether cheating, plagiarism or some other form of dishonest conduct related to academic coursework, I draw your attention to the following points, as outlined in the Academic calendar:

### **Academic misconduct includes, but is not limited to:**

- Unreasonable infringement on the freedom of other members of the academic community (e.g., disrupting classes or examinations, harassing, intimidating, or threatening others).
- Violation of safety regulations in a laboratory or other setting.
- Cheating on examinations, assignments, reports, or other work used to evaluate student performance. Cheating includes copying from another student's work or allowing one's own work to be copied, submitting another person's work as one's own, fabrication of data, consultation with an unauthorized person during an examination, or use of unauthorized aids.
- Impersonating another student or allowing oneself to be impersonated for purposes of taking examinations, or carrying out laboratory or other assignments.
- Plagiarism, which 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.
- Obtaining by improper means examination papers, tests, or similar materials; use or distribution of such materials to others.
- Falsifying academic records, including tests and examinations, or submitting false credentials for purpose of gaining admission to a program or course, or for any other purpose.
- Misrepresentation of facts, whether written or oral, which may influence academic evaluation. This includes making fraudulent health claims, obtaining medical or other certificates under false pretenses, or altering certificates for the purposes of misrepresentation.
- Submission of work when a major portion has been previously submitted or is being submitted for another course, without the express permission of all instructors involved.

### **Students with Special Needs:**

If there is any student in this course, who, because of a disability, may have a need for special accommodations, please come and discuss this with me after you have contacted The Centre for Students with Disabilities. 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. I encourage you to

register with the Centre for disability verification and for determination of reasonable academic accommodations.

## ***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 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 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 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 Ontario Tech Chief Privacy Officer at [accessandprivacy@uoit.ca](mailto:accessandprivacy@uoit.ca).

**Ontario Tech University  
Downtown Oshawa Campus  
Faculty of Social Science and Humanities  
CRMN 3010 U – Social Justice/Criminal Justice**

Professor: Dr. Steven Hayle

Semester: Winter 2022

E-mail: [steven.hayle@ontariotechu.ca](mailto:steven.hayle@ontariotechu.ca)

Office Hours: 10:00am to 11:00am

Class Type: Online Synchronous Lecture

Class Time: Thursdays from 11:10am to 2:00pm

Class Location: Virtual Using Kaltura Platform

Classes Start: Friday, January 21<sup>st</sup>, 2022

Classes End: Saturday, April 9<sup>th</sup>, 2022

Final Examination Schedule: April 16<sup>th</sup> to April 27<sup>th</sup>, 2022

\*\*\* This syllabus is subject to change, where deemed necessary by the professor.

### **Course Calendar Description**

This course will examine justice from a social perspective by considering various cultural and ethnic groups' experiences with the law and the justice system (broadly defined). The diverse make-up of Canadian society is considered in the domains of social and criminal justice. This stratification is analyzed in relation to socio-cultural conflict in Canadian society.

Credit Hours: 3

Lecture Hours: 3

### **Required Text**

There are no textbooks that are required to be purchased for this course. Most readings are available through the library's electronic holdings. Other readings are Internet based materials. Where this is the case, the URLs will be provided. Readings can be accessed through the course website.

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

### **Course Structure/Approach**

The course will consist of 3-hour meetings. This class will be taught using a mixture of traditional lectures and more informal tutorial discussions. Each class will begin with housekeeping topics, such as discussing assignments, the class schedule, office hours, etc. What will then follow is a lecture that **builds** on the week's assigned readings. While the lecture will include material from the assigned readings, please note that there **often** will **not** be a considerable amount of overlap between lecture material and reading content. Sometimes, for example, the readings will provide background information for the lecture. Alternatively, a lecture might provide an *alternative, updated,* or even *opposing* perspective to what is found in that week's readings. Thus, in order to succeed in the course, it will be **important** for students to attend **all** lectures **and** keep up with **all** assigned readings. During the lecture portion of the class, the floor will always be open to questions, discussion, and debate, permitted there is enough time. During the final portion of the three-hour meeting, the class will be "flipped" in order to allow for discussion to be student-led. Students will have the opportunity during this portion of the class to raise questions about the lecture topics, assigned readings, upcoming assignments and tests. Students will have the opportunity to workshop pieces of writing at this time, including term paper thesis statements, essay outlines, and draft answers to test questions. They



will have the opportunity to engage in collaborative learning by sharing findings from their term paper research with others, as well as collectively discussing opportunities, achievements, and challenges they face throughout the research and writing process of their term paper assignments. While the goal is always to strictly adhere to the lecture schedule found below, please be advised that the class may, at any time, move ahead or fall behind in the schedule. The order of lectures might change, and lecture topics and/or assigned readings might change, be added, or eliminated. With that said, however, if there are any changes to the assigned readings, students will be provided with at least a week's notice, and the reading (like all others) will be provided on black bard. Changes will NOT be made to either the evaluation components or the grading criteria.

## **Prerequisites and Exclusions**

one of [SSCI 2900U](#) or [SSCI 2910U](#) or [SSCI 2920U](#) or [LGLS 2940U](#), one of SSCI 2810U or [CRMN 2830U](#) or [CRMN 2850U](#) or [LGLS 2200U](#) or [PSYC 2030U](#)

**Credit restriction(s):** SSCI 3010U

## **Learning Outcomes**

5. Expansion of students' KNOWLEDGE base and UNDERSTANDING of issues pertaining to SOCIAL CONFLICT within the Canadian criminal justice system and abroad.
6. The development of the skill of **critical** policy analysis.
7. The development of the skill of comparative research (i.e. researching social policies in other countries).
8. Honing the skill of advancing clear, analytical, focused, logical, and developed written and oral arguments that are supported by strong evidence.
9. The development of effective written, oral, and electronic presentation skills.

## **International Criminal Justice Teaching Approach**

Like all of the other courses that I teach, this one will be taught on an **international** scale using a **cross-national comparative perspective**. What this means is that throughout the entire course, illustrative examples from outside of Canada will be frequently referenced. Firstly, examples from abroad will be referenced in order for students to gain greater clarity and a deeper understanding of criminal law and criminal justice policy in Canada. Conversely, when exploring crime, efforts will be made to highlight similarities and differences between criminal activity in Canada and abroad. In course work, students will be asked to draw on foreign criminal justice practices in order to help them reform how criminal justice works here in Canada. Thirdly, some attention will be paid to the globalization of crime and criminal justice. The goals of this comparative criminological exercise are twofold. First, it is hoped that students will gain a global *and* globalized understanding of crime and criminal justice'. Second, it is hoped that students will gain a richer understanding of crime and criminal justice in the Canadian context through rigorous comparison and contrast to crime and criminal justice in other national contexts.

## **Evaluation Components and Grading Policies**

[Policy Analysis \(Term Paper\) Proposal- Due on Canvas on Friday, February 4<sup>th</sup>, 2022 at 11:59pm on Canvas \[20%\]](#)

The purpose of this assignment is to encourage students to begin thinking about, planning, and carrying out research for their final term paper assignment. For this proposal, students should choose what example of social ‘injustice’ (taking place within our criminal justice system) they will be focusing on for their term paper. The first part of their proposal should entail a detailed description of the nature, extent, impact and/or consequences of the social injustice that they are exploring. The second part of the assignment is the student’s opportunity to discuss their plans for moving ahead on the assignment, what types of sources they plan to consult (or have consulted already), and what challenges they foresee themselves having to overcome (i.e. lack of research, too much research, language barriers in reading the research, etc.). The paper should be no more than 5 pages double spaced using size 12 Font, Times New Roman. More information will be available through the course website. **The late penalty for this assignment is a 1% deduction for each day late (including weekends) off of one’s final course grade.**

Policy Analysis (Term Paper) – Due on Canvas on Thursday, April 14<sup>th</sup>, 2022 at 11:59pm on Portal [40%]

Students will select an EXAMPLE of a form of SOCIAL INJUSTICE that they believe is currently taking place within our Canadian criminal justice system. Students will DESCRIBE the nature, extent, impact and/or consequences of the social injustice that is taking place in as much detail as possible. They will advance an ANALYTICAL ARGUMENT to help explain WHY this example of SOCIAL INJUSTICE is taking place. Finally, students must draw on SOCIAL POLICIES existing in another country in order to devise a NEW POLICY that will help ELIMINATE or SUBSTANTIALLY REDUCE the example of SOCIAL INJUSTICE taking place within our criminal justice system. Term papers should range between 10 and 12 pages double spaced Times New Roman Font. Papers must strictly adhere to APA style guidelines (not just internal citations and bibliography). More information will be available through the course website.

Take Home Final Examination – Due on Canvas on Friday, April 22<sup>nd</sup>, 2022 at 11:59pm on Canvas [40%]

The final examination will be CUMULATIVE and will cover material from BOTH lectures and readings introduced throughout the entire course. Students will be expected to **demonstrate mastery** of course content, themes, theories, and concepts.

**Late Policy: With the exception of the final term paper, the late penalty for all term work is a 1% reduction, per day, off of the students’ final course grade. Final term papers received after the deadline (which is the last day of ALL scheduled lectures, not the last lecture for this particular course) will not be marked and will receive a grade of zero.**

***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.***

## Tentative Course Schedule

Please note that the lecture topics and readings are subject to change at any time throughout the semester. Advanced notice will be provided and changes will be reflected in assignment and examination expectations. Any additional or changed readings will be provided to students on the course website.

### Lecture One (Friday, January 21<sup>st</sup>, 2022)- - Introduction to Social Justice and Conflict

ASSIGNED READINGS: NONE

### Lecture Two (Friday, January 28<sup>th</sup>, 2022)- Poverty and Homelessness

ASSIGNED READINGS: “Tickets...and More Tickets: A Case Study of the Enforcement of the Ontario Safe Streets Act” By Bill O’Grady, Stephen Gaetz, and Kristi Buccieri

### Lecture Three (Friday, February 4<sup>th</sup>, 2022)- Drugs and Drug Dependence

ASSIGNED READINGS: “A Legacy of Harm: Punitive Drug Policies and Women’s Carceral Experiences in Canada” By Emily Van Der Meulen et al.

### Lecture Four (Friday, February 11<sup>th</sup>, 2022): Race and Ethnicity

ASSIGNED READINGS: “A Collective Impact: Interim report on the inquiry into racial profiling and racial discrimination of Black persons by the Toronto Police Service” Approved by the OHRC in November 2018.

### Lecture Five (Friday, February 18<sup>th</sup>, 2022): Indigenous Persons and Communities

ASSIGNED READINGS: “Indigenous Women in Australian Criminal Justice: Over-Represented but Rarely Acknowledged”. By Julie Stubbs.

### Lecture Six (Friday, March 4<sup>th</sup>, 2022): Age Part I – Young Persons within the Criminal Justice System

ASSIGNED READINGS: “The Persistence of Status Offences within the Youth Justice System”. By Jane Sprott.

### Lecture Seven (Friday, March 11<sup>th</sup>, 2022): Age II- Seniors within the Criminal Justice System

ASSIGNED READINGS: “Older Prisoners’ Experiences of Death, Dying, and Grief Behind Bars”. By Ronald Aday and Azrini Wahidin.

### Lecture Eight (Friday, March 18<sup>th</sup>, 2022): Gender

ASSIGNED READINGS: “Canada’s Mother-Child Program and Incarcerated Aboriginal Mothers: How and Why the Program is Inaccessible to Aboriginal Female Offenders”. By Kayliah Miller.

**Lecture Nine: (Friday, March 25<sup>th</sup>, 2022): Gender Identity**

ASSIGNED READINGS: “Transgender Inmates in Prisons: A Review of Applicable Statutes and Policies” By Douglas Routh et al.

**Lecture Ten (Friday, April 1<sup>st</sup>, 2022): Sexual Orientation**

ASSIGNED READINGS: “Policing Lesbian, Gay, Bisexual and Transgender Young People: A Gap in the Literature” By Angela Dwyer.

**Lecture Eleven (Friday, April 8<sup>th</sup>, 2022): Concluding Thoughts**

ASSIGNED READINGS: TBD



Faculty of Social Science & Humanities  
INDS/POSC 3310

Indigenous Peoples, Sustainability, and Development: A Global Perspective

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

Term	Section	Course Type	Day	Time
W 2023	001	Online Asynchronous	Online	Asynchronous
Optional Tutorial Hour	Friday	11:10	Online	Classes are pre-recorded

Location	CRN #	Classes Start	Classes End	Final Exam
TBA	75274	Jan 12	Apr 10	Apr 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. Timothy MacNeill	N/A	N/A	timothy.macneill@uoit.ca

### 3. Course Description

This course takes a global perspective on the relationship between indigenous peoples, sustainability, and development. Students will explore concepts such as indigeneity, indigenization, decoloniality, sustainability, and development as they relate to indigenous social movements and communities throughout the world. We will ask whether “Western” concepts such as “sustainability” and “development” can or should be “indigenized” or, alternatively, should a more thorough “decolonial” approach be used. Case studies will explore indigenous movements against westernizing “development” and toward indigenous concepts of well-being. Focus will be on understanding indigeneity as a locally-rooted global social movement that seeks to push back against Western imperialism and neo-imperialism while defining indigenous alternatives to the current global consumer capitalism paradigm and its allied concept: sustainable development. Students will engage these concepts in various ways, many of which are rooted in indigenous pedagogy. Students will also learn how to undertake research in partnership with indigenous communities and organizations as opposed to doing research “on” indigenous groups.

### 4. Learning Outcomes

On the successful completion of the course, students will be able to:  
Empathize with indigenous perspectives on issues related to sustainability and development. Gain a broad knowledge of global indigenous movements and numerous specific place-based indigenous initiatives to challenge Western ideas of sustainable development by building indigenous alternatives.

### 5. Course Design

Students will read each week’s readings before the class. They will take a short multiple-choice reading test on each day’s readings. This will be followed by a perspective-taking online discussion guided by key questions related to indigenous peoples, sustainability, and development. Students will be required to write a take-home midterm where they summarize and reflect critically on course content and a final paper where they will integrate their own case study with course content.

### 6. Lecture Outline, Discussion Dates, and Readings:

**Class 1: Jan 12 Introduction**

**Class 2: Jan 19 History of Colonialism and Capitalism**

“Colonialism, Capitalism and Development.” From Thomas & Allen, *Poverty & Development in the 21<sup>st</sup> Century*. Chapter 10. Available on Canvas course page. (Only read up to section 11.5 on page 265).

*Optional further reading:*

“Diversity in Pre-Capitalist Societies.” From Thomas & Allen, *Poverty & Development in the 21<sup>st</sup> Century*. Chapter 10. Available on Canvas course page.

“How did we get here: A Concise, Unvarnished, Account of the History between Indigenous Peoples and Canada,” Lillian Dyck & Scott Tannas, Senate Committee on Indigenous Peoples.

[https://sencanada.ca/content/sen/committee/421/APPA/Reports/APPAReport-Phase1\\_WEB\\_e.pdf](https://sencanada.ca/content/sen/committee/421/APPA/Reports/APPAReport-Phase1_WEB_e.pdf)

**Class 3: Jan 26 What is Modernity? What is Indigenous? What is Knowledge?**

[“Introduction.” In \*Pluriverse: A Post-Development Dictionary\*.](#)

[Niigaaniin, M., & MacNeill, T. \(2022\). Indigenous culture and nature relatedness: Results from a collaborative study. \*Environmental Development\*, 44, 100753.](#)

*Optional Further Reading:*

[Dearden, A., & Rizvi, H. \(2008\). Participatory design and participatory development: a comparative review.](#)

**Class 4: Feb 2 Neocolonialism, Nature, and Development**

[“Development and its Crises: Global Experiences” in \*Pluriverse: A Post-Development Dictionary\*. P. 3- p. 18](#)

*Optional further reading:*

“Introduction: Globalization and the Assault on Indigenous Resources,” in *Paradigm Wars: Indigenous Peoples’ Resistance to Globalization*. (Available on course Canvas Page).

[Demeritt, D. \(2002\). What is the ‘social construction of nature’? A typology and sympathetic critique. \*Progress in human geography\*, 26\(6\), 767-790.](#)

**Class 5: Feb 9 The Indigenous Critique of Sustainable Development**

[“Sustainable Development.” In \*Pluriverse: A Post-Development Dictionary\*. p. 71-p. 74.](#)

["Ecomodernism" In \*Pluriverse: A Post-Development Dictionary\*. p. 43- p. 47.](#)

["Ecosystem Service Trading." In \*Pluriverse: A Post-Development Dictionary\*. p. 47- p. 50.](#)

["Efficiency." In \*Pluriverse: A Post-Development Dictionary\*. p. 50- p. 53.](#)

["Green Economy." In \*Pluriverse: A Post-Development Dictionary\*. p. 56 – p. 59.](#)

Optional Further Reading:

[MacNeill, T. \(2020\). "Introduction", from \*Indigenous cultures and Sustainable development in Latin America\* \(p. 253\). Springer Nature.](#)

**Class 6: Feb 16 Indigenous Challenges to Development**

["Indigenous Peoples and Development Processes: New Terrains of Struggle." In \*In the Way of Development: Indigenous Peoples, Life Projects, and Globalization\*. P. 1 – p. 21.](#)

Optional Further Reading:

[Nirmal, P., & Rocheleau, D. \(2019\). Decolonizing degrowth in the post-development convergence: Questions, experiences, and proposals from two Indigenous territories. \*Environment and Planning E: Nature and Space\*, 2\(3\), 465-492.](#)

"From 'Indigenization' to Cultural Relevance," in Gray, Coates & Yellow-Bird, *Indigenous Social Work Around the World*. P. 13 – p. 13 – p. 31. (Available on Course Canvas Page).

**March 1 Midterm assignment (No Class)**

**Class 7 Mar 8 Culturally Sustainable Development in Guatemala**

["Origins of a Maya Sustainable Development Movement," in \*Indigenous Cultures and Sustainable Development in Latin America\*. P. 115 – 141.](#)

["The Maya Idea of Culturally Sustainable Development," in \*Indigenous Cultures and Sustainable Development in Latin America\*. P. 145-172](#)

[Indigenous Voices Video: "What is Happening to Guatemala's Land Defenders?"](#)

**Class 8 Mar 15 Anishinaabe Decoloniality**

Niigaaniin, MacNeill, & Ramos. "Decolonizing the Social Services: Community Development and Social Work from Anishinaabe Perspectives." *Community Development Journal*. Available on course Canvas page.

Niigaaniin, MacNeill, & Ramos. "Anishinabek Economic Decoloniality: Transforming a Labour Market from an Indigenous Perspective." Available on course Canvas page.

Zoom Meeting with Indigenous Knowledge Keepers from Niigaaniin.

**Mar 22 Case Study Proposal Due**

**Class 9 Garifuna Sustainable Development in Honduras**  
["Garifuna Sustainable Development" , in \*Indigenous Cultures and Sustainable Development in Latin America\*. P. 175-190.](#)

[Indigenous Voices Video: Defending Land and Culture: Violence Strikes a Garifuna Community.](#)

**Class 10 Mar 29 Quechua Sustainable Development in Ecuador**  
["Andean Indigenous Sustainable Development." , in \*Indigenous Cultures and Sustainable Development in Latin America\*. P. 195-207.](#)

[Indigenous Voices Video: Sumak Kawsay : El Caso Sarayako](#)

**Class 11 Apr 5 Indigenous Sustainable Development**  
["Indigenous Sustainable Development", in \*Indigenous Cultures and Sustainable Development in Latin America\*. P. 237-251.](#)

["Life Projects: Development Our Way." In \*In the Way of Development: Indigenous Peoples, Life Projects, and Globalization\*. P. 47-52.](#)

**Apr 18 Final Exam Paper Due**

## 7. Required Texts



Many of the readings will be made available on the Canvas page for the course – in the “Files” section. The remainder will be available through the following open access online books:

MacNeill, T. (2020). *Indigenous Cultures and Sustainable Development in Latin America*. New York: Palgrave-MacMillan. Available free online:  
<https://link.springer.com/book/10.1007%2F978-3-030-37023-7>

Kothari, A., Ariel Salleh, Arturo Escobar, Frederico Demaria, and Alberto Acosta. (2019). *Pluriverse: A Post-Development Dictionary*. New Delhi: Tulika Books. Available Free online:  
<https://www.ehu.eus/documents/6902252/12061123/Ashish+Kothari+et+al-Pluriverse+A+Post-Development+Dictionary-2019.pdf/c9f05ea0-d2e7-8874-d91c-09d11a4578a2>

Blazer, M., Harvey A. Feit, and Glenn McRea. *In the Way of Development: Indigenous Peoples, Life Projects, and Globalization*. London: Zed Books. Available Free online:  
<https://www.idrc.ca/en/book/way-development-indigenous-peoples-life-projects-and-globalization>

## 8. Evaluation Method

**Weekly Discussion Assignments (10%)**

Students will be asked to answer a discussion question on a Canvas discussion page. Three sentence answers will be required. Each student is also required to reply to the post of another student. Three sentences is required for the reply as well (six sentences total)

**Mid-term take-home test (30%)**

This test will be focused not only on synthesis of course information, but on attempts toward empathy for and understanding of the indigenous positions being discussed.

**Case-Study Proposal 20%**

Students will propose an Indigenous community, group, and/or issue that they will be using to analyze in their final exam. In this document, they will briefly describe the issues related to the group in one paragraph, create a tentative thesis statement, and an annotated bibliography for 5 academic sources they will be using for their analysis.

**Final take-home test (40%)**

This test will be focused not only on synthesis of course information, but on attempts toward empathy for and understanding of the indigenous positions being discussed.



FACULTY OF SOCIAL SCIENCE AND HUMANITIES  
 LGLS 3520U: Law and Technology Course outline for  
 Winter 2024

**LAND ACKNOWLEDGEMENT**

Ontario Tech University acknowledges the lands and people of the Mississaugas of Scugog Island First Nation. We are thankful to be welcomed on these lands in friendship. The lands we are situated on are covered under the Williams Treaties and the traditional territory of the Mississaugas, a branch of the greater Anishinaabeg Nation, including Algonquin, Ojibway, Odawa and Pottawatomi. These lands remain home to a number of Indigenous nations and people.

We acknowledge this land out of respect for the Indigenous nations who have cared for Turtle Island, also called North America, from before the arrival of settler peoples until this day. Most importantly, we remember the history of these lands has been tainted by poor treatment and a lack of friendship with the First Nations who call them home.

This history is something we are all affected by as we are all treaty people in Canada. We all have a shared history to reflect on, and each of us is affected by this history in different ways. Our past defines our present, but if we move forward as friends and allies, then it does not have to define our future.

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

Term	Course Type	Day	Time	Location
Winter	Online	Sync: Mondays	12:40-2:00	Canvas/Kaltura
CRN #	First Sync Class	Last Sync Class	Final Paper Due	
73593	January 8, 2024	April 1, 2024	Friday, April 12, 2024, 11:59pm	

\* For other important dates go to: <https://ontariotechu.ca/current-students/academics/important-dates-and-deadlines.php>

**2. Instructor Contact Information**

Instructor Name	Office	Phone	Email
Dr. Andrea Slane	Online in Kaltura classroom	N/A	Through Canvas Message or <a href="mailto:andrea.slane@ontariotechu.net">andrea.slane@ontariotechu.net</a>
Office Hours: Online after class Mondays 2-2:30. Other times available by appointment.			

### 3. 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, information and communications, and artificial intelligence technologies as primary examples, the course will explore some of the major ways that technologies have engaged the law.

### 4. Learning Outcomes

On the 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 presentation skills, and critical analysis of both scholarly and popular depictions of the interplay between law and technology.

### 5. Course Design

The course will include both asynchronous and synchronous components:

- The asynchronous component will primarily consist of pre-recorded lectures focussed on a particular work of legal scholarship that students can use in their assignments. **Recorded lectures will be posted by the end of day on Thursdays. You are expected to have listened to/watched these lectures before the sync class on the following Monday.**
- The weekly synchronous class session will typically contain some lecture components and some active learning exercises such as breakout room activities. The class portion of the sync sessions will be recorded and posted after class. Breakout room sessions cannot be recorded. Participation marks (see below) can only be obtained via live participation in synchronous class activities, which you will sign up for in advance. All students are encouraged to regularly attend and participate in synchronous class.

### 6. Required Texts/Readings

- All readings and other materials will be available either for download on the Canvas site for this course, or via web link on this syllabus. Required readings are noted in the outline of topics below. Additional readings referred to in lecture will also be posted on Canvas, so that you can use them in your assignments.
- All Legal Studies majors and minors are expected to follow McGill citation style in their written work. Students in other programs may use the citation style they are accustomed to use, with Dr. Slane's permission (e.g. APA, MLA). Correct citation format according to the style you are using is required. For format guides, see <https://guides.library.ontariotechu.ca/citation>.

## 7. Evaluation Method

Your mark will be comprised of the following assignments. A fuller description of each assignment follows the Outline of Topics below, and assignment sheets will also be posted in Canvas:

<b>FIRST TOPIC ASSIGNMENT – TWO PARTS</b>
<ul style="list-style-type: none"><li>You will be assigned a topic from the first half of the semester based on your preferences. Both assignments will be on this topic. There are 3 topics to choose from: Digital Sharing Apps (e.g. Uber, Airbnb, SkiptheDishes); Deep Fakes; Surveillance/Identification Technologies (e.g. facial recognition). <b>Rank your preferences here by January 12, 2024:</b> <a href="https://uoitsocialscience.eu.qualtrics.com/jfe/form/SV_24cBsZUsKQLk5AW">https://uoitsocialscience.eu.qualtrics.com/jfe/form/SV_24cBsZUsKQLk5AW</a></li></ul>
<ul style="list-style-type: none"><li>Part One: submit a participation question/activity to guide break out discussions of your topic <b>worth 10% - due at 5pm the Sunday before the Monday class when that topic will be discussed</b></li></ul>
<ul style="list-style-type: none"><li>Part Two: complete flexible format assignment on your topic: <b>worth 25%</b><ul style="list-style-type: none"><li><b>Due date: Friday, February 16<sup>th</sup>, 11:59 pm.</b></li></ul></li></ul>
<b>SECOND TOPIC ASSIGNMENT – FOUR PARTS</b>
<ul style="list-style-type: none"><li>You will be assigned a topic from the second half of the semester based on your preferences. All of the four assignments in the second half will be on this topic. There are 4 topics to choose from: Predictive algorithms, smart cities/homes, autonomous machines, and social robots. <b>Rank your topic preferences here by January 12, 2024 (same form as above):</b> <a href="https://uoitsocialscience.eu.qualtrics.com/jfe/form/SV_24cBsZUsKQLk5AW">https://uoitsocialscience.eu.qualtrics.com/jfe/form/SV_24cBsZUsKQLk5AW</a></li></ul>
<ul style="list-style-type: none"><li>Part One: submit a participation question/activity to guide break out discussions of your topic <b>worth 10% - due at 5pm the Sunday before the Monday class when that topic will be discussed</b></li></ul>
<ul style="list-style-type: none"><li>Part Two: Paper proposal submitted as a pre-recorded presentation or poster with pre-recorded audio explanation for the Paper Proposal Showcase, <b>worth 20%</b><ul style="list-style-type: none"><li><b>Due date: Thursday, March 21 at 11:59pm</b></li><li>Important: submit on time so that I can post them on March 22 for your peers to review</li></ul></li></ul>
<ul style="list-style-type: none"><li>Part Three: Paper proposal showcase participation, <b>worth 5%</b><ul style="list-style-type: none"><li><b>You must attend the Paper Proposal Showcase held during synchronous class time on March 25<sup>th</sup>.</b> You must watch the assigned paper proposal presentations before coming to class – they will be posted on March 22<sup>nd</sup>.</li></ul></li></ul>
<ul style="list-style-type: none"><li>Part Four: Final Essay, 1900-2200 words (about 7-8 pages), <b>worth 30%</b><ul style="list-style-type: none"><li>You will have received feedback on the paper proposal presentation from both the professor and your peers and will elaborate on your paper proposal to craft the final paper</li><li><b>Due Friday, April 12, 2024, 11:59pm</b></li></ul></li></ul>

\*\* Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found under Academic Regulations at: <https://calendar.ontariotechu.ca/>

## 8. Outline of Topics in the Course

### Week 1: January 8 - Introduction to the Course

<i>Learning Objectives:</i>	<ul style="list-style-type: none"> <li>● Overview of the course</li> <li>● Introduce major themes in law and technology</li> </ul>
<i>Discussion reading (it is short)</i>	<p>What is the role of law in the face of new technologies?</p> <ul style="list-style-type: none"> <li>● John Perry Barlow, “A Declaration for the Independence of Cyberspace” (1996), <a href="https://www.eff.org/cyberspace-independence">https://www.eff.org/cyberspace-independence</a></li> </ul>
<i>Asynchronous Lecture 1 – Available by Thursday Jan 11</i>	<ul style="list-style-type: none"> <li>● Arthur J. Cockfield, “Towards a Law and Technology Theory”, (2004) 30 Man. L.J. 383 – 415, <a href="https://papers.ssrn.com/sol3/papers.cfm?abstract_id=615088">https://papers.ssrn.com/sol3/papers.cfm?abstract_id=615088</a></li> </ul>

### Week 2: January 15 – Law and Technology Theory

<i>Learning Objectives:</i>	<ul style="list-style-type: none"> <li>● Identify some ways of conceptualizing law’s relationship to technological change</li> <li>● Identify major themes in law and technology theory</li> </ul>
<i>Synchronous Class: Learning Activities</i>	<ul style="list-style-type: none"> <li>● <b>Required:</b> Lyria Bennett Moses, “Why Have a General Theory of Law and Technological Change?” (2007) 8 Minn. J.L. Sci. &amp; Tech. 589.</li> </ul>
<i>Asynchronous Lecture 2 – Available by Thursday Jan 18</i>	<ul style="list-style-type: none"> <li>● Salomé Viljoen, “A Relational Theory of Data Governance” (2021) 131 Yale Law Journal 573-654</li> </ul>

### Week 3: January 22 – Sharing Apps and the Digital Economy (e.g. Uber, Airbnb)

<i>Learning Objectives:</i>	<ul style="list-style-type: none"> <li>● Critically examine the changes to work and the economy brought about by sharing apps (e.g. Uber, Airbnb, Skipthedishes)</li> <li>● Understand the larger platform ecosystem in which these apps operate</li> <li>● Examine proposals for how to address these changes through law</li> </ul>
<i>Due this Week if you have been assigned this topic</i>	<ul style="list-style-type: none"> <li>● Participation Discussion Questions or Activity Plans re sharing apps – due <b>Sunday January 21, 5pm</b></li> </ul>

<i>Synchronous Class:</i>	<b>Required:</b> <ul style="list-style-type: none"> <li>● Bryan P. Schwartz &amp; Ellie Einarson, “The Disruptive Force of the Sharing Economy” (2018) 18 Asper Rev Int'l Bus &amp; Trade L 221 – 265.</li> </ul>
<i>Asynchronous Lecture 3 – posted by Thursday Jan 25</i>	<ul style="list-style-type: none"> <li>● Mary Anne Franks, “Democratic Surveillance” (2017) 30 Harv. J. Law &amp; Tec 425.</li> </ul>

**Week 4: January 29 – Surveillance and Identification Technologies (e.g. Facial Recognition)**

<i>Learning Objectives:</i>	<ul style="list-style-type: none"> <li>● Critically examine forms of visual and data surveillance and restrictions on it via s. 8 of the Charter;</li> <li>● Examine legal options for regulating use of facial recognition technology</li> </ul>
<i>Due this Week if you have been assigned this topic</i>	<ul style="list-style-type: none"> <li>● Participation Discussion Questions or Activity Plans re ring cameras and/or facial recognition technology – <b>due Sunday January 28, 5pm</b></li> </ul>
<i>Synchronous Class</i>	<b>Required:</b> Can choose facial recognition or doorbell cameras <ul style="list-style-type: none"> <li>● FACIAL RECOGNITION: <ul style="list-style-type: none"> <li>○ Office of the Privacy Commissioner of Canada et al, “Joint investigation of Clearview AI, Inc.” PIPEDA Report of Findings #2021-001 (2 February 2021), <a href="https://www.priv.gc.ca/en/opc-actions-and-decisions/investigations/investigations-into-businesses/2021/pipeda-2021-001/">https://www.priv.gc.ca/en/opc-actions-and-decisions/investigations/investigations-into-businesses/2021/pipeda-2021-001/</a></li> <li>○ Office of the Privacy Commissioner of Canada, “Police use of Facial Recognition Technology in Canada and the way forward” Special Report to Parliament (10 June 2021), <a href="https://www.priv.gc.ca/en/opc-actions-and-decisions/ar_index/202021/sr_rcmp/">https://www.priv.gc.ca/en/opc-actions-and-decisions/ar_index/202021/sr_rcmp/</a></li> </ul> </li> <li>● DOORBELL CAMERAS: <ul style="list-style-type: none"> <li>○ Aiha Nguyen &amp; Eve Zelickson, “At the Digital Doorstep: How Customers use Doorbell Cameras to Manage Delivery Workers” Data &amp; Society Report (12 October 2022), <a href="https://datasociety.net/library/at-the-digital-doorstep/">https://datasociety.net/library/at-the-digital-doorstep/</a></li> <li>○ Melanie de Klerk, “Amazon Ring: Explaining concerns about the smart, controversial doorbell, from privacy to hacking” Global News (5 March 2020), <a href="https://globalnews.ca/news/6633045/amazon-ring-privacy-security-explained/">https://globalnews.ca/news/6633045/amazon-ring-privacy-security-explained/</a></li> </ul> </li> </ul>

Asynchronous Lecture 4 – posted by February 1	<ul style="list-style-type: none"> <li>• Samantha Barbas, “The Laws of Image” (2012) 47 New Eng. L. Rev. 23</li> </ul>
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**Week 5: February 5 - Deep Fakes**

Learning Objectives:	<ul style="list-style-type: none"> <li>• Evaluate the challenges for legal oversight of rapidly improving digital image technology of “deep fakes”</li> </ul>
Due this Week if you have been assigned this topic	<ul style="list-style-type: none"> <li>• Participation Discussion Questions or Activity Plans re deep fakes – due Sunday February 4, 5pm</li> </ul>
Synchronous Class	<ul style="list-style-type: none"> <li>• <b>Required:</b> Bobby Chesney and Danielle Citron, “Deep Fakes: A Looming Challenge for Privacy, Democracy, and National Security” (2019) 107 California Law Review 1753. Available at: <a href="https://scholarship.law.bu.edu/faculty_scholarship/640">https://scholarship.law.bu.edu/faculty_scholarship/640</a></li> </ul>
Asynchronous Lecture 5 posted by Thursday Feb 8	<ul style="list-style-type: none"> <li>• Nicholas Rosati, “Canadian National Security in Cyberspace: The Legal Implications of the Communications Security Establishment's Current and Future Role as Canada's Lead Technical Cybersecurity and Cyber Intelligence Agency” (2019) 42 Manitoba Law Journal 189.</li> </ul>

**Week 6: February 12 – Cyber-Security**

Learning Objectives:	<ul style="list-style-type: none"> <li>• Learn about the challenges to addressing cyber-attacks and cyber-crimes, and critically examine legal debates about encryption</li> </ul>
Due this Week	<ul style="list-style-type: none"> <li>• <b>Assignment on First Topic Due date: Friday, February 16<sup>th</sup>, 11:59 pm</b></li> </ul>
Synchronous Class: Learning Activities	<ul style="list-style-type: none"> <li>• Choose a report from the Cybersecure Policy Exchange (CPX) <ul style="list-style-type: none"> <li>○ “Consultation on the National Cyber Security Strategy” Submission to the Government of Canada (19 August 2022), <a href="https://www.cybersecurepolicy.ca/submission-for-canadas-national-cyber-security-strategy">https://www.cybersecurepolicy.ca/submission-for-canadas-national-cyber-security-strategy</a></li> <li>○ M.J. Masoodi &amp; Alexander Rand, “Why Canada Must Defend Encryption: Protecting the privacy of communications in Canada” (13 September 2021), <a href="https://www.cybersecurepolicy.ca/why-canada-must-defend-encryption">https://www.cybersecurepolicy.ca/why-canada-must-defend-encryption</a></li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>Stephanie Tran, Sharan Khela, &amp; André Côté, “Secure Smart Cities: Making Municipal Critical Infrastructure Cyber Resilient” (April 2022), <a href="https://www.cybersecurepolicy.ca/secure-smart-cities">https://www.cybersecurepolicy.ca/secure-smart-cities</a></li> </ul>
Asynchronous Lecture 6 posted by Thursday Feb 22	<ul style="list-style-type: none"> <li>Ryan Calo, “Artificial Intelligence Policy: A Primer and Roadmap” (2017) 51 UC Davis Law Review 399 <a href="https://lawreview.law.ucdavis.edu/issues/51/2/Symposium/51-2_Calo.pdf">https://lawreview.law.ucdavis.edu/issues/51/2/Symposium/51-2_Calo.pdf</a></li> </ul>

## Study Week: No Class February 19 - Office Hours available

## Week 7: February 26 - Predictive Algorithms

<i>Learning Objectives:</i>	<ul style="list-style-type: none"> <li>Acquire knowledge of the range of social and legal issues raised by the use of artificial intelligence to predict human behaviour</li> <li>Examine how visual and audio evidence is used in court</li> </ul>
<i>Due this Week if you have been assigned this topic</i>	<ul style="list-style-type: none"> <li>Participation Discussion Questions or Activity Plans re predictive algorithms (e.g. in policing/sentencing, or commercial contexts) – <b>due Sunday February 25<sup>th</sup>, 5pm</b></li> </ul>
<i>Synchronous Class: Learning Activities</i>	<ul style="list-style-type: none"> <li><b>Required:</b> Choose one:</li> <li>Carole Piovesan and Vivian Ntiri, “Adjudication by Algorithm: The Risks and Benefits of Artificial Intelligence in Judicial Decision-Making” (2018) 36:4 Adv J 42 – 45.</li> <li>Fernando Miro-Llinares, “Predictive Policing: Utopia or Dystopia? On attitudes towards the use of Big Data algorithms for law enforcement” IDP No. 30 (March, 2020)   ISSN 1699-8154</li> </ul>
<i>Asynchronous Lecture 7 – posted by Thursday Feb 29</i>	<ul style="list-style-type: none"> <li>Zachary Spicer, Nicole Goodman, &amp; Nathan Olmstead, “The frontier of digital opportunity: Smart city implementation in small, rural and remote communities in Canada” (2021) 58:3 Urban Studies 535-558.</li> </ul>

## Week 8: March 4 – Smart Cities, Smart Homes

<i>Learning Objectives:</i>	<ul style="list-style-type: none"> <li>Critically examine the prospects for smart cities and smart homes, and what legal safeguards may be required</li> </ul>
<i>Due this Week if you have been assigned this topic</i>	<ul style="list-style-type: none"> <li>Participation Discussion Questions or Activity Plans re smart cities and/or smart homes – <b>due Sunday March 3, 5pm</b></li> </ul>

<p><i>Synchronous Class: Learning Activities</i></p>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>Erik Thorstensen, "Privacy and Future Consent in Smart Homes as Assisted Living Technologies" (2018) in J. Zhou and G. Salvendy (Eds.): ITAP 2018, LNCS 10927, pp. 415–433, 2018. <a href="https://doi.org/10.1007/978-3-319-92037-5_30">https://doi.org/10.1007/978-3-319-92037-5_30</a></li> </ul>
<p><i>Asynchronous Lecture 8 posted Thursday March 7</i></p>	<ul style="list-style-type: none"> <li>Jack M. Balkin, "The Path of Robotics Law" (2015) 6 Calif. L. Rev. Circuit 45.</li> </ul>

### Week 9: March 11 – Autonomous Machines

<p><i>Learning Objectives:</i></p>	<ul style="list-style-type: none"> <li>Critically consider various legal regimes that could regulate use of robots in a range of environments</li> </ul>
<p><i>Due this Week if you have been assigned this topic</i></p>	<ul style="list-style-type: none"> <li>Participation Discussion Questions or Activity Plans re autonomous machines (e.g. working robots, military robots and/or self-driving cars) – <b>due Sunday, March 10, 5pm</b></li> </ul>
<p><i>Synchronous Class</i></p>	<ul style="list-style-type: none"> <li><b>Required:</b></li> <li>Katie Szilagyi et al., "Driving into the Loop: Mapping Automation Bias and Liability Issues for Advanced Driver Assistance Systems" (2023) 2 Digital Society 41.</li> </ul>
<p><i>Asynchronous Lecture 9 posted by Thursday March 14</i></p>	<ul style="list-style-type: none"> <li>Ronald Leenes et al., "Regulatory challenges of robotics: some guidelines for addressing legal and ethical issues" (2017) 9:1 Law, Innovation and Technology 1-44, <a href="http://dx.doi.org/10.1080/17579961.2017.1304921">http://dx.doi.org/10.1080/17579961.2017.1304921</a>.</li> </ul>

### Week 10: March 18 – Social Robots

<p><i>Learning Objectives:</i></p>	<ul style="list-style-type: none"> <li>Critically examine the use of digital assistants and personal robots, and the legal regimes that might govern them.</li> </ul>
<p><i>Due this Week</i></p>	<ul style="list-style-type: none"> <li><b><i>If you have been assigned this topic:</i></b> Participation Discussion Questions or Activity Plans re social robots – <b>due Sunday March 17, 5pm</b></li> <li><b><i>Everyone:</i></b> Paper proposal video – powerpoint or poster, with voiceover narration – 5 minute maximum - <b>due Thursday March 21, 11:59pm</b></li> </ul>

<i>Synchronous Learning Activities</i> <i>Class:</i>	<ul style="list-style-type: none"> <li>● Ryan Abbott, “Artificial Rights? Machine Rights and Reasonable Robots, Remarks” (2021) 60 Washburn L.J. 429.</li> <li>● Carys J. Craig, “The Relational Robot: A Normative Lens for AI Legal Neutrality – Commentary on <i>Ryan Abbott, The Reasonable Robot</i>” (2022) 25:1 Jerusalem Review of Legal Studies 24-39. <a href="https://doi.org/10.1093/jrls/jlac003">https://doi.org/10.1093/jrls/jlac003</a></li> </ul>
<i>Asynchronous Viewing: Peer paper proposals posted Friday March 22</i>	<ul style="list-style-type: none"> <li>● You will be assigned to a group and be required to view the recorded paper proposal presentations of four of your peers</li> <li>● Be prepared to provide feedback in group discussion in class March 25</li> </ul>

### Week 11: March 25 – PAPER PROPOSAL SHOWCASE

<i>Learning Objectives:</i>	<ul style="list-style-type: none"> <li>● Present paper proposal for feedback from professor and peers</li> <li>● Provide feedback to peers on paper proposals</li> </ul>
<i>Due this Week</i>	<ul style="list-style-type: none"> <li>● <b>Attend class on March 25</b> and participate in breakout room feedback groups</li> </ul>
<i>Synchronous Group Discussion of Proposals</i> <i>Class:</i>	<ul style="list-style-type: none"> <li>● Small groups of 5 students to provide each other feedback on paper proposal presentations</li> <li>● Discussion of final paper assignment</li> </ul>

### Week 12: April 1 – DROP IN OFFICE HOURS TO DISCUSS FINAL PAPERS

<i>Learning Objectives</i>	<ul style="list-style-type: none"> <li>● Opportunity to review and clarify any material from the course</li> <li>● Opportunity to discuss feedback on your paper proposals</li> </ul>
<i>Synchronous:</i>	<ul style="list-style-type: none"> <li>● Drop-in Office Hours – come with any questions about your final assignment</li> <li>● Sign up for individual consultation on papers</li> </ul>
<i>Final Assignment due</i>	<ul style="list-style-type: none"> <li>● <b>April 12, 2024, 11:59pm.</b></li> </ul>

## 9. Assignments

FIRST TOPIC ASSIGNMENT – TWO PARTS	
<ul style="list-style-type: none"> <li>You will be assigned a topic from the first half of the semester based on your preferences. Both assignments will be on this topic. There are 3 topics to choose from: Digital Sharing Apps (e.g. Uber, Airbnb, SkiptheDishes); Deep Fakes; Surveillance/Identification Technologies (e.g. facial recognition). <b>Rank your preferences here by January 12, 2024:</b> <a href="https://uoitsocialscience.eu.qualtrics.com/jfe/form/SV_24cBsZUsQLk5AW">https://uoitsocialscience.eu.qualtrics.com/jfe/form/SV_24cBsZUsQLk5AW</a></li> </ul>	
<ul style="list-style-type: none"> <li>Part One: submit a participation question/activity to guide break out discussions of your topic               <ul style="list-style-type: none"> <li>This assignment requires you to submit a discussion question or critical thinking activity relevant to the topic/readings for that week. You will be required to provide a one page (350 word max) explanation for how your question or activity helps us analyze an issue important to that week’s topic/readings.</li> <li>You will be expected to attend synchronous class that week and participate in the breakout discussion, which may or may not be based on your submitted question/activity.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Worth 10%</b></li> <li>These small assignments will be due the <b>Sunday night at 5pm BEFORE</b> the synchronous class where this topic will be discussed.</li> </ul>
<ul style="list-style-type: none"> <li>Part Two: complete assignment on your topic:               <ul style="list-style-type: none"> <li>Flexible format: choose one of the following                   <ul style="list-style-type: none"> <li>Short essay of 1300-1500 words (around 5 double spaced pages)</li> <li>Video presentation (5-7 minutes)</li> <li>Audio podcast (10-12 minutes)</li> </ul> </li> <li>Your assignment will focus on some challenges these technologies pose to existing law and consider whether or not existing law can deal with these disruptive technologies, or whether it needs to be updated or replaced.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Worth 25%</b></li> <li><b>Due date: Friday, February 16<sup>th</sup>, 11:59 pm.</b></li> </ul>
SECOND TOPIC ASSIGNMENT – FOUR PARTS	
<ul style="list-style-type: none"> <li>You will be assigned a topic from the second half of the semester based on your preferences. All of the assignments in the second half will be on this topic. There are 4 topics to choose from: Predictive algorithms, smart cities/homes, autonomous machines, and social robots. Rank your topic preferences here by Indicate the ranking of your paper topic <b>preferences here by January 12, 2024 (same form as above):</b> <a href="https://uoitsocialscience.eu.qualtrics.com/jfe/form/SV_24cBsZUsQLk5AW">https://uoitsocialscience.eu.qualtrics.com/jfe/form/SV_24cBsZUsQLk5AW</a></li> </ul>	
<ul style="list-style-type: none"> <li>Part One: submit a participation question/activity to guide break out discussions of your topic -- Same as above - submit a discussion question or critical thinking activity relevant to the topic/readings for that week. You will be required to provide a one page (350 word max) explanation for how your question or activity helps us analyze an issue important to that week’s topic/readings.</li> </ul>	<ul style="list-style-type: none"> <li><b>Worth 10%</b></li> <li>These small assignments will be due the <b>Sunday night at 5pm BEFORE</b> the synchronous class</li> </ul>

<ul style="list-style-type: none"> <li>You will be expected to attend synchronous class that week and participate in the breakout discussion, which may or may not be based on your submitted question/activity.</li> </ul>	where this topic will be discussed.
<ul style="list-style-type: none"> <li>Part Two: Paper proposal submitted as a pre-recorded presentation or poster with pre-recorded audio explanation for the Paper Proposal Showcase</li> <li>This proposal is an opportunity for you to get feedback on your ideas and arguments that you will use in your final essay. <ul style="list-style-type: none"> <li>Important: submit on time so that I can post them on March 22 for your peers to review</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Worth 20%</b></li> <li><b>Due date: Thursday, March 21 at 11:59pm</b></li> </ul>
<ul style="list-style-type: none"> <li>Part Three: Paper proposal showcase participation <ul style="list-style-type: none"> <li>You must watch the assigned paper proposal presentations before coming to class on March 25<sup>th</sup> – they will be posted on March 22<sup>nd</sup>.</li> <li>I will review chat logs from the breakout sessions to ensure that everyone has meaningfully provided feedback to their peers.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Worth 5%</b></li> <li>You must attend the Paper Proposal Showcase held during synchronous class time on <b>March 25<sup>th</sup></b>.</li> </ul>
<ul style="list-style-type: none"> <li>Final Essay, 1900-2200 words (about 7-8 pages) <ul style="list-style-type: none"> <li>You will have received feedback on the paper proposal presentation from both the professor and your peers and will elaborate on your paper proposal to craft the final paper</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Worth 30%</b></li> <li><b>Due Friday, April 12, 2024, 11:59pm</b></li> </ul>

\* You are encouraged to attend synchronous class every week. **Bonus marks for actively participating in extra class exercises will be given: 1 pt for each, up to 3 points for the term.** You have to show active engagement in the group exercise (i.e. via contributing to the chat or oral discussion).

\*\* For information on how missed/late assignments and medical excuses are managed, please refer to the university's revised *Procedures for Consideration of Missed In-Term Course Work and Examinations* <https://usgc.ontariotechu.ca/policy/policy-library/policies/academic/procedures-for-consideration-of-missed-in-term-course-work-and-examinations.php>

## 10. Technology Requirements and Learning Management System Information

Ontario Tech uses *Canvas™* as its learning management system (LMS). Access to the LMS is limited to students formally registered in courses. That access is for the duration of the semester **and for an additional 120 days once the semester is over**. Students are strongly encouraged to download any/all relevant course material during that access period. Any requests for access post this period must be made in writing to the instructor/faculty member responsible for the course.

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. This course is unlikely to contain subject matter that is offensive and/or disturbing. If you find that there is some material that you would consider sensitive in this way, please let Dr. Slane know, so that it can be flagged in the future.

### **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@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.

### **13. Student 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 the gender-based case specialist in the Human Rights office, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. The Human Rights Office will make support services, including counselling, access or referrals to medical services, safety planning and accommodations, available to Students affected by an Incident of Sexual Violence. [Book a consultation](#) with the Case Specialist for more information.

Learn more about your options at: <https://ontariotechu.ca/sexualviolence/>

### **14. Students with Disabilities**

Ontario Tech University is committed to promoting an environment where everyone has an equal opportunity to contribute to their fullest potential. Students who require accommodation for a disability are advised to contact Student Accessibility Services (SAS) as soon as possible. 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 integrity.

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, Tuesday, Thursday, and Friday, Wednesday's 10:00 am to 4:30. Please note they are closed each day between noon and 1:00 pm. 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).

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) working days before the date of the test.**

Students must register for final exams no later **than 3 weeks prior to the start of the final examination period.** The final examination period is given at <https://ontariotechu.ca/current-students/academics/important-dates-and-deadlines.php>.

## 15. 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. Please note that generative artificial intelligence (GAI) tools should not be utilized without advance, specific written approval by the faculty member teaching the course.

More information can be found at <https://usgc.ontariotechu.ca/policy/policy-library/policies/academic/academic-integrity-policy.php>

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>

## 16. 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://tlc.ontariotechu.ca/educational-tech/assignment-cover-sheet\\_updatedmay2021-1.pdf](https://tlc.ontariotechu.ca/educational-tech/assignment-cover-sheet_updatedmay2021-1.pdf)

## 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 [Insert Faculty name].

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@ontariotechu.ca](mailto:accessandprivacy@ontariotechu.ca)

### 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: [\[Instructors should edit this section according to the systems and technologies to be used in this specific course \(e.g. If using Proctortrack, remove any reference to Respondus\)\]](#)

- Respondus Monitor and Proctortrack to maintain academic integrity for examinations;
- Google Meet 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.
- Other applications, services, or technologies that support or enhance online learning that include, but are not limited to, the following: [\[Instructor to list all relevant components\]](#).

For more information relating to these technologies, we encourage you to visit: <https://tlc.ontariotechu.ca/educational-tech/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. Human Rights and Respect**

Ontario Tech University is committed to providing a campus environment in which all University Members are treated with dignity and to fostering a climate of understanding and mutual respect. The University will not tolerate, ignore or condone Discrimination or Harassment by or against anyone. Examples of Harassing behavior include, but are not limited to; bullying, taunting or mocking someone's race or creed, ridiculing an individual's disability, or targeting individuals with unwanted sexual or negative stereotypical comments about one's sex, gender, sexual orientation, gender identity and/or gender expression. Pursuant to Ontario Tech's Respectful Campus Policy, students are reminded of their role in ensuring an equitable and inclusive learning environment. Requirements to refrain from harassment and discrimination apply broadly to on campus activities, e.g., on University property, in the classroom, including in lectures, labs and practicums, and also apply to off-campus activities, e.g. during any organized Ontario Tech class or extra-curricular activity including experiential learning opportunities such as co-op, practicum or during research endeavors, during official Ontario Tech events or using University equipment and technological tools that facilitate remote learning, e.g., class and other chat functions, video conferencing, and electronic mail.

## **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. Copyright Notice**

All Teaching Materials, as they are defined under Ontario Tech's Intellectual Property policy ("IP Policy"), provided by the instructor throughout the course, including, but not limited to, in whole or in part, course notes, teaching notes, custom books, tutorials, evaluation tools, presentations and examinations are subject to the Copyright Act, R.S.C., 1985, c. C-42 and the IP Policy. Subject to the IP Policy, Teaching Materials are owned by the faculty member, instructor or other third party who creates such works, with a license to the University. The copyright owner(s) reserves all intellectual property rights in and to the foregoing materials. Consistent with the IP Policy, Teaching Materials are intended to be used by Ontario Tech University students registered in the course that is the subject of this course outline for educational purposes only. Any distribution or publishing of this material (e.g., uploading material to a third-party website) by a student is strictly prohibited under the law unless the student has obtained the copyright owner's prior written consent. Any violation of copyright law or the IP Policy, if proven, may be subject to sanction as academic misconduct, and/or under the Student Conduct Policy.

## **21. 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.

***Let's have a great semester together! Dr. Andrea Slane, January 2024***

**Faculty of Social Science & Humanities LGLS 4200: Law and**

**Social Change Course outline for Fall 2023**

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

Term	Course Type	Day	Time
Fall 2023	Lecture	Thursday	11:10 am - 2:00 pm

Location	CRN #	First class	Last class	Final Exam Period
DTB 210	42599	Sept 7 <sup>th</sup>	November 30 <sup>th</sup>	Dec 6 <sup>th</sup> to 16 <sup>th</sup>

\* Visit <https://ontariotechu.ca/current-students/academics/important-dates-and-deadlines.php> for other dates

**2. Instructor Contact Information**

Instructor Name	Office	Phone	Email
Thomas McMorrow	DTB 513	(905) 721-8668 Ext. 5877	<a href="mailto:Thomas.mcmorrow@ontariotechu.ca">Thomas.mcmorrow@ontariotechu.ca</a>
Office Hours: Wednesday 12:00 pm to 1:00 pm; Thursday 2:00 pm to 3:00 pm			

**3. Course Description**

This capstone course addresses the interplay between law, law-making and social change. It asks students to use the theoretical and conceptual insights of prior courses to think critically about the possibilities and limits of law as a mechanism of social change.

**4. Learning Outcomes**

Upon successful completion of this course, you will be able to:

- a) show how the structures and forms of law both reflect and shape social change
- b) demonstrate knowledge of critical perspectives on the relationship between law and society
- c) exercise a more informed and critically self-reflective approach to judging the legitimacy and effectiveness of legal responses to social life
- d) explain the opportunities and limitations to focusing on law in relationship to social change, as opposed to other social institutions, intellectual frameworks or academic disciplines

**5. Course Design**

The main goal of this course is for you “to think critically about the possibilities and limits of law as a mechanism of social change”. When it comes to the question of whether law is a mechanism of social change— and whether it *ought to be*— there’s a glib answer at the ready: “Well, that depends.” Of course, the reasons why, though, are more complex.

As a fourth-year Legal Studies student, you’re familiar with a variety of accounts of what law is, and can surely describe examples of law both fostering and frustrating social change. Likewise, you can point to what you may see as both negative and positive stresses that social changes may place on the law. Certainly, it’s not always law reform that serves as the catalyst for a particular shift in society. (In fact, sometimes the law on the books never catches up with the law in action; yet people, including legal officials, begin interpreting the law as if it had anyway.) Meanwhile, some kinds of social change may not be desirable at all, a fact that contradicts the assumption that all social change tracks a grand narrative of human progress.

In this course, we examine broad themes and questions, concerning the meaning and nature of law and social change, as well as specific case studies of their interaction over time. The law/society dynamic is explored in relationship to topics, such as tobacco and drug use, same sex marriage, midwifery, the rights of people with disabilities, Indigenous property, and climate change. In the first class, “Canvassing Perspectives”, we begin by thinking about different orientations to law and social change as interrelated ideas, phenomena, and practices. We conclude the course by returning to these themes, while reflecting on how and why our ideas of the law, our world, and indeed ourselves inform each other.

The teaching and learning in this course are meant to be deeply collaborative. It’s an in-person class, so let’s make the most of the opportunities that offers. I lecture, as well as facilitate class discussions and group activities. It’s interactive because you, your fellow students and I endeavor to contribute to all of us learning as much as we can. You are expected to complete the assigned readings in advance of class and to be fully present and engaged in our weekly in-person meetings.

## 6. Outline of Topics in the Course (and deadlines)

These meeting times are from 11:10 AM to 2 PM. They are in-person.

Week 1	Introduction: Canvassing Perspectives	Sept 7
Week 2	Evaluating Law’s Impact	Sept 14
Week 3	Controlling Big Tobacco	Sept 21
Week 4	Women’s Movements and Legal Rights	Sept 28
Week 5	Fighting for Marriage Equality	Oct 5
Week 6	Reading Week: No Class	Oct 12
Week 7	Legal Constructions of Race	Oct 19
	CLASS PARTICIPATION SELF-ASSESSMENT DUE	Oct 23 <sup>rd</sup>
Week 8	Mid-Term Exam	Oct 26
Week 9	Medical Assistance in Dying & the Rights of People with Disabilities	Nov 2
Week 10	Indigenous Peoples, Sovereignty & Property	Nov 9

Week 11	Regulating the Use of Illicit Drugs	Nov 16
Week 12	Environmental Crisis, Global Challenges	Nov 23
Week 13	Review: Law's Role in Social Change	Nov 30
	<b>CLASS PARTICIPATION SELF-ASSESSMENT DUE</b>	Dec 4 <sup>th</sup>
	<b>FINAL EXAM PERIOD DECEMBER 6<sup>TH</sup> TO 16<sup>TH</sup></b>	

## 7. Required Texts/Readings

Each week's required readings (listed below) will be posted in PDF on Canvas.

1	<b>Introduction: Canvassing Perspectives</b>
2	<b>Evaluating Law's Impact</b> Lawrence M Friedman, <i>Impact: How Law Affects Behaviour</i> (Cambridge: Harvard University Press, 2016) [extract] RC Macleod, "The Shaping of Canadian Criminal Law, 1892 to 1902" (1978) 13:1 <i>Historical Papers / Communications historiques</i> 64
3	<b>Controlling Big Tobacco</b> Eric A Feldman and Ronald Bayer, "The Triumph and Tragedy of Tobacco Control: A Tale of Nine Nations" (2011) 7:79 <i>Ann Rev Law Soc Sci</i> 87 [extract] Michael McCann et al, "Criminalizing Big Tobacco" (2013) 38 <i>Law &amp; Social Inquiry</i> 288 [extract] <i>RJR-MacDonald Inc. v. Canada (Attorney General)</i> [1995] 3 SCR 199 [extract] Janet L. Hiebert, "Chapter 4" in <i>Charter Conflicts: What is Parliament's Role?</i> (Montreal & Kingston: McGill-Queen's University Press, 2002) [extract]
4	<b>Women's Movements and Legal Rights</b> Joan Sangster, <i>One Hundred Years of Struggle: The History of Women and the Vote in Canada</i> (Vancouver: UBC Press, 2019) [extract] Sally Engle Merry et al, "Law From Below: Women's Human Rights and Social Movements in New York City" (2010) 44:1 <i>Law &amp; Society Review</i> 101 [extract] Nadya Burton and Rachel Ariss, "Diversity in Midwifery Care: Working Towards Social Change" (2014) <i>Canadian Review of Sociology</i> 51(3): 261 [extract]
5	<b>Fighting for Marriage Equality</b> Tom Warner, "From Oppression to Liberation: Gays, Lesbians, and Bisexuals in Canada prior to 1975," in <i>Never Going Back: A History of Queer Activism in Canada</i> (UTP, 2002) Robert Leckey, "Private Law as Constitutional Context for Same-sex Marriage" (2007) 2 <i>Journal of Comparative Law</i> 172 Brenda Cossman & Bruce Ryder, "Beyond <i>Beyond Conjuality</i> " (2017) 30:2 <i>Canadian Journal of Family Law</i> 227 [extract]
6	<b>READING WEEK</b>
7	<b>Legal Constructions of Race</b>

	<p>Robert M Cover, <i>Justice Accused: Antislavery and the Judicial Process</i> (New Haven: Yale University Press, 1975) [extract]</p> <p>Harry W Arthurs, "Civil Liberties --Public Schools -- Segregation of Negro Students" (1963) 41:3 Canadian Bar Review 453</p> <p>Mary Anne Vallianatos, "Marginal Citizens: Interracial intimacies and the incarceration of Japanese Canadians, 1942–1949" (2022) 37:1 Canadian Journal of Law and Society 49 (extract)</p>
8	<p><b>MID-TERM EXAM. IN PERSON DURING CLASS TIME. LAP-TOP WITH UPDATED LOCK-DOWN RESPONDUS BROWSER.</b></p>
9	<p><b>Medical Assistance in Dying &amp; the Rights of People with Disabilities</b></p> <p>Jerome E Bickenbach, "Disability and Life-Ending Decisions" in Margaret P. Battin, Rosamond Rhodes, Anita Silvers, <i>Physician Assisted Suicide: Expanding the Debate</i> (New York: Routledge, 1998) [extract]</p> <p>LW Sumner, "Death, Disability, and Self-Determination" in Christopher A Riddle ed, <i>From Disability Theory to Practice: Essays in Honor of Jerome E. Bickenbach</i> (Lanham, Boulder, New York, London: Lexington Books, 2018) [extract]</p> <p><i>Truchon c. Procureur général du Canada</i> 2019 QCCS 3792 [extract]</p> <p>J Downie &amp; U Schuklenk, " Social determinants of health and slippery slopes in assisted dying debates: lessons from Canada" (2021) 47:10 Journal of Medical Ethics (extract)</p> <p>Isabel Grant, "Legislated Ableism: Bill C-7 and the Rapid Expansion of MAiD in Canada (2023). Working Paper Available at SSRN (extract)</p>
10	<p><b>Indigenous Peoples, Sovereignty &amp; Property</b></p> <p>Angela Cameron, Sari Graben, and Val Napoleon eds, <i>Creating Indigenous Property: Power, Rights, and Relationships</i> (Toronto: University of Toronto Press, 2020) [extracts]</p> <p>Clifford Atleo and Jonathan Boron, "Land is Life: Indigenous Relationships to Territory and Navigating Settler Colonial Property Regimes in Canada" (2022) 11:5 Land [extract]</p>
11	<p><b>Regulating the Use of Illicit Drugs</b></p> <p>Laura McQuillan, "Canada took a step toward decriminalizing hard drugs. Here's what it can learn from other countries", <i>CBC News</i> (7 June 2022) online &lt;<a href="https://www.cbc.ca/news/health/safe-supply-around-the-world-1.6479317">https://www.cbc.ca/news/health/safe-supply-around-the-world-1.6479317</a>&gt; Roderick Macdonald, <i>The Governance of Human Agency</i> (Background Document for the Special Senate Committee on Illegal Drugs, 2002), online: Government of Canada &lt;<a href="http://www.parl.gc.ca/Content/SEN/Committee/371/ille/library/background-e.htm">http://www.parl.gc.ca/Content/SEN/Committee/371/ille/library/background-e.htm</a>&gt; [extract para 138 to 151]</p> <p>RJ Macoun &amp; P Reuter, "Assessing Drug Prohibition and Its Alternatives: A Guide for Agnostics" (2011) 7 Annu Rev Law Soc Sci 61 (extract)</p> <p>Derek Finkle, "The Needles and the Damage Done", <i>National Post</i> (23 August 2023) online: &lt;<a href="https://nationalpost.com/feature/inside-the-battle-over-unsafe-injection-crime-and-murder">https://nationalpost.com/feature/inside-the-battle-over-unsafe-injection-crime-and-murder</a>&gt;.</p>
12	<p><b>Environmental Crisis, Global Challenges</b></p>

	<p>Carrie Menkel-Meadow, “Why and How to Study “Transnational” Law” (2011) UC Irvine Law Review 97 (extract)</p> <p>Veerle Heyvaert, “The Transnationalization of Law: Rethinking Law Through Transnational Environmental Regulation” (2017) 6:2 Transnational Environmental Law 205 (extract)</p> <p>Peer Zumbansen, “Law after the Welfare State: Formalism, Functionalism, and the Ironic Turn of Reflexive Law” (2008) 56:3 The American Journal of Comparative Law (extract)</p>
13	<p><b>Review: Law’s Role in Social Change</b></p> <p>Kitty Calavita, “Blue Jeans, Rape, and the ‘De-Constitutive’ Power of Law” (2001) 1 Law &amp; Society Review 89, abridged and reprinted in Erik Larson &amp; Patrick Schmidt eds, <i>The Law &amp; Society Reader II</i> (New York and London: New York University Press, 2014) 381</p> <p>Elena Silva, “Squeaky Wheels and Flat Tires: a Case Study of Students as Reform Participants” (2001) 43:2 FORUM 95 [extract]</p> <p>Leo Tolstoy, <i>War &amp; Peace</i> [extract]</p>

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

## 8. Assessment Methods & Due Dates

*Further detailed instructions for each assessment method will be posted on Canvas.*

Method	Due	Weight	Description
Participation	Participation mark proposals due by 11:59 PM Oct 23 <sup>rd</sup> and 11:59 PM December 4 <sup>th</sup> , respectively.	10%	Your engagement in lectures and class discussions is expected throughout the term. Mid-way, you’ll submit a proposed participation grade, along with a rationale, which I will take into consideration in assessing your participation. You will do this again at the end of the term.
Video presentation	End of class September 14 <sup>th</sup> sign up to co-lead class discussion.	10%	You will make a three-minute video presentation addressing one of the questions posted in relation to that week’s readings. Further instructions will be posted on Canvas for class in Week 2.
Mid-term exam	Thursday October 26 <sup>th</sup> 2023	35%	Short answer and essay questions. Lock-down Respondus browser.
Final Exam	Exam period Dec 6 <sup>th</sup> to 16 <sup>th</sup>	45%	Short answer and essay questions. Lock-down Respondus browser.

*Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found at:*

**9. MISSED/LATE ASSIGNMENTS:** Students are advised to use the flexibility built into their course and work within the outlined deadlines and parameters. If, due to exceptional circumstances, you are unable to complete your course work or assessment (e.g., midterm, quiz, essay) by the posted deadline, please follow the following process:

- Missed coursework **worth 25 per cent or less** of your final grade → contact your course instructor directly, 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.
- All mid-term examinations/tests or any coursework **worth more than 25 per cent** of your final grade → submit the FSSH Academic Consideration form

Negotiated extensions where appropriate will be determined by the professor, and late penalties up to **5% per day** may apply. If you are ill and already seeking medical attention you may submit medical documentation; however, medical documentation is not a requirement at this time. If 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.

## 10. Technology Requirements and Learning Management System Information

Ontario Tech uses *Canvas™* as its learning management system (LMS). Access to the LMS is limited to students formally registered in courses. That access is for the duration of the semester **and for an additional 120 days once the semester is over**. Students are strongly encouraged to download any/all relevant course material during that access period. Any requests for access post this period must be made in writing to the instructor/faculty member responsible for the course.

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.**

## 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.*

### **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. I will try to identify such material in advance.

### **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@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.

### **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@ontariotechu.ca](mailto:studentlife@ontariotechu.ca)
- Learn more about your options at: <https://studentlife.ontariotechu.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. 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 <https://usgc.ontariotechu.ca/policy/policy-library/policies/academic/academic-integrity-policy.php>

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>

## **16. 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://tlc.ontariotechu.ca/learning-technology/assignment-cover-sheet\\_updatedmay2021-1.pdf](https://tlc.ontariotechu.ca/learning-technology/assignment-cover-sheet_updatedmay2021-1.pdf)

## **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 [Insert Faculty name]

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@ontariotechu.ca](mailto:accessandprivacy@ontariotechu.ca)

### **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:

- Respondus Monitor to maintain academic integrity for examinations;
- Google Meet 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.
- Other applications, services, or technologies that support or enhance online learning that include, but are not limited to, the following: [Instructor to list all relevant components].

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. . Human Rights and Respect**

Ontario Tech University is committed to providing a campus environment in which all University Members are treated with dignity and to fostering a climate of understanding and mutual respect. The University will not tolerate, ignore or condone Discrimination or Harassment by or against anyone. Examples of Harassing behavior include, but are not limited to; bullying, taunting or mocking someone's race or creed, ridiculing an individual's disability, or targeting individuals with unwanted sexual or negative stereotypical comments about one's sex, gender, sexual orientation, gender identity and/or gender expression. Pursuant to Ontario Tech's Respectful Campus Policy, students are reminded of their role in ensuring a campus environment that is equitable and

inclusive. Requirements to refrain from harassment and discrimination apply broadly to the classroom, including in lectures, labs and practicums, as well as through the use of sanctioned and unsanctioned technological tools that facilitate remote learning, e.g. class and other chat functions, video conferencing, electronic mail and texts, and social media content amongst or about University students, faculty and staff.

### **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. . Copyright Notice**

All teaching materials provided by the instructor throughout the course, including, but not limited to, in whole or in part, recorded lectures, slides, videos, diagrams, case studies, assignments, quizzes, and examinations are subject to the Copyright Act, R.S.C., 1985, c. C-42. Teaching materials are owned by the faculty member, instructor or other third party who creates such works. The copyright owner(s) reserves all intellectual property rights in and to the teaching materials, including the sole right to copy, reproduce, distribute, and modify the teaching materials. Consistent with the university's Intellectual Property Policy, teaching materials are intended only for the educational use of Ontario Tech University students registered in the course that is the subject of this course outline. Any distribution or publishing of this material (e.g. uploading material to a third-party website) is strictly prohibited under the law unless the student has obtained the copyright owner's prior written consent. Any violation of copyright law or the Intellectual Property Policy, if proven, may be subject to sanction as academic misconduct, and/or under the Student Conduct Policy.

### **21. . 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.



## Faculty of Social Science and Humanities

### LGLS 3700U: Law and Power Course Outline for Winter 2022 Term

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

Term	Course Type	Day	Time
Fall	Hybrid	Synchronous on Wednesdays	2:10-5:00pm

Location	Classes Start	Classes End
Zoom	January 19	April 13

\* for other important dates go to:

<https://ontariotechu.ca/current-students/academics/important-dates-and-deadlines.php>

#### 2. Instructor Contact Information

Instructor Name	Office	Email
Dr. Jen Rinaldi	Office hours will be held online	<a href="mailto:Jen.Rinaldi@ontariotechu.ca">Jen.Rinaldi@ontariotechu.ca</a>
Office hours: Wednesdays 1:00-2:00pm		

#### 3. Course Description

The course provides students with critical perspectives on the relationship between law and power. The course will examine how uneven distribution of power affects and shapes processes of law creation, access to justice and legal knowledge, susceptibility to legal sanction, and political advocacy of legal remedies. Topics studied will be drawn from the fields of law and economics, gender and law, indigenous legal issues, race and law, and legal and political theory. This version of the course will focus on policing: how legal mechanisms empower police and how law can and should respond to abuses of power in policing.

#### 4. Learning Outcomes

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

- Identify and explain legal mechanisms that affect policing.
- Interpret and analyze jurisprudential standards that relate to abuse of power in policing.
- Propose, collaborate on, and appraise recommendations for policing the police.

## 5. Course Design

The course has a hybrid design:

- I will post video lectures each week. You can consume lectures and course readings **asynchronously**.
- Additionally, you will be on a schedule to attend a weekly **synchronous** tutorial. Please consume the week's lectures and readings to prepare for tutorial.

## 6. Required Readings

There is no course textbook. I will upload required readings onto Canvas. I will also upload links to videos or podcasts onto Canvas.

I expect all references in your writing assignments to follow McGill Legal Citation style. See the Ontario Tech libraries short guide:

[https://guides.library.ontariotechu.ca/ld.php?content\\_id=34899209](https://guides.library.ontariotechu.ca/ld.php?content_id=34899209)

## 7. Schedule

Date	Lectures	Required Readings
Jan 19	Introduction	
Jan 26	<p><b>History and Framework</b>            In this class we will address:            -How and why did policing start?            -What laws establish and govern policing?</p>	<p>Johnson, Falen &amp; Leah Simone Bowen, "S3: The Mounties Always Get Their Land (Part 1)" (20 Oct 2021), <i>The Secret Life of Canada</i>, online: <i>CBC Podcasts</i> &lt;Link&gt;.</p> <p>Perrot, Stephen B., &amp; E. Kevin Kelloway, "Scandals, Sagging Morale, and Role Ambiguity in the Royal Canadian Mounted Police: The End of a Canadian Institution as We Know It?" (2011) 12:2 <i>Police Practice and Research</i> 120.</p>
Feb 2	<p><b>Criminal Investigation</b>            In this class we will address:            -What gets criminalized?            -What role do police play in criminalization?            -What gets over- and under-policed?</p>	<p>Dobchuk-Land, Bronwyn, "Resisting 'Progressive' Carceral Expansion: Lessons for Abolitionists from Anti-Colonial Resistance" (2017) 20:4 <i>Contemporary Justice Rev</i> 404.</p>

		Skolnik, Terry, “Racial Profiling and the Perils of Ancillary Police Powers” (2021) 99 Can Bar Rev 429.
Feb 9	Assignment Check-In: Community Artifact	
Feb 16	<b>Public Order Policing</b> In this class we will address: -How do injunctions work? -What constitutes the public interest?	Alexander, Basil S, “Demonstrations and the Law: Patterns of Law’s Negative Effects on the Ground and the Practical Implications” (2016) 49 UBC L Rev 869.  Seucharan, Cherise, “#371 What Police are Hiding at Fairy Creek” (31 May 2021), Canadaland, online: <i>Canadaland Podcasts</i> <Link>.
Feb 23	Reading Week	
Mar 2	<b>Racial Profiling</b> In this class we will address: -What is carding? -What is racialized policing?	Brown, Steph, “Setting the Scene: R v Le and the Importance of Context in s. 9 Analysis” (29 Oct 2019), The Court, online: <i>The Court</i> : <Link>.  Gaind, Leila, “A Rose by Any Other Name: Well-Being Checks, A New Manifestation of Discriminatory Policing?” (2020) 25 Appeal 3.
Mar 9	Assignment Check-In: Presentation	
Mar 16	<b>Use of Force</b> In this class we will address: -What is dynamic entry? -How is use of force justified? -When is force excessive?	Browne, Mike, “162 – Death on the 505: The Shooting of Sammy Yatim” (9 Mar 2021), Dark Poutine Podcast, online: <i>Dark Poutine Podcast</i> <Link>.  Jones, Danardo & Elizabeth Sheehy, “R v Desjourdy: A Narrative of White Innocence and Racialized Danger” (2021) 99 Can Bar Rev 611.
Mar 23	<b>Oversight</b> In this class we will address: -What is civilian oversight? -What makes oversight independent? -What are inquests and inquiries?	Cheema, Mandy, “Missing Subjects: Aboriginal Deaths in Custody, Data Problems, and Racialized Policing” (2009) 14 Appeal 84.  Spratt, Michael & Emilie Taman, “Desmond Cole: Police Accountability and Abdirahman Abdi” (1 Sep 2016), The Docket Podcast, online: <i>Michael Spratt</i> <Link>.

Mar 30	<b>Review of Solutions</b> In this class we will address: -Can police be reformed? -What would happen if police were de-tasked or defunded? -What is abolition?	Jones, El, Desmond Cole & Robyn Maynard, “Racialized Policing in Canada and the Drive to Defund Police” (20 Nov 2020), Canadian Sociological Association, online: <i>Youtube</i> < <a href="#">Link</a> >.  Maynard, Robyn, <i>Building the World We Want: A Roadmap to Police Free Futures in Canada</i> (Toronto: BTWW, 2021).
Apr 6	Assignment Check-In: Final Essay	

## 8. Evaluation Method

I reserve the right to adjust final course grades to conform to program or Faculty grade distribution profiles. Further information on grading can be found in Section 5 of the Ontario Tech University’s Academic Calendar.

Assignment	Percentage	Deadline
Tutorials	10%	Weekly, except Assignment Check-Ins (you may skip 2)
Community Artifact	15%	Feb 9
Presentation	35%	Mar 9
Final Essay	40%	Apr 18

**Tutorials:** I will use our class time to hold weekly tutorials. That means I will divide up our three-hour weekly block of time to hold back-to-back tutorials. Each tutorial will have a portion of your classmates, approximately 15 students. Please attend the tutorial you were assigned in the schedule I post on Canvas. Tutorials that cover course lectures and readings will be mandatory. You can miss up to two tutorials and still receive full marks. You can prepare for tutorials by keeping up with weekly lectures and readings. For participation I will evaluate your level of preparedness, your willingness to engage, and your ability to make relevant points.

**Community Artifact:** I will provide a report on policing in the Canadian context. I provide you with questions that ask you to summarize the key points. I will evaluate your reading comprehension and ability to articulate arguments succinctly, comprehensively, and clearly. For the assignment guidelines and rubric see Canvas. You may come to the February 9 voluntary tutorial to ask questions about the assignment during class time.

**Presentation:** You will submit a recorded presentation. In this presentation you will describe an example you have selected of policing in the Canadian context. The example you select should invoke course concepts. I will evaluate your skills at presentation and application. You may work



individually or with a partner. For the assignment guidelines and rubric see Canvas. You may come to the March 9 voluntary tutorial to ask questions about the assignment during class time.

**Final Essay:** You will submit a written essay that presents a problem with policing in the Canadian context, and argues for a solution. I will evaluate your skills at identifying and critically assessing sociolegal issues and solutions. For the assignment guidelines and rubric see Canvas. You may come to the April 6 voluntary tutorial to ask questions about the assignment during class time.

## **9. Missed Course Work**

You may miss up to one of the mandatory tutorials. You can choose which tutorial you are skipping. You do not need to tell me when this happens. When I take attendance that week and record your absence, I will just assume this is the tutorial you mean to skip.

If you have a good reason for missing the deadline for your assignments, you can contact me. In your email, please approximate this wording: "I am unable to submit due to a medical or exceptional circumstance." You do not need to provide a detailed personal disclosure to qualify for an accommodation. I do not require proof. I may offer either a deadline extension or a reweighting of the assignment.

The deadlines for written assignments will be 5pm, which marks the end of a business day. However, I will not collect assignments or observe time stamps until 9am the next day. This means that if you need the night to complete an assignment, you can still have it without penalty. If this is confusing or you need confirmation, feel free to ask about this policy.

## **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>

If you are experiencing technical difficulties such that you are unable to meet the technology requirements, contact the IT Service Help Desk at: [servicedesk@dc-uoit.ca](mailto:servicedesk@dc-uoit.ca).

If you are experiencing financial difficulties such that you are unable to meet the technology requirements, 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 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. I will communicate warnings in advance of any materials that are potentially disturbing, and you can in those cases choose not to view the content with no penalty. You are welcome to raise any issues with posted content with me if I misjudge whether it is sensitive or offensive.

## **12. Student Support**

If you face challenges securing food or housing and believe this may affect your performance in the course, contact [studentlife@uoit.ca](mailto:studentlife@uoit.ca) for support. You can contact me if you are comfortable doing so. This will enable me to provide the resources and help at my disposal.

## **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. If you suspect you have a disability that may affect your participation in this course, Student Accessibility Services (SAS) advises you contact their office as soon as possible. Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success. You may contact Student Accessibility Services by calling 905-721-3266, or email [studentaccessibility@uoit.ca](mailto:studentaccessibility@uoit.ca).

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, closed Wed 8:30am-10:00am. For more information on services provided, you can visit the SAS website at <https://studentlife.uoit.ca/services/accessibility/index.php>

## **15. Professional Conduct**

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 me enough time before assignment deadlines to communicate. I will do my best to model work-life balance by only responding to emails during business hours. I do not expect you to respond to emails outside of working hours. I do ask that you construct emails professionally, and practice kindness when communicating with me.

## **16. Respecting Fellow Students**

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. You and your fellow students are expected to consider the privileges you bring into campus spaces, and to approach with respect cultural and embodied difference, both explicit and implicit. You 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.

Bearing all this in mind, please practice respect when engaging with colleagues in online 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. I will not require that you turn on your camera for tutorials, but please be mindful that anonymity makes it easier to forget kindness.

## **17. 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 aims and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

You are expected to be familiar with the university'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 Ontario Tech University'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 Ontario Tech University 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).

## **18. Turn It In**

Ontario Tech University and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. 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. I may have you submit assignments electronically to Turnitin.com or I may submit questionable text on your behalf. The terms that apply to Ontario Tech University's use of the Turnitin.com service are described on the Turnitin.com website.

If you who do not wish to have your work submitted to Turnitin.com, provide with your assignment at the time of submission a signed Turnitin.com Assignment Cover sheet:  
<https://shared.uoit.ca/shared/departement/academic-integrity/Forms/assignment-cover-sheet.pdf>

## **19. 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.

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 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 the Ontario Tech University Chief Privacy Officer at [accessandprivacy@uoit.ca](mailto:accessandprivacy@uoit.ca).

### **19a. 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:

- Course material will be uploaded to Canvas
- Students will meet weekly on Zoom

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.

### **20. 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 hate speech or illegal; constitutes a threat, harassment or discrimination; defames an individual or group; is a breach of fiduciary, contractual, privacy or confidentiality obligations or commitments; or interferes with the university's legal obligations; 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.

Ontario Tech regards Academic Freedom as indispensable to the pursuit of knowledge. The freedom to define research questions, to engage in research, to pursue the answers with rigor, and to disseminate knowledge resides at the core of the University's mission. Accordingly, Academic Freedom is the right of every Teaching Faculty Member. The Employer expects its Teaching Faculty Members to exercise this freedom with integrity and with due regard for the rights and freedoms of others. See Collective Agreement between Ontario Tech and UOITFA.

## **21. 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. 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 Canvas, Weekly News and signage around the campus.

## **22. 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  
INDS/POSC 3310

Indigenous Peoples, Sustainability, and Development: A Global Perspective

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

Term	Section	Course Type	Day	Time
W 2023	001	Online Asynchronous	Online	Asynchronous
Optional Tutorial Hour	Wed	11:10	Online	Classes are pre- recorded

Location	CRN #	Classes Start	Classes End	Final Exam Period
TBA	75274	Jan 3	Apr 10	Apr 12-22

\* 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	N/A	N/A	timothy.macneill@uoit.ca

**3. Course Description**

This course takes a global perspective on the relationship between indigenous peoples, sustainability, and development. Students will explore concepts such as indigeneity, indigenization, decoloniality, sustainability, and development as they relate to indigenous social movements and communities throughout the world. We will ask whether “Western” concepts such as “sustainability” and “development” can or should be “indigenized” or, alternatively, should a more thorough “decolonial” approach be used. Case studies will explore indigenous movements against westernizing “development” and toward indigenous concepts of well-being. Focus will be on understanding indigeneity as a locally-rooted global social movement that seeks to push back against Western imperialism and neo-imperialism while defining indigenous alternatives to the current global consumer capitalism paradigm and its allied concept: sustainable development. Students will engage these concepts in various ways, many of which are rooted in indigenous pedagogy. Students will also learn how to undertake research in partnership with indigenous communities and organizations as opposed to doing research “on” indigenous groups.

**4. Learning Outcomes**

On the successful completion of the course, students will be able to:  
Empathize with indigenous perspectives on issues related to sustainability and development. Gain a broad knowledge of global indigenous movements and numerous specific place-based indigenous initiatives to challenge Western ideas of sustainable development by building indigenous alternatives.

## **5. Course Design**

Students will read each week's readings before the class. They will take a short multiple-choice reading test on each day's readings. This will be followed by a perspective-taking online discussion guided by key questions related to indigenous peoples, sustainability, and development. Students will be required to write a take-home midterm where they summarize and reflect critically on course content and a final paper where they will integrate their own case study with course content.

## **6. Lecture Outline, Discussion Dates, and Readings:**



**Class 1: Jan 9 Introduction**

**Class 2: Jan 16 History of Colonialism and Capitalism**

“Colonialism, Capitalism and Development.” From Thomas & Allen, *Poverty & Development in the 21<sup>st</sup> Century*. Chapter 10. Available on Canvas course page. (Only read up to section 11.5 on page 265).

*Optional further reading:*

“Diversity in Pre-Capitalist Societies.” From Thomas & Allen, *Poverty & Development in the 21<sup>st</sup> Century*. Chapter 10. Available on Canvas course page.

“How did we get here: A Concise, Unvarnished, Account of the History between Indigenous Peoples and Canada,” Lillian Dyck & Scott Tannas, Senate Committee on Indigenous Peoples.

[https://sencanada.ca/content/sen/committee/421/APPA/Reports/APPARReport-Phase1\\_WEB\\_e.pdf](https://sencanada.ca/content/sen/committee/421/APPA/Reports/APPARReport-Phase1_WEB_e.pdf)

**Class 3: Jan 23 What is Modernity? What is Indigenous? What is Knowledge?**

[“Introduction.” In \*Pluriverse: A Post-Development Dictionary\*.](#)

[Niigaaniin, M., & MacNeill, T. \(2022\). Indigenous culture and nature relatedness: Results from a collaborative study. \*Environmental Development\*, 44, 100753.](#)

*Optional Further Reading:*

[Dearden, A., & Rizvi, H. \(2008\). Participatory design and participatory development: a comparative review.](#)

**Class 4: Jan 30 Neocolonialism, Nature, and Development**

[“Development and its Crises: Global Experiences” in \*Pluriverse: A Post-Development Dictionary\*. P. 3- p. 18](#)

*Optional further reading:*

“Introduction: Globalization and the Assault on Indigenous Resources,” in *Paradigm Wars: Indigenous Peoples’ Resistance to Globalization*. (Available on course Canvas Page).

[Demeritt, D. \(2002\). What is the ‘social construction of nature’? A typology and sympathetic critique. \*Progress in human geography\*, 26\(6\), 767-790.](#)

**Class 5: Feb 6 The Indigenous Critique of Sustainable Development**

[“Sustainable Development.” In \*Pluriverse: A Post-Development Dictionary\*. p. 71-p. 74.](#)

["Ecomodernism" In \*Pluriverse: A Post-Development Dictionary\*. p. 43- p. 47.](#)

["Ecosystem Service Trading." In \*Pluriverse: A Post-Development Dictionary\*. p. 47- p. 50.](#)

["Efficiency." In \*Pluriverse: A Post-Development Dictionary\*. p. 50- p. 53.](#)

["Green Economy." In \*Pluriverse: A Post-Development Dictionary\*. p. 56 – p. 59.](#)

Optional Further Reading:

[MacNeill, T. \(2020\). "Introduction", from \*Indigenous cultures and Sustainable development in Latin America\* \(p. 253\). Springer Nature.](#)

**Class 6: Feb 13 Indigenous Challenges to Development**

["Indigenous Peoples and Development Processes: New Terrains of Struggle." In \*In the Way of Development: Indigenous Peoples, Life Projects, and Globalization\*. P. 1 – p. 21.](#)

Optional Further Reading:

[Nirmal, P., & Rocheleau, D. \(2019\). Decolonizing degrowth in the post-development convergence: Questions, experiences, and proposals from two Indigenous territories. \*Environment and Planning E: Nature and Space\*, 2\(3\), 465-492.](#)

"From 'Indigenization' to Cultural Relevance," in Gray, Coates & Yellow-Bird, *Indigenous Social Work Around the World*. P. 13 – p. 13 – p. 31. (Available on Course Canvas Page).

**Feb 27 Midterm assignment (No Class)**

**Class 7 Mar 6 Culturally Sustainable Development in Guatemala**

["Origins of a Maya Sustainable Development Movement," in \*Indigenous Cultures and Sustainable Development in Latin America\*. P. 115 – 141.](#)

["The Maya Idea of Culturally Sustainable Development," in \*Indigenous Cultures and Sustainable Development in Latin America\*. P. 145-172](#)

[Indigenous Voices Video: "What is Happening to Guatemala's Land Defenders?"](#)

**Class 8 Mar 13 Anishinaabe Decoloniality**

Niigaaniin, MacNeill, & Ramos. "Decolonizing the Social Services: Community Development and Social Work from Anishinaabe Perspectives." *Community Development Journal*. Available on course Canvas page.

Niigaaniin, MacNeill, & Ramos. "Anishinabek Economic Decoloniality: Transforming a Labour Market from an Indigenous Perspective." *Available on course Canvas page.*

Zoom Meeting with Indigenous Knowledge Keepers from Niigaaniin.

**Class 9      Mar 20      Garifuna Sustainable Development in Honduras**  
["Garifuna Sustainable Development" , in \*Indigenous Cultures and Sustainable Development in Latin America\*. P. 175-190.](#)

[Indigenous Voices Video: Defending Land and Culture: Violence Strikes a Garifuna Community.](#)

**Mar 27      Case Study Proposal Due**

**Class 10      Quechua Sustainable Development in Ecuador**  
["Andean Indigenous Sustainable Development." , in \*Indigenous Cultures and Sustainable Development in Latin America\*. P. 195-207.](#)

[Indigenous Voices Video: Sumak Kawsay : El Caso Sarayako](#)

**Class 11      Apr 3      Indigenous Sustainable Development**  
["Indigenous Sustainable Development", in \*Indigenous Cultures and Sustainable Development in Latin America\*. P. 237-251.](#)

["Life Projects: Development Our Way." In \*In the Way of Development: Indigenous Peoples, Life Projects, and Globalization\*. P. 47-52.](#)

**Apr 20      Final Exam Paper Due**

## 7. Required Texts

Many of the readings will be made available on the Canvas page for the course – in the “Files” section. The remainder will be available through the following open access online books:

MacNeill, T. (2020). *Indigenous Cultures and Sustainable Development in Latin America*. New York: Palgrave-MacMillan. Available free online:

<https://link.springer.com/book/10.1007%2F978-3-030-37023-7>

Kothari, A., Ariel Salleh, Arturo Escobar, Frederico Demaria, and Alberto Acosta. (2019). *Pluriverse: A Post-Development Dictionary*. New Delhi: Tulika Books. Available Free online:

<https://www.ehu.eus/documents/6902252/12061123/Ashish+Kothari+et+al-Pluriverse+A+Post-Development+Dictionary-2019.pdf/c9f05ea0-d2e7-8874-d91c-09d11a4578a2>

Blazer, M., Harvey A. Feit, and Glenn McRea. *In the Way of Development: Indigenous Peoples, Life Projects, and Globalization*. London: Zed Books. Available Free online:

<https://www.idrc.ca/en/book/way-development-indigenous-peoples-life-projects-and-globalization>

## 8. Evaluation Method

**Weekly Discussion Assignments (10%)**

Students will be asked to answer a discussion question on a Canvas discussion page. Three sentence answers will be required. Each student is also required to reply to the post of another student. Three sentences is required for the reply as well (six sentences total)

**Mid-term take-home test (30%)**

This test will be focused not only on synthesis of course information, but on attempts toward empathy for and understanding of the indigenous positions being discussed.

**Case-Study Proposal 20%**

Students will propose an Indigenous community, group, and/or issue that they will be using to analyze in their final exam. In this document, they will briefly describe the issues related to the group in one paragraph, create a tentative thesis statement, and an annotated, bibliography for 5 academic sources they will be using for their analysis.

**Final take-home test (40%)**

This test will be focused not only on synthesis of course information, but on attempts toward empathy for and understanding of the indigenous positions being discussed.

**Faculty of Social Science & Humanities SSCI 4098U: PRACTICUM**  
Course Outline for Fall 2023

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

Term	Course Type	Day	Time
Fall	In Person	Wednesday	5:10 pm to 8:00 pm

Location	CRN #	Classes Start	Classes End	Final Exam Period
CHA 216	40477	Sept. 5, 2023	Dec. 4, 2023	--

\* Visit <https://ontariotechu.ca/current-students/academics/important-dates-and-deadlines.php> for other dates

Classes do not run every week. There is a total of 5 classes (also known as 'workshops'). See pages 3 and 4 below

**2. Instructor Contact Information**

Instructor Name	Office	Phone	Email
Dan Walters	CHA 310	905 721 8668 x2981	<a href="mailto:Dan.walters@ontariotechu.ca">Dan.walters@ontariotechu.ca</a>
<b>Office Hours:</b> Please email to make an appointment			

**3. Course Description**

A limited number of fourth-year students are granted an opportunity to participate in a learning experience with a partner-organization. The practicum is an experiential learning tool that provides students with opportunities to acquire workplace skills and knowledge, confront the relationship between theory and practice, and cultivate a sense of personal and professional development. The Practicum course consists of 100 hours of fieldwork, several in-class workshops, and a set of academic assignments.

**4. Learning Outcomes**

On the successful completion of the course, students will have demonstrated:

- An understanding of the ways in which theoretical concepts may be applied in practice;
- The knowledge and skills necessary for success in program-related fields;
- The ability to connect and transfer newfound practicum skills with prospective employment opportunities;
- An ability to prepare and perform a one-minute 'interview pitch' highlighting the transferable skills learned in the Practicum;
- Familiarity of the various resources and services used by the organization;

- Critical understanding of the relationships between individual, organization, and society
- Familiarity with the organization's structure, operations, policies, and practices;
- The ability to form mutual, respectful relationships with people to work collaboratively and professionally;
- The capacity to identify potential challenges and develop appropriate solution-based models for improvement;
- A well-rounded education, enriched by practical application of classroom learning;
- Opportunities to gain relevant employment skills and realistic expectations of the workforce;
- Documented practical experience and workplace skills for a resumé;
- Job search skills and a network of contacts upon graduation;
- Opportunities to gain a broader understanding of career options;
- Development of personal, professional and academic goals;
- Experience with self-directed learning

## 5. Course Design

As a condition to receiving credit for this course, students are responsible for achieving 100 documented hours of work with a partner-organization by the end of the semester. A total of 5 workshops will be held throughout the semester; active participation is strongly encouraged.

The overall grade in this course consists of two (2) evaluations from the Practicum partner-organization and a series of academic assignments.

### **ADDITIONAL PRACTICUM-STUDENT RESPONSIBILITIES:**

- Follow the conditions and governing rules that apply to employees in the partner-organization;
- Exercise ethical workplace conduct;
  - Please review point 6 of Ontario Tech's [Academic Integrity Policy](#)
- Work on enhancing academic, professional, and personal goals;
- Maintain employer / learning environment confidentiality;
- Seek and receive feedback and suggestions for improvement in a positive manner;
- Resolve issues that may arise in a prompt, professional manner;
- Advise the field supervisor and Experiential Learning Office of any issues or concerns you or the partner-organization may have as soon as they arise;
- Keep in contact with Experiential Learning Office and check ontariotechu.net email frequently. As a best practice, aim to respond to emails from the Experiential Learning Office and partner-organization within 24-hours

## 6. Outline of Topics in the Course

The Practicum course includes 5 real-time workshops that occur throughout the semester. The purpose of the workshops is twofold: 1) To help students navigate and optimize their 100-hour field experience and, 2) To help students reflect on their academic, professional, and personal goals so they may have a purposeful strategy heading into graduation.

<b>WORKSHOP ONE</b>	Course Overview, Values and Goal Setting
<b>WORKSHOP TWO</b>	Labour Market Strategies
<b>WORKSHOP THREE</b>	Resume & Cover Letter Tips, Interview Techniques
<b>WORKSHOP FOUR</b>	Preparing for the Interview Pitch
<b>WORKSHOP FIVE</b>	Preparing for the Major Assignment (Virtual Poster)

## 7. Evaluation Method

<u>WEIGHT</u>	<u>ASSIGNMENT</u>
5	MIDTERM SELF-EVALUATION
5	FINAL SELF-EVALUATION
10	REFLECTIVE JOURNAL ONE
10	REFLECTIVE JOURNAL TWO
15	MIDTERM EVALUATION FROM ORGANIZATION
15	FINAL EVALUATION FROM ORGANIZATION
15	INTERVIEW PITCH
25	MAJOR ASSIGNMENT (VIRTUAL POSTER)

**Please check CANVAS for assignment instructions, rubrics, and submission methods**

*Final course grades may be adjusted to conform to program or Faculty grade distribution profiles.*

<https://calendar.ontariotechu.ca/content.php?catoid=55&navoid=2422#grading-and-academic-standings>

## 8. Schedule of Workshops and Assignments

<b>DATE</b>	<b>% of GRADE</b>	<b>WORKSHOP / ASSIGNMENT</b>	<b>NOTES</b>
<b>Sept. 6</b>	0%	<b>WORKSHOP 1</b> Course Overview, Values, Goal Setting	
<b>Sept. 20</b>	0%	<b>WORKSHOP 2</b> Labour Market Strategies	
<b>Oct. 4</b>	0%	<b>WORKSHOP 3</b> Resume & Cover Letter Tips, Interview Techniques	
<b>Oct. 6</b> Due 12 p.m.	10%	<b>REFLECTIVE JOURNAL 1</b>	Submit through assignments tab in CANVAS
<b>Oct. 10</b>	15%	<b>MIDTERM EVALUATION from SUPERVISOR</b>	The Experiential Learning Office will ask your supervisor to provide a midterm evaluation of your performance. There is no action required on your part
<b>Oct. 17</b> Due 12 p.m.	5%	<b>MIDTERM SELF-EVALUATION</b>	Submit through assignments tab in CANVAS



<b>Nov. 1</b>	0%	<b>WORKSHOP 4</b> Preparing for the Interview Pitch	
<b>Nov. 17</b> Due 12 p.m.	15%	<b>INTERVIEW PITCH</b>	Submit through assignments tab in CANVAS (one-minute video)
<b>Nov. 22</b>	0%	<b>WORKSHOP 5</b> Preparing for the Major Assignment (Virtual Poster)	
<b>Nov. 28</b> Due 12 p.m.	10%	<b>REFLECTIVE JOURNAL 2</b>	Submit through assignments tab in CANVAS
<b>Nov. 30</b>	15%	<b>FINAL EVALUATION from SUPERVISOR</b>	The Experiential Learning Office will ask your supervisor to provide a final evaluation of your performance. There is no action required on your part
<b>Dec. 1</b> Due 12 p.m.	25%	<b>MAJOR ASSIGNMENT</b> Virtual Poster	Check the assignments tab in CANVAS for details
<b>Dec. 4</b> Due 12 p.m.	5%	<b>FINAL SELF-EVALUATION</b>	Submit through assignments tab in CANVAS

- Missed coursework **worth 25 per cent or less** of your final grade → contact your course instructor directly, no later than 48-hours from the deadline. Do not wait for a response to submit your work – do so as soon as possible.
- Where appropriate, negotiated extensions, will be determined by the instructor, and late penalties up to 10% per day may apply. If you are ill and already seeking medical attention you may submit medical documentation; however, medical documentation is not a requirement at this time. If 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.

## **ADDITIONAL NOTES:**

The Code of Conduct and Safety Orientation Checklist must be signed by the field supervisor and student and submitted by **September 26<sup>th</sup>** to the “FSSH – Experiential Learning Office” Pre-Practicum CANVAS.

Insurance is not provided beyond the 100<sup>th</sup> hour of fieldwork. If you wish to volunteer at your organization *beyond* 100 hours, you must do the following: 1) Receive permission from your field supervisor (in advance of the 100 hour mark), 2) Have your supervisor email [ssh.elo@ontariotechu.ca](mailto:ssh.elo@ontariotechu.ca) to indicate that the organization will be taking you on as a volunteer beyond the 100<sup>th</sup> hour.

Your supervisor expects you to work during **reading week**. If you elect to take reading week as a time-off from your practicum, you must make arrangements with your supervisor (in advance).

## **9. Technology Requirements and Learning Management System Information**

Ontario Tech uses *Canvas*<sup>™</sup> as its learning management system (LMS). Access to the LMS is limited to students formally registered in courses. That access is for the duration of the semester **and for an additional 120 days once the semester is over**. Students are strongly encouraged to download any/all relevant course material during that access period. Any requests for access post this period must be made in writing to the instructor/faculty member responsible for the course.

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.**

## **10. 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.

## **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 considered offensive and/or disturbing. 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@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.

## 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@ontariotechu.ca](mailto:studentlife@ontariotechu.ca)
- Learn more about your options at: <https://studentlife.ontariotechu.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 Suitability

*Professional Suitability* policy can be found at <https://usgc.ontariotechu.ca/policy/policy-library/policies/academic/academic-conduct-and-professional-suitability-policy.php> and the related procedures are hosted at <https://usgc.ontariotechu.ca/policy/policy-library/policies/academic-misconduct-and-professional-unsuitability.php>

## 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 <https://usgc.ontariotechu.ca/policy/policy-library/policies/academic/academic-integrity-policy.php>

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>

## 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.

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@ontariotechu.ca](mailto:accessandprivacy@ontariotechu.ca)

## **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:

- Respondus Monitor and Proctortrack to maintain academic integrity for examinations;
- Google Meet 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. Human Rights and Respect**

Ontario Tech University is committed to providing a campus environment in which all University Members are treated with dignity and to fostering a climate of understanding and mutual respect. The University will not tolerate, ignore or condone Discrimination or Harassment by or against anyone. Examples of Harassing behavior include, but are not limited to; bullying, taunting or mocking someone's race or creed, ridiculing an individual's disability, or targeting individuals with unwanted sexual or negative stereotypical comments about one's sex, gender, sexual orientation, gender identity and/or gender expression. Pursuant to Ontario Tech's Respectful Campus Policy, students are reminded of their role in ensuring a campus environment that is equitable and inclusive. Requirements to refrain from harassment and discrimination apply broadly to the classroom, including in lectures, labs and practicums, as well as through the use of sanctioned and unsanctioned technological tools that facilitate remote learning, e.g. class and other chat functions, video conferencing, electronic mail and texts, and social media content amongst or about University students, faculty and staff.

## **21. 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.

## **22. Copyright Notice**

All teaching materials provided by the instructor throughout the course, including, but not limited to, in whole or in part, recorded lectures, slides, videos, diagrams, case studies, assignments, quizzes, and examinations are subject to the Copyright Act, R.S.C., 1985, c. C-42. Teaching materials are owned by the faculty member, instructor or other third party who creates such works. The copyright owner(s) reserves all intellectual property rights in and to the teaching materials, including the sole right to copy, reproduce, distribute, and modify the teaching materials. Consistent with the university's Intellectual Property Policy, teaching materials are intended only for the educational use of Ontario Tech University students registered in the course that is the subject of this course outline. Any distribution or publishing of this material (e.g. uploading material to a third-party website) is strictly prohibited under the law unless the student has obtained the copyright owner's prior written consent. Any violation of copyright law or the Intellectual Property Policy, if proven, may be subject to sanction as academic misconduct, and/or under the Student Conduct Policy.

## **23. 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.

## **24. 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 Sciences and Humanities SSCI4010U: Policy

Development W, 2022

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

Term	Course Type	Day	Time
F	Online	NA	

Location	CRN #	Classes Start	Classes End	Final Exam Period
Cosmos		17/01/2022	14/04/2022	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	Hours	Email
Amir Mostaghim	N/A	Tuesdays: 12:00-17:00	amir.mostaghim@uoit.ca

Laboratory/Teaching Assistant	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.

#### 4. Time Requirement for This Class

Universities around the world recommend spend 3 hours studying per one hour of lecture each week. That means to be successful you must spend 12 hours per class, per week (see [here](#) for example). Since there are 13 weeks in a semester that adds up to 156 hours per class, per term. I believe this is excessive given the financial and family obligations that many of you have to contend with.

I have tried to keep the time requirement for this class to the minimum. I have tried to keep the first 5 lectures short and the readings to the most essentials. It should not take you more than an hour to listen to each lecture, 2 hours to do the readings, and one hour to participate in the discussion. That is about 4 hours a week for the first 5 weeks. This is equivalent to coming to class for 3 hours each week. You notice that debates start after reading week on October 21<sup>st</sup>.

There are two sets of debates each week. Students are required to watch both set (that will take about 3 hours) and participate in the discussions (about 2 hours a week). This adds up to 5 hours a week, for the latter 5 weeks of classes. This total to about 45 hours over the term. I am confident that if you put 20 hours in your presentation and assignment, you will receive a very high grade in this class. This adds up to about 65 hours over the term. Since there are 13 weeks in the class, this adds up to about 5 hours a week on average that you need to spend on this class, including watching lectures. I think this is easily doable.

#### 5. Office Hours

I will be available through online conferencing throughout the week. Please book an appointment with me through the online calendar. If you don't know how to do that, please check on this [link](#), it provides step by step instructions.

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

Topic	Date	Pro	Con
Lecture 1: Introduction to the course	N/A		N/A
Lecture 2: Policy Making in Liberal Democracies	18/01	N/A	N/A
Lecture 3: Marxist Conceptualization of Power	25/01	N/A	N/A
Lecture 4: Foucauldian Conceptualization of Power	01/02	N/A	N/A
Lecture 5: Humanistic Approach to Policy Making	08/02	N/A	N/A
Let it be resolved that all illicit drugs should be legalized.	15/02	Group 1	Group 2
Let it be resolved that Prostitution and all its associated activities should be legalized.	01/03	Group 3	Group 4



Let it be resolved that sexual offender registration laws shall no longer exist in Canada.	08/03	Group 5	Group 6
Let it be resolved that those unvaccinated shall be forced to pay a penalty.	15/03	Group 7	Group 8
Let it be resolved that aboriginal people should have the right to govern and punish their own community.	22/03	Group 9	Group 10
Let it be resolved that individuals with a criminal record shall not longer be able to vote.	29/03	Group 11	Group 12
Let it be resolved that the death penalty shall be reinstated in Canada,	05/04	Group 13	Group 14
Papers due	11/04		

## 7. EvaluationMethod

- **Paper:** 30%
- **Presentation:** 20%
- **Weekly Discussion:** 30%
- **Meeting with Prof. Mostaghim:** 20%

*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>

## 8. AssignmentDetails

### I. DebatePresentation:

#### **Purpose:**

Many policies in criminal justice system are controversial. Researchers, administrators, and the public often take opposing views and cite sound reasons for their positions. It is important that educated professionals be able to critique these arguments to be able to develop appropriate and effective policy. It is also important to know both sides of an issue and be able to counter arguments against your

informed position. Therefore, teams of 5 or 6 students each will be assigned a topic. There will be two teams for each topic with one team assigned the “pro” position and the other team the “con” position. Each team will have 30 minutes to orally present its argument to the class. I suggest spending 10 minutes on presenting an introduction to your topic, about 15 minutes on presenting the material, and about 5 minutes on conclusion. Each team will be expected to buttress its presentation with research findings.

**How to pick a group:**

You have until September 16th to pick a group. The group topics and dates of presentation are listed above. You simply need to sign up for the group through CANVAS page. Please note that although the program allows you to switch groups, I am going to ask you to not switch groups once you have picked a group.

**Grading Scheme for the Presentation**

0-15	<b>Unsatisfactory:</b> Student has not met the requirements for the assignment, or the assignment is so poorly written that the material discussed is incomprehensible.
16-18	<b>Inadequate.</b> Little evidence of even a superficial understanding of subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature; failure to engage others in conversation or at least attempt to engage others; and an inability to communicate.
19-21	<b>Marginal.</b> Some evidence that critical and analytic skills have been developed; rudimentary knowledge of the subject matter; and significant weakness in the ability to communicate or to engage others.
22-24	<b>Adequate.</b> The presentation has fulfilled the requirements, but in minimal ways. There is some use of theory, but the use is superficial and does not apply to all aspects of the presentation. Students have demonstrated an acceptable understanding of the subject matter although they have failed to truly develop an academic argument that goes beyond the usual suspects.
25-27	<b>Good.</b> Fulfilled requirements in a substantive manner. It was creative and original. Communication skills met the standards expected of university students. It looked well-rehearsed and organized. Although the use of theory was apparent throughout the presentation, its application was not fully substantive.
28-30	<b>Excellent.</b> This presentation met all the requirements and at times exceeded those expectations. Use of theory was fluid, apparent, and substantive. The presentation was skillful and creative. This could have easily been a presentation at an academic conference geared towards upper year undergraduate or lower year graduate students.

## II. Paper:

### **Purpose of the Assignment:**

This paper is meant to outline your debate and provide a written summary of the material you are going to present. You are required to use the theoretical discussion we have had in the lectures to make your argument in addition to peer reviewed articles.

In your paper you should:

- (1) Provide an introduction that is informative, and summarizes all the material that are to come (about 2 page)
- (2) Using theory, provide a critical overview of the history of the problem including initial introduction of the policy, its evolution over time, and the socio-historical factors that gave rise to its introduction and evolution. (about 5 pages)
- (3) Continuing to apply theory, present both sides of the debate in a coherent and organized manner using peer reviewed articles to support your position (about 5 pages)
- (4) Tell me which side of the debate you have landed on and why? Here, you are freer to make an argument that is based your overall conclusions and frame of reference. Feel welcome to use this opportunity to make policy recommendations. (about 5 pages)
- (5) Provide a conclusion that ties your paper together (about 2 pages)

### **How to make an argument:**

Remember, although criminology is not a hard science, it is part of social sciences, thus its practice requires rigorous discipline and knowledge of the scientific method. In other words, your arguments must be logical, supported by evidence, and methodically presented. In order to do that, you must put any personal opinion aside, and only present arguments that are supported by logic and evidence, even if they contradict your previously held belief. At the end of the day, your opinion is as valid and important as the evidence that you have in its support. Furthermore, all of your arguments and evidence must be grounded in your theoretical framework. This all might sound difficult and abstract, but once you read a few good papers you will get a hang of what it is that you are expected to do.

Beyond everything else, we are interested to see if you can make a good logical argument that represents a particular point of view. Remember you **MUST** take sides. A good way of making sure that all of your points relate and fallow one another is to ask yourself one question after making a statement or presenting a supportive data: **“so what?”** You can list pages of facts but if you don’t frame them within a theoretical framework, they become useless. As an old professor of mine used to say “social science without theory is stamp collecting.”

### **Some more details and instructions:**

- **Length of the paper:** the paper is required to be 20 pages in length maximum, excluding the bibliography. This is a very short paper; thus, it is a

difficult paper to write. As Mark Twain wrote to his friend “I didn't have time to write a short letter, so I wrote a long one instead.” So be organized, precise and to the point. Each word is important and must be chosen with outmost care.

- The font must be Times New Roman, Size 12 and the paper must be double spaced with a title page that includes name of all those in your group, student number and title of your paper.
- **Number of sources necessary:** You must use as many sources as are necessary to make your argument. Usually about a 15-20 sources are a reasonable amount, although this number can be cut in half or doubled depending on the topic of your paper or the depth of your argument. Remember, quantity is no substitute for quality, so lots of sources does not necessarily mean a good paper.
- **People in the Group:**
- You are required to write the paper and do the presentation as a group. However, not everyone has to contribute to every aspect. You are welcome to divide the work as you please. However, everyone in the group receives the same grade unless there are significant objections.
- I suggest starting the project ASAP. Have weekly check-ins with your group, and ensure that your group is functioning properly. If there are any problems, or any issues that could potentially be a problem in the course, then contact me immediately so that I can rectify the problem. To that end, I suggest keeping a list of your groupmate's phone numbers just in case you need to get a hold of them.

**What should my paper look like?** I get this question often and I am not sure what it means. Over the years, I have found that the best answer is to redirect you to the papers that you read, imagine that you are writing a paper that you wish to see published in one of those journals.

**Who can help me?** Having been in the post-secondary education for close to two decades as a student, a TA and a professor, I have found that the surest way to failure is not asking for help when you need it. So please, seek help as soon as you think it necessary. Depending on what you need help with, there are many great resources on this campus:

a) *Help with course content or content of the external readings:*

If you need help understanding a particular concept or grasping a theoretical background, then I can be of help. Come to my office hours and I am happy to help out. This is also true if you are unsure of the requirements for the assignment.

b) *Help with Research:*

If you need help with your research, library support staffs are a wonderful resource. Remember that although they are very knowledgeable about wide variety of topics and very experienced, they cannot help you pick a theory or pick a topic, but they can help you narrow your search down or teach you different search strategies that would make your life easier. If you are stuck and cannot find what you are looking for, just ask and you will be amazed at how much they can help you.

c) *Help with writing:*

- a. *Need help getting started, organizing your paper, or generally structuring your argument*
  - i. Bounce some ideas off your classmates. You would be surprised how much just talking about something out loud helps in organizing your thoughts or coming up with ideas.
  - ii. Come see me, I am always glad to help.
  - iii. If you feel like you need a little more help than just a quick chat, then go see the amazing people at Writing Support Services. It is free of charge and an amazing help. I highly recommend using their support and knowledge.
- b. *Need help with editing and proof readings*

Everyone's university career is full of papers and assignments, so don't be shy to ask a friend, classmate, or roommate to proof read your work, you can return the favour later. Form study groups where a small number of you pass your papers around to each other to proof read and comment on, this is the process of peer review that is the bench mark of all academic work.

**How, when and where to hand your paper in:**

- *Due date and time:* All papers are due on December 6th
- *Location:* Papers are to be handed in electronically via Canvas.
- *Format:* All papers must be submitted in Microsoft Word format.
- I know this goes without saying but plagiarism in no shape or form will be tolerated. If you need help, or extra time, or are unsure of rule of plagiarism then you need to come and see me ASAP. I am very understanding and easy going and always happy to grant a short extension, but I have very low tolerance for plagiarism.
- Late penalty: Inexcusable lateness has a penalty of 15% per day.

**Grading Scheme for the Paper:**

0-15	<b>Unsatisfactory:</b> Student has not met the requirements for the assignment, or the assignment is so poorly written that the material discussed is incomprehensible.
16-18	<b>Inadequate.</b> Little evidence of even a superficial understanding of subject matter; weakness in critical and analytic skills; limited or irrelevant use of

	literature; failure to engage others in conversation or at least attempt to engage others; and an inability to communicate.
19-21	<b>Marginal.</b> Thesis is unclear, and it takes work for the reader to fish it out of the text. Or, thesis is self-evident and not debatable. Argument is rambling, and there are contradictions left unaddressed. Counter arguments may be presented, but are left unaddressed. Argument is expository rather than analytical. Concepts are described, but dealt with separately and not explicitly related to each other. Organization is unclear or without necessary component parts. Significant grammar or spelling errors (but not both). Ideas and evidence are correctly cited. Several points of the argument are left without evidence. Evidence is insufficient. Course readings are used. Concepts are left undefined, or poorly defined. Little broader framework is used.
22-24	<b>Adequate.</b> Thesis is debatable and is evident in the argument, but is not clearly stated. Argument is presented clearly and logically, but points do not necessarily build on each other. Counter arguments are addressed, but many are left hanging or are dealt with inadequately. Argument is strong and interesting, but plays it safe and does not push boundaries. Concepts are put in conversation with each other. Clear organization, with introduction, transitions and conclusion, but writing is not always fluid. There are several grammar or spelling errors. Ideas and evidence are correctly cited. Each logical point is backed up by at least one example. Evidence advances the argument, but it may not be sufficient. Potential counter- arguments are accounted for, but may not be sufficiently addressed with evidence. Concepts are defined, but the author does not demonstrate a solid understanding of the major themes of the course relevant to the argument.
25-27	<b>Good.</b> Thesis is debatable and is evident in the argument, and it is stated in a reasonable manner. Argument is presented clearly and logically. Although points build up on each other, their connection through theory is not full drawn out. Counter arguments are addressed either superficially or straw man arguments have been used.. Argument is strong and interesting, but plays it safe and does not push boundaries. Concepts are put in conversation with each other. Clear organization, with introduction, transitions and conclusion. Although writing is fluid, it lacks the professional tone and syntax. There are several grammar or spelling errors. Ideas and evidence are correctly cited. Each logical point is backed up by one or more examples. Evidence advances the argument, but there is a lack of qualitative evidence. Potential counter- arguments are accounted for, but may not be sufficiently addressed with evidence. Concepts are defined, and the paper shows an understanding of the major themes of the course relevant to the argument but fails to build on it in the conclusion.
28-30	<b>Excellent.</b> Thesis is debatable and clearly presented in the opening and concluding sections of the paper. Argument is presented clearly and logically. Logical points build directly upon the thesis and prior points. Counter-arguments are addressed, dismantled, and folded into the main argument. Argument is original and creative. Goes substantially beyond points raised in lecture and readings. Concepts are related to each other in interesting and creative ways.

	<p>Clear organization with a natural flow. Includes an introduction, transition sentences to connect major ideas, and conclusion. There are few or no grammar or spelling errors. Minimal passive voice. Ideas and evidence are correctly cited. Each logical point is backed up by one or more examples. Evidence is strong and sufficient to advance the argument. Potential counter-arguments are accounted for and addressed with evidence.</p> <p>Demonstrates solid understanding of the major themes of the course, using readings and lectures to define concepts. Argument is placed within the broad discussions outlined in the course.</p>
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- **Discussion:**

Students are expected to participate in weekly discussions. The first half of the class there will be one discussion group per module, and students are expected to discuss material from the lecture, readings, and documentaries posted. The topic each week's discussion will be posted at the top of the discussion. Try to be informative, engage others in conversation, and respond to those who have engaged you. Please note that grades are given for discussion, and not just posting comments without engaging others. Each week's discussion will add up to about 3% of your final grade and will be assigned as follow:

0-1.0	<b>Inadequate.</b> Little evidence of even a superficial understanding of subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature; failure to engage others in conversation or at least attempt to engage others; and an inability to communicate.
1.1-1.5	<b>Marginal.</b> Some evidence that critical and analytic skills have been developed; rudimentary knowledge of the subject matter; and significant weakness in the ability to communicate or to engage others.
1.6-2.0	<b>Adequate.</b> Student is profiting from his or her university experience; an acceptable understanding of the subject matter; ability to develop solutions to simple problems in the material; some ability to organize and analyze ideas; and an ability to communicate adequately. Students is able to engage others and has shown a desire to interact.
2.1-2.5	<b>Good.</b> 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; and an ability to communicate clearly and fluently. Student has had meaningful engagements with others, has attempted to further the discussion, and has shown an ability to discuss in persuasive and collegial manner.
2.6-3.0	<b>Excellent.</b> 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; and an outstanding ability to communicate. The contribution to the discussion has been invaluable.

- **Meeting with Prof. Mostaghim:** Students are required to meet with me minimum one week before their presentation. I prefer to meet everyone in a group, but as long as representative(s) from a group is present I am happy to talk to any combination of people. This is a group mark. The grading scheme is as follow:

0	No show
1-2	Group showed up completely unprepared
2-3	Group seemed to have met at least once but no real progress has been made
3-4	Some rudimentary progress has been made but it is still unclear if any effort has been put into research
4-5	Students have devoted time to research and have attended the meeting prepared to discuss the basic building blocks of their presentation. They have met before a few times and seem organized in their approach.

## 9. Late Policy:

Students are advised to utilize the flexibility built into their course and work within the outlined deadlines and parameters. If due to exceptional circumstances you are unable to complete your course work, or assessment (midterm, quiz, etc) by the posted deadline contact your professor 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 up to 15% per day may apply. 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.

A side note on late policy: Those who have had me before know that no reasonable request for accommodation will be denied. So long as you can convince me that there is a plan in place for finishing the paper at a reasonable date, I can be persuaded to give extensions. HOWEVER, I ask you to seek extensions ASAP. I am not inclined to provide an extension without talking to you either online or over the phone first. However, if the situation does not allow it, we can do it over email as well.

## 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.

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**

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)

### **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**

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 services 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 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 [Insert Faculty name]

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)

## **17. 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.

**Leadership and Administration SSCI 4020U - 001  
(11 Pages)**

**Winter 2023**

**Instructor: Robert P Halpin, M.A.**

**Contact Information: Rob.Halpin@ontariotechu.ca (best contact)**

**Office Hours: On-line by appointment only**

**Lectures and assignments are posted to Canvas on Fridays**

**Location: On-line, all deadlines are EST.**

**Email availability: The quickest and most effective way to communicate with the Instructor is via their ontariotechu.ca email address.**

**Course Description and Objectives:**

This course introduces students to the nature and structure of organizations and the behavior of individuals and groups within organizations. Emphasis will be placed on the development of the leadership skills generally required within organizations. The knowledge acquired and skills developed are applicable in a wide range of settings, in both the private and public sector. Learners will explore the changing dynamic of organizations, and how strong, active and visible leaders drive success.

There are **three** primary course objectives.

These are:

- To develop a solid understanding of key leadership theories and practices;
- To enhance the student's ability to recognize the importance of leadership in driving organizational excellence; and
- To create stretch learning situations where students apply the theories and practices they have learned.

University courses on leadership generally survey major leadership findings such as:

Traits, Motives and Characteristics of Leaders; Charismatic or Transformational Leadership; Creating a Vision "the Future Goals of the Organization"; Leadership Behaviors, Attitudes and Styles; The Role of Ethics in Leadership; Power, Politics and Leadership; Emotional Intelligence; Teamwork Development; Motivation and Coaching Skills; Leading through Conflict; Leadership Development. Leadership Theories: The Situational approach; The Contingency approach; Goal theory.

This course is no different in this way, yet completely different in many other ways.

**Required Text:**

Nahavandi, A. (2015) *The Art and Science of Leadership, 7<sup>th</sup> Edition*, Upper Saddle River, NJ: Pearson

Purchase the e-book with the link below:

[www.vitalsource.com](http://www.vitalsource.com)

**Additional Suggested Texts** (not required):

Gladwell, M. (2008). *Outliers: The story of success*. New York, NY: Little, Brown, and Co.

Hutton, R.A. (2010). *Good Boss, Bad Boss How to Be the Best ... And Learn from the Worst*. New York, NY: Business Plus

Roberts, W. (1987). *Leadership Secrets of Attila the Hun*. New York, NY: Warner Books, Inc.

**Course requirements:**

- **Conduct:** Treat one another with respect. This includes lecture hours, online and in discussion groups. It is especially important during discussion posts, where each member of the class is expected respect various opinions.
- **Interactive Lectures:** Lecture links are posted on the course Canvas site on Fridays.
- **Attendance:** Your attendance will be a key to success in this class. Virtually mandatory.
- **Readings:** It is expected that you will have read all the assigned readings or chapters for each week before coming to class.
- **Exams:** There are no exams in this course.

**Marking/Grading:**

You can accumulate a total of 1000 points for this course. Marks follow the ONTARIO TECH UNIVERSITY formula (see below). Rubrics will be available on course Canvas page.

Graded assignments include:

<b>Marked materials</b>	<b>Brief Description</b>	<b>Points</b>
Individual Written Assignment Case Study (IWACS)	Individuals will complete a “Leadership and Administration” case study by completing a persuasive / argumentative essay.	500 points

Individual Discussion Post Thread (DPT)	5 (DPT) Canvas Posts x 100 points each Utilize Canvas effectively and often. Post on time, read, review, reply on your colleagues DPT's.	500 points
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## Evaluation:

The evaluation for this course will be based on various types of requirements designed to address the course objectives listed above, as follows:

- 50%: **Individual Written Assignment Case Study (IWACS)** - This will require each student to complete a persuasive / argumentative essay. Details will be released on Canvas, and explained in lecture Week 5, due Week 10.
- 50%: **Discussion Post Thread (DPT)** – Beginning in week 2, DPT's require students to work individually and complete five discussion posts to the topic / questions posed. (5 x 100 pts. each) \*

\* **NO extensions will be granted for these assignments.**

The grading scheme used in this class is as follows:

Grade	Percentage	Grade Points	Description
A+	90-100	4.3	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	4.0	
A-	80-84	3.7	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+	77-79	3.3	
B	73-76	3.0	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.
B-	70-72	2.7	
C+	67-69	2.3	Marginal. Some evidence that critical and analytic skills have been developed; rudimentary knowledge of the subject matter; significant weakness in the ability to communicate.
C	60-66	2.0	
D	50-59	1.0	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.
F	0-49	0.0	



## **Matters Relating To IWACS Assignment:**

All assignments will be submitted electronically through the Canvas assignment drop box. Assignments must be produced in a Microsoft WORD document. Please do not submit assignments using any other word processing programs such as Open Office or Word Perfect.

If I cannot open your documents, they are not considered submitted on time or in the correct format and your mark will reflect this. Follow these BASIC guidelines when submitting written work (Double check individual assignment requirements also):

1. I prefer Cambria or Times New Roman 12-point font.
2. Please use 1.5 or 2.0 spacing.
3. Do NOT use templates because they inhibit the electronic comments.
4. Please use standard margins of no more than one inch.
5. Pages must be numbered.
6. Please use proper scholarly form in APA style. Use 6<sup>th</sup> edition (2009).
7. If you use external sources for your work at any time, you must include a “Works Cited” page.
8. To ensure that you are graded on a complete assignment, put your name in the header of each page.
9. Documents that are corrupted in any way do NOT count as on-time submissions. Late penalties will apply.
10. Please make sure to save your documents and course materials on a flash drive, in your shared ONTARIO TECH UNIVERSITY drive, or other back up protocols.

All assignments must be original, produced by you, and prepared for this course alone. An assignment prepared for, or used in another course will be failed automatically.

### **Late Assignments:**

#### **Non-negotiated Late Assignment**

This is an assignment that has been handed in late, without a prior agreement between the student and the instructor to extend the time for submission of the assignment. Penalties are as follows:

One day late--assignment receives a 5% final mark reduction. Two days late-- assignment receives a 15 % final mark reduction. Three days late-- assignment receives a 25 % final mark reduction.

Assignments more than three days late will be accepted, and comments made by the instructor or teaching assistant, but will be assigned a mark of “zero”.

#### **Negotiated Late Assignment**

This is an assignment that has been handed in late with the permission of the instructor. The instructor and student, through discussion, have mutually agreed on the time/extension and penalty (if applicable) that the student will receive. For an assignment to be considered as “negotiated late,” the student must

request this at least 48 hours BEFORE the assignment is due.

## Extenuating Circumstances

The instructor 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.

I do not count an incomplete, or corrupted file as an “on time” submission. It is the student’s responsibility to submit complete, valid documents for marking. Incomplete or corrupted files will be marked as a zero. Plan ahead, save documents to a USB (flash) drive, and always submit well before the assignment is due.

## Missed Course Work:

If, due to incapacitating illness, you are unable to complete any portion of the term work, you must submit a completed [ONTARIO TECH UNIVERSITY Medical Statement](#) to the Academic Advising Office within 5 business days of the missed exam/deadline. Please note: All ONTARIO TECH UNIVERSITY 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 ontariotechu.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).

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

## 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 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 ONTARIO TECH UNIVERSITY’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 ONTARIO TECH UNIVERSITY'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 ONTARIO TECH UNIVERSITY 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). Academic dishonesty will not be tolerated and may result in severe penalties. Regarding academic dishonesty, whether cheating, plagiarism or some other form of dishonest conduct related to academic coursework, I draw your attention to the following points, as outlined in the Academic calendar. Read the following very carefully!

**Academic misconduct includes, but is not limited to:**

- Unreasonable infringement on the freedom of other members of the academic community (e.g., disrupting classes or examinations, harassing, intimidating, or threatening others).
- Violation of safety regulations.
- Cheating on assignments, case studies, reports, or other work used to evaluate student performance. Cheating includes copying from another student's work or allowing one's own work to be copied, submitting another person's work as one's own, fabrication of data, consultation with an unauthorized person during an examination, or use of unauthorized aids.
- Impersonating another student or allowing oneself to be impersonated for purposes of taking examinations, or carrying out laboratory or other assignments.
- Plagiarism, which 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.
- Obtaining by improper means examination papers, tests, or similar materials; use or distribution of such materials to others.
- Misrepresentation of facts, whether written or oral, which may have an effect on academic evaluation. This includes making fraudulent health claims, obtaining medical or other certificates under false pretenses, or altering certificates for the purposes of misrepresentation.
- Submission of work when a major portion has been previously submitted or is being submitted for another course, without the express permission of all instructors involved.

## **Professional Conduct:**

### **General Expectations**

- **Respect. You are expected to respect others opinions and ideas. To actively participate you must be able to understand others perspectives and articulate your own.**
- **I expect students to review and read all course materials.**

## **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.

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.

## **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 ONTARIO TECH UNIVERSITY Chief Privacy Officer at [accessandprivacy@ontariotechu.ca](mailto:accessandprivacy@ontariotechu.ca)

### **Students that require an Accommodation:**

If there is any student in this course, who, because of a disability, may have a need for special accommodations, please come and discuss this with me after you have contacted the Student Experience Centre Disability Services (also known as SEC). 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 should be made during the first week of the semester so arrangements can be made. I encourage you to register with the (SEC) for disability verification and for determination of reasonable academic accommodations.

**For any disability-related support, you may contact the Student Experience Centre (SEC) Disability Services located on the 2nd floor, 61 Charles Street. Accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. Office hours are 8:30-16:30, Mon-Fri. For more information on services provided, you can visit the website at <https://studentlife.ontariotechu.ca/services/accessibility/index.php>**

**Students may contact the SEC Disability Services by calling 905-721-8668 x 5634, or email [downtowndisability@ontariotechu.ca](mailto:downtowndisability@ontariotechu.ca).**

### **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 Canvas, Weekly News and signage around the campus.

## Class Schedule

<b>Week #</b>	<b>Date Lecture Posted</b>	<b>Prepare for Today's Class</b>	<b>Class Plan</b>	<b>Assignments &amp; Deadlines</b>
01	01/13	<b>Prepare for Class:</b> Read and review the syllabus.	Introduction to Course & Logistics	
02	01/20	<b>Read &amp; Prepare for Class:</b>  Nahavandi - Chapter 1 - Definitions and Significance of Leadership  Yukl, G. (1989). Managerial leadership: A review of theory and research. <i>Journal of Management</i> , 15(2), 251-289  Van Wart, M. (2013). Lessons from leadership theory and the contemporary challenges of leaders. <i>Public Administration Review</i> , 73(4), 553-565.	Lecture & Discussion  Topics: The Nature and Importance of Leadership  Strategic Leadership  Overview of DPT Assignment	<b>(DPT 1) Discussion Post Released due the following week by 17:00 ... and so on, and so on.</b>
03	01/27	<b>Read &amp; Prepare for Class:</b>  Nahavandi - Chapter 2 – The Global and Cultural Contexts  Den Hartog, D. N., House, R. J., Hanges, P. J., Ruiz-Quintanilla, S. A., & Dorfman, P. W. (1999). Culture specific and cross-culturally generalizable implicit leadership theories. <i>The Leadership Quarterly</i> , 10(2), 219-256.  Roberson, L., Kulik, Carol T. (2007). Stereotype Threat at Work. <i>Academy of Management Perspectives</i> , Vol. 21, No. 2 (May, 2007), pp. 24-40	Lecture & Discussion  Topics: National Culture, Gender and Diversity. International and Culturally Diverse Aspects of Leadership	<b>(DPT 1) Discussion Post Due on CANVAS by 17:00 TODAY</b>
04	02/03	<b>Read &amp; Prepare for Class:</b>  Nahavandi - Chapter 3 - Foundations of Modern Leadership  Eghdamy, H. (2013). Transformative leadership. <i>Interdisciplinary Journal of Contemporary Research in Business</i> , 4(9), 93-98.	Lecture & Discussion  Topics: Contingency and Situational Leadership	<b>(DPT 2) Discussion Post Released. Due the following week by 17:00</b>

<b>Week #</b>	<b>Date Lecture Posted</b>	<b>Prepare for Today's Class</b>	<b>Class Plan</b>	<b>Assignments &amp; Deadlines</b>
05	02/10	<p><b>Read &amp; Prepare for Class:</b> Nahavandi – Chapter 5 - Power</p> <p>Maccoby, M. (2000). Narcissistic leaders. Harvard Business Review, 78, 68-77.</p> <p>Hassan, S., Mahsud, R., Yukl, G., &amp; Prussia, G. E. (2013). Ethical and empowering leadership and leader effectiveness. Journal of Managerial Psychology, 28(2), 133-146.</p>	<p>Lecture &amp; Discussion</p> <p>Topics: Power, Politics, and Ethical Leadership</p> <p>Social Responsibility</p> <p>Overview of IWACS Assignment</p>	<p><b>Individual Written Assignment Case Study (IWACS) Released. Due 11/11 in CANVAS Drop Box by 17:00</b></p> <p><b>(DPT 2) Discussion Post Due on CANVAS by 17:00 TODAY</b></p>
06	02/17	<p><b>Read &amp; Prepare for Class</b> Nahavandi – Chapter 4 – Individual Difference and Traits</p> <p>Pennebaker, J.W. (2011). Your use of pronouns reveals your personality. Harvard Business Review, 89, 32-33</p> <p>(optional) Yukl, G., &amp; Tracey, J.B. (1992). Consequences of influence tactics used with subordinates, peers, and the boss. Journal of Applied Psychology, 77, 525-535.</p>	<p>Lecture &amp; Discussion</p> <p>Topics: Influence Tactics of Leaders -Traits, Motives, and Characteristics of Leaders</p>	
07	02/24	<b>Reading Week - No Lecture</b>		
08	03/03	<p><b>Read &amp; Prepare for Class:</b> Nahavandi – Chapter 6 – Current Era in Leadership</p> <p>Shamir, B., House, R.J, Arthur, M.B. (1993). The Motivational Effects of Charismatic Leadership: A Self-Concept Based Theory. <i>Organization Science</i> Vol. 4, No. 4 (Nov, 1993), pp. 577-594</p>	<p>Lecture &amp; Discussion</p> <p>Topics: Charismatic &amp; Transformational Leadership and; Leadership Behaviors, Attitudes and Styles</p>	<p><b>(DPT 3) Discussion Post Released due the following week by 17:00</b></p>
09	03/10	<p><b>Read &amp; Prepare for Class:</b> Nahavandi – Chapter 7 – Other Leadership Perspectives</p> <p>Roberson, L., &amp; Kulik, C.T. (2007). Stereotype threat at work. <i>Academy of Management Perspectives</i>, 21, 24-40.</p>	<p>Lecture &amp; Discussion</p> <p>Topics: - Creativity, Innovation, and Leadership</p> <p>Non-Profit Leadership</p>	<p><b>(DPT 3) Discussion Post on CANVAS by 17:00 TODAY</b></p>



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<b>Week #</b>	<b>Date Lecture Posted</b>	<b>Prepare for Today's Class</b>	<b>Class Plan</b>	<b>Assignments &amp; Deadlines</b>
10	03/17	<p><b>Read &amp; Prepare for Class:</b></p> <p>Nahavandi – Chapter 8 – Leading Teams</p> <p>Nohria, N., Groysberg, B., &amp; Lee, L.E. (2008). Employee motivation: A powerful new model. <i>Harvard Business Review</i>, 86, 78-84.</p> <p>Witherspoon, R. (2014). Double-Loop Coaching for Leadership Development <i>Journal of Applied Behavioral Science</i> 2014, Vol. 50(3) 261-283</p> <p>(optional) Tyler, T.R. (2002). Leadership and cooperation in groups. <i>American Behavioral Scientist</i>, 45, 769-782</p>	<p>Lecture &amp; Discussion</p> <p>Topics: Developing Teamwork &amp; Motivation and Coaching Skills</p>	<p><b>Individual Written Assignment Due in CANVAS Drop Box by 17:00 TODAY</b></p> <p><b>(DPT 4) Discussion Post Released due the following week by 17:00</b></p>
11	03/24	<p><b>Read &amp; Prepare for Class:</b></p> <p>Nahavandi – Chapter 9 – Leading Change</p> <p>Pascale, R., Millemann, M., &amp; Gioja, L. (1997). Changing the way we change. <i>Harvard Business Review</i>, 75(6), 126-139.</p>	<p>Lecture &amp; Discussion</p> <p>Topics: Communication and Conflict Resolution Skills</p> <p>Change Mgmt. 2.0</p>	<p><b>(DPT 4) Discussion Post on CANVAS by 17:00 TODAY</b></p>
12	03/31	<p><b>Read &amp; Prepare for Class:</b></p> <p>Nahavandi - Chapter 10 – Developing Leaders</p>	<p>Leadership Development and Succession</p>	<p><b>(DPT 5) Discussion Post Released due the following week by 17:00</b></p>
13	04/07	<b>Good Friday</b>		
13	04/10	<b>No Lecture today Overflow date, if required</b>	<p>Please complete and submit your final DPT</p>	<p><b>(DPT 5) Discussion Post on CANVAS by 17:00 TODAY</b></p>

**NOTE:** Changes in the above noted outline / schedule, may be introduced during the term. Such changes will be “Announced” on Canvas or Canvas e-mails to all students affected. Stay current!

## REVIEWERS' REPORT FOR NEW PROGRAMS

### Reviewers' Report on the Proposed Bachelor of Arts and Bachelor of Arts-Advanced Entry Program in Sociology at Ontario Tech University

#### REVIEWER 1

#### **Vic Satzewich**

Professor of Sociology and  
Past President, Canadian Sociological  
Association  
McMaster University  
1280 Main Street West  
Hamilton, Ontario  
L8S 4K4

#### REVIEWER 2

#### **Natalie Delia Deckard**

Associate Professor of Criminology  
University of Windsor  
401 Sunset Avenue  
Windsor, ON  
N9B 3P4

### 1. OUTLINE OF THE REVIEW

Please indicate whether this review was conducted by desk audit or site visit. For those reviews that included a site visit, please indicate who was interviewed:

Sarah Thrush, AVP, Strategic Planning and Analysis  
Dr. Peter Stoett, Dean, Faculty of Social Science and Humanities  
Dr. Alyson King, Associate Dean, Faculty of Social Science and Humanities  
Dr. Shahid Alvi, Professor, Faculty of Social Science and Humanities  
Darryl, Papke, Program and Curriculum Analyst, CIQE  
Michelle Patterson, Academic Planning Specialist  
Stephen Thickett, Director, Planning and Operations, Student Life  
Monica Jain, Director, Careers, Counselling and Accessibility  
Chelsie Lalonde, Social Science and Education Librarian  
Catie Sahadath, Associate University Librarian, Scholarly Resources  
Aaron Mitchell, Director, Planning and Operations  
Amy Anderson, Manager, Academic Advising  
Dan Walters, Practicum and Internship Coordinator  
*Sociology Faculty Meeting*  
Dr. Shahid Alvi  
Dr. Scott Aquanno  
Dr. Tyler Frederick  
Dr. Gary Genosko  
Dr. Jordan Harel  
Dr. Steven Hayle  
Dr. Zenia Kish  
Dr. Timothy MacNeill  
Dr. Tanner Mirrlees  
Dr. Vivian Stamatopolous

The external review of the new Sociology program proposal from Ontario Tech was conducted with a virtual site visit on June 3 and 4, 2024. Because of the virtual nature of the visit, external reviewers were unable to see physical facilities.

## 2. EVALUATION CRITERIA

**NOTE:** Reviewers are asked to provide feedback on each of the following Evaluation Criteria ([Quality Assurance Framework 2021, Section 2.1.2](#)).

### 2.1 Program Objectives

- Clarity of the program's objectives
- Appropriateness of degree nomenclature given the program's objectives
- Consistency of the program's objectives with the institution's mission and academic plans

The Faculty of Social Sciences and Humanities at Ontario Technical University is proposing to establish a new Bachelor of Arts Major in Sociology. The proposed major will be made up of two specializations: 1) Society, Values and Technology and 2) Applied Sociology. This four-year program will allow students to complete the major, or the major with a specialization. It also offers students the opportunity to complete a double major with a variety of cognate majors. In addition, the program is structured to allow students who have completed a two-year college diploma to complete the Sociology major with two additional years of study (Advanced Entry program).

There are two main objectives of the new Sociology Major: one is to help students use sociological theories, perspectives, concepts, and methodologies to help them understand, analyze and navigate the increasingly complex challenges in a rapidly evolving technological society; the other is to train students in the practical application of sociological theories and methods in order to help individuals, organizations and policy communities to effect positive social change. The skills that students will develop by completing the Major in Sociology are in demand among a diverse range of public and private sector employers and governmental and non-governmental agencies. We expect that the skills that graduates develop by completing the program will result in meaningful opportunities for both their employment and social impact.

The degree nomenclature is appropriate given the program objectives. The proposal clearly articulates the general focus of what sociology as a discipline involves and is about, and links that with a clear explanation of how training in the discipline will advance overall program objectives.

Ontario Technical university's Integrated Academic-Research Plan (2023-2028) indicates that its overall mission is to 'equip future leaders to solve complex problems' (pg. 3). Within that context, its plan is structured around four interrelated pillars/priorities: 1) tech with a conscience; 2) learning re-imagined; 3) creating a sticky campus; 4) and the development of meaningful partnerships with local and global communities.

The proposed new BA in Sociology Major is clearly aligned with the overall mission and plans of the university. Pedagogically speaking, the two proposed specializations clearly tap into and advance the 'tech with a conscience' and the 'partnerships' priorities of the university. Technology, as many experts and authorities already know, is not value neutral. As the world continues to look to technological solutions to major social problems, it is increasingly clear that social values and

ethical values are embedded in those technologies. Despite the interconnectedness of values, ethics and technology, the process of actually identifying how values and ethnics are embedded in, and ought to be embedded in certain technologies is still in its infancy. This is the major 'value proposition' of the proposed Sociology specialization in Society, Values, and Technology. It will help students understand technological issues through social inequality, social justice, privacy and harm lenses.

The Sociology Major's second specialization, 'Applied Sociology' is clearly intended to advance the institutional priorities of 'learning re-imagined' and 'partnerships'. An integral part of the Sociology Major is its focus on internships and practicums. We also note the broader Faculty of Social Sciences and Humanities is advancing a proposed co-op program, which will enhance the Sociology program's ability to continue to make and solidify partnerships with the broader Durham community. Many non-governmental organizations (NGOs) that rely on government funding, such as the immigrant settlement sector, are faced with the challenge of demonstrating that those monies are spent effectively and achieve intended and desired results. One of the gaps in many other Sociology programs in the province is, arguably, in the realm of skill development in policy and program analysis. As a result, good program evaluation skills are in high demand and the research skills that students develop in the program will help position OTU to be leader in this respect.

The proposed major also has the potential to enhance cross faculty and cross disciplinary collaborations and partnerships. The STEM based disciplines, which help to define the uniqueness of Ontario Technical University, will potentially benefit by Sociology faculty and student interests in the values and ethical dimensions of technological advancements and help bring faculty and students interested in these matters into greater and more meaningful conversation.

## **2.2 Program requirements**

- Appropriateness of the program's structure and the requirements to meet its objectives and program-level learning outcomes
- Appropriateness of the program's structure, requirements and program-level learning outcomes in meeting the undergraduate or graduate Degree Level Expectations
- Appropriateness of the proposed mode(s) of delivery to facilitate students' successful completion of the program-level learning outcomes
- Ways in which the curriculum addresses the current state of the discipline or area of study

The proposed BA Major in Sociology has identified several program-level learning outcomes. By the end of their studies, students are expected to be able to: explain sociological concepts and apply them to everyday issues; critically evaluate and analyze social and technological change; evaluate ethical and socially responsible practice; develop and apply skills for social analysis and intervention; apply sociological concepts to informed decision making; develop effective and interdisciplinary communication, collaboration, and advocacy skills. The program will achieve these learning objectives through a combination of required and elective courses; theory, methodology and substantive focused courses; and through the option of an internship or practicum. The program provides for a solid foundation in the discipline of Sociology by its required courses, which include a first-year survey of the field, two second year theory courses (classical and contemporary), and three second year methods courses (methods, data analysis and qualitative methods).

Beyond the second year, program requirements vary by specialization so that students who plan to pursue the Applied Sociology option are required to take three out of a suite of five courses that

deal specifically with how to apply Sociological theories, concepts, and methods to 'real world' situations and contexts. These include newly developed and approved courses in Applied Sociology, Community-based Participatory Action Research, Evaluation Research, Social innovation and Social Change and Sociology of Organizations. Students who plan to specialize in Society, Values and Technology are required to take three of five upper years courses that variously focus on Ethics in the Modern World, Social Life and Moral Order, Emerging Technologies and Society, Health Aging and Society and Privacy, Data and Surveillance. In the case of both specializations, students will also be required to take an additional two courses that touch specifically on their substantive interests (for example, AI, Ethics and Communication, Youth Justice Policy, and Policing in Diverse Societies, to name only a few). Students who plan to complete the BA in Sociology without a specialization are required to take an appropriate combination of theory, methods, and applied sociology courses at years three and four of the program. The suite of courses available for students to take will ensure that they receive an appropriate combination of depth and breadth within the discipline.

Additionally, students in the two specializations, and the broader major, can take several substantive Communications, Criminology Political Science Psychology, Sociology and other Social Science and Humanities courses as electives to round out their degree requirements. The latter will enable students to enhance the breadth of their understanding and analysis of the social world. Notably, strong students will also be given the option of a for-credit practicum or internship.

This is well thought through program structure that is consistent with many other good quality Sociology programs in the province of Ontario, but with its own unique, innovative strengths in Applied Sociology and Society, Values and Technology.

The Program has identified a number of degree level expectations, including depth and breadth of knowledge, awareness of the limits of knowledge, knowledge of methodologies, application of knowledge, autonomy and professional capacity and communication skills. The program structure and requirements noted above are well thought through and will help ensure that students graduate with the skills that they are expected to develop. The program is structured so that students can build on and develop skills as they progress through their degrees.

The proposed modes of program delivery are appropriate for the realization of program outcomes and degree level expectations. In addition to traditional modes of testing, the program will help develop student skills through a combination of written assignments, group projects and presentations, structured debates, reflective journals, research papers, and case study analyses. A review of existing course outlines of courses offered by faculty who will participate in the program shows that collectively, they already use a number of the above creative mechanisms to deliver program content and build student skills. The program will deliver its courses through a combination of in person, hybrid, and asynchronous teaching. The latter two modes of delivery are increasingly popular in the post-Covid environment and one of their advantages is that they expand opportunities for learning to students who are employed full or part time and to those with family responsibilities that make in-person attendance a challenge.

The proposed curriculum is consistent with other good quality Sociology programs in the province of Ontario and will provide students with an education is at the leading edge of the discipline. The focus on foundational introductory sociology, theory and methods courses is common to most programs in Ontario. But the unique, 'cutting edge' aspects of the program are to be found in its two specializations. The program explicitly wants students to not simply develop generic research and analysis skills; it expects students to apply these skills to real world contexts and situations through a combination of practicums, internships, applied sociology, program evaluation, and

policy analysis courses and exercises. Moreover, the explicit focus on society, technology and values is needed today in a context where the pace of technological change seems to be rapidly increasing. The need to critically reflect on and analyze the social implications and social determinates of technological change is badly needed, and this program has the potential to help put the discipline of Sociology at the forefront of conversations between the social sciences with more STEM based disciplines.

### **~~2.3 Program requirements for graduate programs only~~**

- ~~• Clear rationale for program length that ensures that students can complete the program level learning outcomes and requirements within the proposed time~~
- ~~• Evidence that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate level courses~~
- ~~• For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion~~

### **2.4 Assessment of teaching and learning**

- Appropriateness of the methods for assessing student achievement of the program-level learning outcomes and degree level expectations
- Appropriateness of the plans to monitor and assess:
  - i. The overall quality of the program
  - ii. Whether the program is achieving in practice its proposed objectives
  - iii. Whether its students are achieving the program-level learning outcomes
  - iv. How the resulting information will be documented and subsequently used to inform continuous program improvement

The proposed BA Major in Sociology has identified several methods of assessing students in their progress towards program-level learning outcomes and degree level expectations. By the end of their studies, students are expected to be able to: explain sociological concepts and apply them to everyday issues; critically evaluate and analyze social and technological change; evaluate ethical and socially responsible practice; develop and apply skills for social analysis and intervention; apply sociological concepts to informed decision making; develop effective and interdisciplinary communication, collaboration, and advocacy skills. The program will achieve these learning objectives through a combination of required and elective courses; theory, methodology and substantive focused courses; and through the option of an internship or practicum. In each course, course syllabi and new course application forms indicate that course learning outcomes are in line with program-level learning outcomes. Each course builds student competence in either theory, methods, or a substantive sociological area of learning. Assignments and evaluations are a mixture of written assignments, group projects, presentations, debates, reflective journals, critical essays, case studies, group projects/presentations, discussions and debates, and research papers or projects. This diversity of expectations is in line with current best practices both in the scholarship of teaching and learning and in sociological pedagogy.

In terms of degree level expectations, including depth and breadth of knowledge, awareness of the limits of knowledge, knowledge of methodologies, application of knowledge, autonomy and professional capacity and communication skills, assessments have been designed specifically to be consistent and have been intentionally mapped to courses and methods of assessment. Classes and assessment practices as outlined in the proposal will be closely monitored on an ongoing basis through the internal curriculum committee. The program structure and requirements noted above are well thought through and will help ensure that students graduate with the skills that students



are expected to develop. The program is structured so that students can build on and develop skills as they progress through their degrees.

The program proposal indicates that Sociology will be externally reviewed during cyclical reviews and assessed on an ongoing basis through indicators such as enrolment levels, student grades, retention, and yearly course evaluations. It also notes that classes and assessment practices as outlined in the proposal will be closely monitored on an ongoing basis through the internal curriculum committee. These plans are in compliance with institutional and departmental requirements in order to ensure that the student experience is taken into account.

## **2.5 Admission requirements**

- Appropriateness of the program's admission requirements given the program's objectives and program-level learning outcomes
- Sufficient explanation of alternative requirements, if applicable, for admission into a graduate, second-entry or undergraduate program, e.g., minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience

Admitted sociology students have the standard requirements for admission to any Bachelor of Arts program at Ontario Tech – the completion of an Ontario Secondary School Diploma (OSSD) with six 4U or 4M courses, including English (ENG4U). They are expected to have a minimum average of 70%. It is noted that admission is expected to be competitive and the specific average or standing required for admission will vary 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. English will provide students with the necessary communication and analytical skills needed for the first year of university studies. The Sociology program will require students to read, analyze and communicate their understanding of social and technological advances and challenges, especially with attention to the application of sociological ideas to the future sustainability of Canadian society and technological innovations.

These admissions standards are in line with sociology programs throughout Ontario. There is little diversity of admission criteria in terms of alternative admissions requirements. Beyond a consideration of the distribution of subjects taken, there is no opportunity for potential students to demonstrate competence beyond high school grade point average.

Advanced Entry from College programs represents a generative and efficient way to increase the pool of Sociology students. Proposed pathways from College are in line with other Sociology programs in Ontario universities.

## **2.6 Resources for all programs**

Given the program's planned /anticipated class sizes and cohorts as well as its program-level learning outcomes:

- Participation of a sufficient number and quality of core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment
- If applicable, discussion/explanation of the role and approximate percentage of adjunct and part-time faculty/limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience

- If required, provision of supervision of experiential learning opportunities
- Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, including implications for the impact on other existing programs at the university
- Evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access
- If necessary, additional institutional resource commitments to support the program in step with its ongoing implementation

The resources allocated to the new program are sufficient to adequately meet program and degree-level student learning outcomes.

### **Physical Space**

Charles Hall has sufficient space for the new course offerings and the administration of the new program. Because Ontario Tech's Faculty of Social Sciences and Humanities is non-departmentalized, there is no need for distinct department offices.

### **Faculty**

The 18 faculty who will deliver the program are, collectively, highly accomplished scholars who will be teaching in the program on load. This will be accomplished through the offering of a combination of existing Sociology classes that are already being taught towards the completion of other existing degrees, cross-listing new Sociology classes so they are applicable interdisciplinarily, and the parsimonious creation of courses applicable only to Sociology that will be taught by both core faculty members and sessionals. There is a budget to ensure that a small number of sessional instructors, when needed, will be engaged so that necessary courses will be offered to facilitate student completion of the major.

### **Teaching Assistants**

Resources have been allocated for appropriate Teaching Assistant support, though TAs will be from outside of the Sociology program.

### **Library**

Library resources to facilitate sociological research, archival work, data warehousing and the like are plentiful. Librarians are well-prepared to support Sociology's creation and growth, with expertise ranging from digital sociology to sociological methods. Physically, there is also sufficient library study space to ensure access for Sociology students.

### **Student Life**

The offices concerned with Student Life for students at Ontario Tech are well-positioned to serve incoming sociology students. Career Services, particularly, has thoroughly planned to support the professional trajectories of sociology majors. Demonstrated competence in Student Life support for existing students should transfer well to sociology majors.

### **Support Staff**

In the areas of academic advising, practicum and internship coordination, and academic planning, Ontario Tech has assembled a strong team of support staff in administrative roles that has planned for and will implement a strong support structure for sociology majors. This is key to the provision of a variety of experiential education opportunities – largely planned for through practicum and internship coordination.

## **~~2.7 Resources for graduate programs only~~**

~~Given the program's planned /anticipated class sizes and cohorts as well as its program-level learning outcomes:~~

- ~~Evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation, and foster an appropriate intellectual climate~~
- ~~Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students~~
- ~~Evidence of how supervisory loads will be distributed, in light of qualifications and appointment status of the faculty~~

## 2.8 Quality and other indicators

- Evidence of quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring)
- Any other evidence that the program and faculty will ensure the intellectual quality of the student experience

An evaluation of the faculty c.v.'s clearly demonstrates that the 18 faculty who will deliver the program are, collectively, highly accomplished scholars with outstanding track records in publishing and teaching, and strong records of engaging students in the learning and research process. Most faculty have terminal, PhD degrees in Sociology while others have terminal PhDs in closely aligned disciplines in Criminology, Social and Political Thought, Social and Cultural Analysis, Political Science and Communication and Culture. The program faculty complement has one Canada Research Chair, one former Canada Research Chair and Director of a Centre on Hate, Bias and Extremism. Several faculty members are recipients of teaching, best paper, and other prestigious academic and community-based awards. Faculty publish in a combination of good quality disciplinary and interdisciplinary, Canadian and international scholarly journals, specialist and generalist journals including, but not limited to: *The Canadian Journal of Criminology and Criminal Justice*, *Ethnic and Racial Studies*, *Economy and Society*, *Third World Quarterly*, *Canadian Journal of Communication*, *Critical Criminology*, *Canadian Public Policy*, and *The Journal of Historical Sociology*. Faculty members are also active in book, and book chapter publishing. Again, without being exclusive, faculty publish books with good quality academic and commercial presses, including, but not limited to: *Routledge*, *Oxford University Press*, *Palgrave*, *Springer*, *Sage*, *University of Illinois* and *Blackwell's*, among many others.

Faculty who will participate in the program have all secured research funding from various sources, including highly competitive grants from The Social Sciences and Humanities Research Council of Canada.

Impressively, many of the faculty could be described as public sociologists. They effectively communicate the results of their research and broader disciplinary and interdisciplinary perspectives to non-academic audiences. These public sociology interventions take the form of op eds, interviews with various media outlets, podcasts, public lectures, consulting and community-based research reports.

Faculty members have strong and meaningful links to the broader community and community-based organizations. They also have significant connections and links to relevant policy circles, mainly in the fields of criminology and social justice. These connections will serve the program, and its students well.

Collectively speaking the program contains a good critical mass of faculty who can successfully deliver a general Sociology BA and the two identified specializations in Applied Sociology and Society Values and Technology. This is a highly accomplished group of scholars and teachers who clearly have the capacity to effectively deliver the program.

**NOTE:** Reviewers are urged to avoid using references to individuals. Rather, they are asked to assess the ability of the faculty as a whole to deliver the program and to comment on the appropriateness of each of the areas of the program (fields) that the university has chosen to emphasize, in view of the expertise and scholarly productivity of the faculty.

### **3. EQUITY, DIVERSITY, INCLUSION, AND DECOLONIZATION**

Please comment on any consideration of the principles of equity, diversity, inclusion, and decolonization in the new program.

The new program will incorporate some existing courses from the Indigenous Studies Minor Program as program electives. In addition, students will have access to several courses that focus on diversity, equity and inclusion as part of their content. These courses include, 'Race-ing Justice', 'Policing Diverse Communities', 'Indigenous Peoples and Justice', 'Race and Racism in Political Culture', 'Politics of Poverty', 'Stereotypes and Prejudice', 'Health, Aging and Society', and 'Families in Contemporary Society', 'Indigenous Peoples, Sustainability and Development'.

More broadly, Sociology faculty are well-versed in issues of marginalization and oppression across multiple axes of inequality. Of particular interest to enhancing the equity, diversity, inclusion, and decolonization aims of Ontario Tech is work in the following areas, among others:

#### *Gender*

Shahid Alvi  
Steven Downing  
Tyler Frederick  
Zenia Kish  
Hannah Scott

#### *Race*

Kanika Samuels-Wortley  
Arshia Zaidi  
Shanti Fernando

#### *Class*

Tanner Mirrlees  
Christopher O'Connor

#### *Sexuality*

Arshia Zaidi

The creation of a Sociology program will allow scholarly and pedagogical excellence in anti-oppression, towards the ends of equity, diversity, inclusion, and decolonization to flourish.

### **4. OTHER ISSUES**

- Please highlight any unique curriculum or program innovation, creative components, or significant high-impact practices
- Please identify any other issues that may not be covered above

### **5. SUMMARY AND RECOMMENDATIONS**

Please provide a summary of your conclusions and include a numbered list of each of your recommendations.

1. We enthusiastically recommend that this proposal be accepted by the Ontario Universities Council on Quality Assurance.
2. In anticipation of program approval, the reviewers recommend that the Faculty of Social Sciences and Humanities undertake more robust efforts to track student experiences of the program, graduation rates, and the employment outcomes of graduates.
3. Towards the end of creating an inclusive decision-making conversation among Sociology faculty, we recommend implementing best practices for inclusive meeting discussions – including tabling all voices as a matter of course.
4. While this new program has the potential to facilitate more cross disciplinary conversations about ethics and technology with faculty in STEM based disciplines, we encourage the Faculty of Social Sciences and Humanities to continue to find ways to encourage sustained and meaningful collaborations. One idea could be to organize a half day symposium hosted by the new program to showcase to the broader university faculty what Sociology can offer and bring to the table when it comes to ethics, values and new technologies.
5. While the program will have access to Teaching Assistants, many of those TAs are not Sociology majors. The program and the wider faculty should continue its efforts to ensure appropriate matches between TA backgrounds and course material. As the first cohorts of students advance through the degree, the program should consider hiring senior Sociology undergraduate students, at least for the first-year course.
6. Creating a 'sticky' campus in a post-Covid environment where on-line, hybrid and asynchronous courses, are increasingly popular, creates challenges associated with student on-campus engagement. As the program develops, the faculty should consider ways to bring students together on campus to develop a sense of collective identity. Events such as a half day research symposium or visiting speaker series may be one way to do this.
7. There are many student groups and clubs on campus. Sociology majors may develop a Sociology Society or some other organization spontaneously. However, the program should be proactive, and explicitly encourage the formation of a Sociology student society as it admits its first cohorts.

**NOTE:** The responsibility for arriving at a recommendation on the final classification of the program belongs to the Appraisal Committee. Individual reviewers are asked to refrain from making recommendations in this respect.



**Signature:** \_\_\_\_\_

**Date:** June 17, 2024

Signature:  \_\_\_\_\_

Date: June 17, 2024 \_\_\_\_\_



Faculty Response to the External Review for the  
Bachelor of Arts – Sociology, Technology and Innovation

Submitted By: Faculty of Social Science and Humanities

Dr. Shahid Alvi

Date: June 19, 2024

Dr. Peter Stoett, Dean, FSSH

Date: June 19, 2024

## **Introduction**

*Brief comments on the external reviewers report and the program review process in general.* Dean Stoett thanks the reviewers for this detailed, thoughtful, and insightful external review. FSSH is grateful for the time and effort it entailed, and pleased with the essential conclusion that “This is well thought through program structure that is consistent with many other good quality Sociology programs in the province of Ontario, but with its own unique, innovative strengths in Applied Sociology and Society, Values and Technology.” The recommendations are all manageable and responses follow.

## **Summary of Recommendations and Faculty Responses**

**Recommendation 1:** We enthusiastically recommend that this proposal be accepted by the Ontario Universities Council on Quality Assurance.

**Program’s Response:** thank you for this strong recommendation.

**Dean’s response:** thank you for this enthusiastic recommendation.

**Recommendation 2:** In anticipation of program approval, the reviewers recommend that the Faculty of Social Sciences and Humanities undertake more robust efforts to track student experiences of the program, graduation rates, and the employment outcomes of graduates.

**Program’s Response:** agreed, strong efforts to track our students’ experiences, graduation rates, and employment outcomes should be taken.

**Dean’s response:** we will work with Advising, the Office of the Registrar, and the Office of Advancement (Alumni Affairs) to achieve this tracking over the course of the program’s initial years and beyond.

**Recommendation 3:** Towards the end of creating an inclusive decision-making conversation among Sociology faculty, we recommend implementing best practices for inclusive meeting discussions - including tabling all voices as a matter of course.

**Program’s Response:** program meetings will be run according to this principal.

**Dean’s response:** at Faculty Council, program meetings, and any other meeting fora, all voices will be tabled. I am under the impression that we already sustain such a collegial and inclusive atmosphere but will pursue this question with faculty and staff.



**Recommendation 4:** While this new program has the potential to facilitate more cross disciplinary conversations about ethics and technology with faculty in STEM based disciplines, we encourage the Faculty of Social Sciences and Humanities to continue to find ways to encourage sustained and meaningful collaborations. One idea could be to organize a half day symposium hosted by the new program to showcase to the broader university faculty what Sociology can offer and bring to the table when it comes to ethics, values and new technologies.

**Program's Response:** an excellent idea!

**Dean's response:** Yes this would be quite advantageous and we will feature such a symposium each year.

**Recommendation 5:** While the program will have access to Teaching Assistants, many of those TAs are not Sociology majors. The program and the wider faculty should continue its efforts to ensure appropriate matches between TA backgrounds and course material. As the first cohorts of students advance through the degree, the program should consider hiring senior Sociology undergraduate students, at least for the first-year course.

**Program's Response:** we would pursue this if it is feasible.

**Dean's response:** this would be difficult to achieve because there are limited TA-ships available with present funding, and it would be unfair to begin this process for a new program while not allowing it for all of our programs without direct links between disciplines at the undergraduate and graduate levels. However, there will be ample TAs available with Sociology backgrounds in both the Criminology Graduate Program (MA and PhD) and the MSPI Program, and more still in the Forensic Psychology Graduate Program. I have also asked the newly formed FSSH Graduate Committee to explicitly address the question of TA fit-for-class and training.

**Recommendation 6:** Creating a 'sticky' campus in a post-Covid environment where on-line, hybrid and asynchronous courses, are increasingly popular, creates challenges associated with student on-campus engagement. As the program develops, the faculty should consider ways to bring students together on campus to develop a sense of collective identity. Events such as a half day research symposium or visiting speaker series may be one way to do this.

**Program's Response:** This is an excellent suggestion that could help to ensure that the new Sociology program contributes to the development of a "sticky campus."

**Dean's response:** We will develop an ongoing strategy to enhance non-curricular events on campus, including the suggestions made above. We already have a public speaker series which rotates amongst programs and Sociology will be immediately added to the rotation.

**Recommendation 7:** There are many student groups and clubs on campus. Sociology majors may develop a Sociology Society or some other organization spontaneously. However, the program should be proactive, and explicitly encourage the formation of a Sociology student society as it admits its first cohorts.

**Program's Response:** This is a helpful suggestion.

**Dean's response:** We can explicitly encourage the formation of a Sociology Student Society (or a similar group) when the first cohort arrives. This would be a welcome addition to the extant groups: the Ontario Tech Humanities Society, the Psychology Association, and the Law Association.

**Suggested Revisions for the Proposal following External Review: NA**

## ACADEMIC COUNCIL REPORT

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**SESSION:**Public **ACTION REQUESTED:**Decision   
Discussion/Direction   
Information Financial Impact  Yes  NoIncluded in Budget  Yes  No**TO:** Academic Council**DATE:** October 22, 2024**FROM:** School of Graduate and Postdoctoral Studies**PRESENTED BY:** Dr. Joe Stokes**SUBJECT:** Acceptance of Duolingo for non-thesis graduate programs for a trial period of the 2024-25 admissions cycle.

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**COMMITTEE MANDATE:**

In accordance with Section III of the Graduate Studies Committee (GSC) Terms of Reference it has the responsibility to “establish, oversee, and periodically review the graduate academic, admissions, and scholarship procedures, guidelines, and directives; and revise when appropriate; and provide regular updates to Academic Council; and to review and recommend to Academic Council changes to graduate academic, admissions, and scholarship.”

**MOTION FOR CONSIDERATION:**

That pursuant to the recommendation of the Graduate Studies Committee, Academic Council hereby approves the amended Duolingo English Test from applicants of non-thesis-based programs as sufficient evidence of English language proficiency for a trial period of 2024-2025 admissions cycle.

The following are the recommended scores for Graduate Programs:

- Education (Med, EdD) – Minimum score of 130
- All other non-thesis graduate programs – Minimum score of 120

**BACKGROUND/CONTEXT & RATIONALE:**

The Duolingo English Test has emerged over recent years as one of the more prominent English Language Proficiency tests globally. The test is recognized by more than 5,000 universities. Duolingo provides greater access to students as the test can be administered online, has a lower cost than alternate tests, and students receive responses within 48 hours. The test has a number of enhanced security features compared to other proficiency tests to ensure integrity of exam results.

The Duolingo assesses students' language skills in literacy, comprehension, production, and conversation to produce a score between 10 and 160. The test includes two components:

- Adaptive Test – A series of different questions to evaluate English skills. Questions are administered dynamically from a database of hundreds of thousands of items. Someone would have to take the test more than 1,000 times to see a question repeated. Question difficulty changes based on performance.
- Writing and Speaking sample – Open-ended prompts that are shared with institutions alongside the score. Test takers are given a prompt and asked to respond at length. The speaking sample allows for a 1-3 minute response, and the writing sample allows for a 3-5 minute response.

The recommended Duolingo testing scores are based on current IELTS and TOEFL required scores for each program. The Faculty of Education non-thesis programs have a higher Duolingo test score of 130 as they have higher required IELTS and TOEFL scores.

**RESOURCES REQUIRED:**

None

**CONSULTATION:**

- The recommendation was presented and accepted at the September 24, 2024, Graduate Studies Committee.
- Approval Authority: Academic Council: October 2024

**NEXT STEPS:**

Pending approval by the Academic Council, this agreement will be for a trial period for the 2024-25 admission cycle.

**SUPPORTING REFERENCE MATERIALS:**

The table below lists the required IELTS and TOEFL minimum scores for non-thesis graduate programs and the comparative Duolingo scores.

	CAEL	IELTS	TOEFL (Web based)	TOEFL (paper-based)	English for Academic Purposes (Offered by ELC)	Proposed DuoLingo Score
Faculty of Education						
Doctor of Education (EdD)	70	7	92-93	580	Level 6	130
Education (MA)	70	7	92-93	580	Level 6	130
Faculty of Business & IT						
MIT	70	6.5	83-87	560	Level 5	120
MFDA	70	7	83-87	560	Level 5	120
MBAI	70	7	83-87	560	Level 5	120
Faculty of Engineering						
MENg	70	6.5	83-87	560	Level 5	120
MENgM	70	6.5	83-87	560	Level 5	120

## ACADEMIC COUNCIL REPORT

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### ACTION REQUESTED:

- Recommendation**   
**Decision**   
**Discussion/Direction**   
**Information**

**DATE:** 22 October 2024

**FROM:** Graduate Studies Committee

**SUBJECT:** Major Program Modification – Master of Health Science

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### COMMITTEE MANDATE:

In accordance with Section III, part c) of the Graduate Studies Committee (GSC) Terms of Reference, GSC has the responsibility “to examine proposals for new graduate degree and diploma programs, major changes to existing programs and to recommend their approval, as appropriate, to Academic Council”.

### MOTION FOR CONSIDERATION:

That pursuant to the recommendation of the Graduate Studies Committee, Academic Council hereby approves the Major Program Modification to the Master of Health Science program.

### BACKGROUND/CONTEXT & RATIONALE:

The Faculty is proposing to:

- Remove the core course HLSC 5010G-Health Research Approaches from the program (all fields)
- Add HLSC 5118G OR HLSC 5123G as core course in the Kinesiology, CPPH, and HI fields.
- Add core courses in the CPPH field: Two of the following:
  - HLSC 5117G (Epidemiology)
  - HLSC 5124 (Public Health) and/or
  - HLSC 5111G (Health Policy) (now known as HLSC 6111G) as core in the CPPH field.
- Reduce the number of elective courses in respective fields:
  - Kinesiology: 3 electives reduced to 2
  - HI: 3 electives reduced to 2
  - CPPH: 3 electives reduced to 1
- Reduce total credit hours in the Kinesiology and HI fields to 27.

- Reduce mandatory attendance in HLSC 5011G (Grad Seminar) from 4 semesters to 2 semesters (in first year).
- Project-based option will no longer be completed as an IND course with a supervisor and will now be offered as a capstone style course with a designated course instructor, resulting in a course-based option.
- Change in mode of delivery for HLSC 5097G from IND to LEC.
- Changes in course codes to 6000-level for cross-listing of 5000 level and 7000 level courses.

The need for these changes was determined by the recent cyclical program review (including external reviewer recommendations), as well as extensive consultation with faculty.

The changes to core and elective courses will better align the program fields with their own field-specific learning outcomes, and with the standards and conventions within each of the respective fields. These changes will also improve the experience of students in the program (particularly those that transition out of the thesis option), reduce redundancy in core course offering content, and better prepare the students for future opportunities.

Given the popularity of course-based master's programs at other institutions, adding a course-based option may increase graduate enrollment in the program.

#### **RESOURCES REQUIRED:**

Currently no additional resources required. However, if enrollment for the thesis and course-based option is to grow, additional TA positions will be required to support minimum funding requirements, and TA positions may be needed to support graduate courses.

#### **TRANSITION PLAN:**

Fall 2025 for the implementation of the proposed changes.

For all current students in the program (particularly those that start in Fall 2024) there will be the option to transition to the new program degree requirements.

For students entering the second year of their MHSc, this would entail two transitions: HLSC 5010G would be counted as an elective, and HLSC 5011G would not have to be taken a second time (i.e., their graduate seminar attendance will have been fulfilled). This transition plan will be managed with the Faculty of Health Sciences grad program passport system.

#### **CONSULTATION AND APPROVAL:**

- ✓ FHS Graduate Curriculum Committee: 7 May 2024
- ✓ Faculty Council: 5 June 2024
- ✓ Graduate Studies Committee (for recommendation): 24 September 2024
- Academic Council (for approval): 22 October 2024

Student, staff, and faculty input and support has been received at several points during the cyclical program review process in 2022-2023 (student representative on Internal assessment team, consultation workshops, online surveys). Drafts of proposed changes were discussed at consultation meetings with graduate students.

#### **NEXT STEPS:**

Pending the approval of Academic Council, this change will be included in the 2025-2026 Academic Calendar.

#### **SUPPORTING REFERENCE MATERIALS:**

- [Major Program Modification Proposal](#)
- Course Change: [HLSC 5010G](#), [HLSC 5011G](#), [HLSC 5030G](#), [HLSC 5097G](#), [HLSC 5117G](#), [HLSC 5118G](#), [HLSC 5123G](#), [HLSC 5124G](#), [HLSC 5392G](#), [HLSC 6050G](#), [HLSC 6111G](#), [HLSC 6115G](#), [HLSC 6116G](#), [HLSC 6122G](#), [HLSC 6129G](#), [HLSC 6210G](#), [HLSC 6314G](#), [HLSC 6320G](#), [HLSC 6322G](#), [HLSC 6323G](#), [HLSC 6325G](#), [HLSC 7012G](#), [HLSC 7111G](#), [HLSC 7210G](#), [HLSC 7314G](#)

## ACADEMIC COUNCIL REPORT

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**SESSION:**

Public   
Non-Public

**ACTION REQUESTED:**

Decision   
Discussion/Direction   
Information

**TO:** Academic Council

**DATE:** October 22, 2024

**PRESENTED BY:** Kirstie Ayotte, Assistant University Secretary

**SUBJECT:** Faculty Council Vice-Chair Nominations

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**GNC Committee Mandate:**

- Section 1(b) of the GNC Terms of Reference provides that the Committee is responsible for overseeing the process of recruitment, selection, and election of new members of Academic Council and its committees and recommending appointments for approval by Academic Council in accordance with the university's Act and By-laws.
- In accordance with the [Faculty Council Vice-Chair Selection Procedures](#) (the "Procedures") approved in April 2021, at its October 15, 2024 meeting, GNC recommended the below Faculty Council Vice-Chair nominations for approval by Academic Council.

**Background:**

- As set out in the Procedures, prior to Academic Council's first meeting of the academic year, each Faculty Council will solicit expressions of interest for the Vice-Chair role from its Eligible Members. The expressions of interest will be considered by the Dean and the Dean will make a recommendation to Academic Council through GNC. The Faculty Council Vice-Chair will serve a one-year term.
- Vice-Chair nominations have been received from the:
  - Faculty of Science
  - Faculty of Social Science and Humanities
  - Faculty of Health Sciences



**Motion For Consideration:**

Upon the recommendation of the Governance and Nominations Committee, that Academic Council hereby approves the appointment of the following individuals as Vice-Chair of their respective Faculty Council for the term of October 1, 2024 until September 30, 2025:

- *Dr. Randy Fortier; Faculty of Science*
- *Dr. Kanika Samuels Wortley; Faculty of Social Science and Humanities*
- *Dr. Nooshin Rotondi; Faculty of Health Sciences*

**SUPPORTING REFERENCE MATERIALS:**

- N/A

## ACADEMIC COUNCIL REPORT

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**SESSION:**

Public   
Non-Public

**ACTION REQUESTED:**

Decision   
Discussion/Direction   
Information

**TO:** Academic Council

**DATE:** October 22, 2024

**PRESENTED BY:** Kirstie Ayotte, Assistant University Secretary

**SUBJECT:** Faculty Council Membership Lists

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**GNC Committee Mandate:**

- The annual review and approval of Faculty Council membership lists is an extension of the GNC's broad responsibilities regarding oversight of recruitment, selection, and election of new members of Academic Council and its Committees.
- GNC recommended the approval of the attached Faculty Council membership lists at its October 15, 2024 meeting.

**Motion For Consideration:**

*Upon the recommendation of the Governance and Nominations Committee, that Academic Council hereby approves the following 2024-2025 Faculty Council membership lists as presented:*

- *Faculty of Science*
- *Faculty of Social Science and Humanities*
- *Faculty of Engineering and Applied Science*
- *Faculty of Health Sciences*

**SUPPORTING REFERENCE MATERIALS:**

- Faculty of Science Faculty Council Membership List
- Faculty of Social Science and Humanities Faculty Council Membership List
- Faculty of Engineering and Applied Science Faculty Council Membership List
- Faculty of Health Sciences Faculty Council Membership List

## Science - Faculty Council Membership (2024-25)

Voting Members (as set out in Academic Council Handbook)									
V(1)(d)(i)	V(1)(d)(ii)	V(1)(d)(iii)	V(1)(d)(iv)	V(1)(d)(v)	V(1)(d)(vi)	V(1)(d)(vii)	V(1)(g)	V(1)(h)	V(1)(j)
Dean, Associate Deans & Assistant Deans	Tenured/Tenure Track (primary appt in Faculty including those on research/other leave)	Tenured/Tenure Track (at least 25% secondary appt in Faculty)	Teaching Faculty (full-time with primary appt in Faculty or at least 25% secondary appt in Faculty)	Representatives of Teaching Assistants & Part-Time Faculty* (taught in Faculty at least 2 consecutive years)	Students*	Professional/Managerial/ Technical/Administrative Staff*	Ex-Officio (non-voting)	Executive Committee	Curriculum Committee
<b>Ken Wilson (Dean)</b>	Andrea Kirkwood		Azar Shakoori		Mustafa Mansour (graduate rep)	Amanda Miller	Amanda Cooper	Ken Wilson	<b>Undergraduate</b>
Sean Forrester (Asst Dean Research & GS)	Ali Neshati		Cristen Hucaluk		Tony Wang (graduate rep)	Gigi Law	Brad MacIsaac	Cristen Hucaluk	<b>Randy Fortier (Chair)</b>
Randy Fortier (Asst Dean, Undergraduate & Experiential Learning)	Annie Lee		George Stamatou		Eloghosa Avenbuan (undergraduate rep)	Mahboobeh Zabihhosseinian	Carol Rodgers	Dario Bonetta	Patricia MacMillan
	Brad Easton		Ilona Kletskin		Sohile Farah (undergraduate rep)	Patricia MacMillan	Catherine Davidson	Eric Rapos	Eric Rapos
	Christopher Collins		Joseph MacMillan		Tuirani Kerfelec (undergraduate rep)	Richard Drake	Hossam Kishawy	Faisal Qureshi	Nelson LaFreniere
	Cristiano Politowski		Kevin Coulter				James Barnett	Franco Gaspari	Robert Bailey
	Denina Simmons		Kimberly Nugent				Jennifer MacInnis	Gigi Law	Paula di Cato
	Dario Bonetta		Mariana Shimabukuro				Joe Stokes	Lennaert van Veen	Cristen Hucaluk
	Faisal Qureshi		Mary Olaveson				Ken Wilson	Nelson LaFreniere	Rupinder Brar
	Fedor Naumkin		Mihai Beligan				Kimberley McCartney	Paula di Cato	Kerry Morrison (non-voting)
	Franco Gaspari		Nelson Lafreniere				Les Jacobs	Randy Fortier	
	Greg Lewis		Paula Di Cato				Lori Livingston	Robert Bailey	
	Kourosh Davoudi		Randy Fortier				Mary Bluehardt	Rupinder Brar	<b>Graduate</b>
	Helene LeBlanc		Razi Iqbal				Nicola Crow	Sean Forrester	<b>Sean Forrester (Chair)</b>
	Hendrick de Haan		Richard Bartholomew				Peter Stoett		Dario Bonetta
	Jane Breen		Rupinder Brar				Sarah Thrush		Lennaert van Veen
	Janice Strap		Sylvie Bardin				Steven Murphy		Franco Gaspari
	Jean-Paul Desaulniers		Valeri Kapoustine						Faisal Qureshi
	Jeremy Bradbury		Michael Miljanovic						
	Ken Pu								
	Lennaert van Veen		<b>D) Academic Associates (LTFM's)</b>						
	Liliana Trevani		Rohollah Moosavitayebi (CS)						
	Mark Green		Zahraa Ibrahim (Physics)						
	Mehran Ebrahimi								
	Nisha Rani Agarwal								
	Olena Zenkina								
	Robert Bailey								
	Sean Bohun								
	Sean Forrester								
	Theresa Stotesbury								
	Yuri Bolshan								
	Steven Livingstone								

REVISED DATE

**Total of V(1)(d)(i), (ii), (iii) & (iv) =**

**10% of V(1)(d)(i), (ii), (iii) & (iv) =**

**\*cannot exceed 10% of V(1)(d)(i), (ii), (iii) & (iv) (where total is at**







## ACADEMIC COUNCIL REPORT

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**TO:** Academic Council

**DATE:** October 22, 2024

**FROM:** Jacquelyn Dupuis, Director of Risk Management

**SUBJECT:** Risk Management Policy

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### ACADEMIC COUNCIL MANDATE:

Under the Policy Framework, and the University's Act, the Board of Governors has a "duty to consult" on "all academic, research, service and institutional policies". We are submitting this report and draft policy amendment to Academic Council to request discussion and comments on the draft.

### BACKGROUND:

The Risk Management Policy establishes the foundation for a University Risk Management program which ensures that risk management is an integral part of the university's core strategy and integrated into all key activities and/or functions at Ontario Tech University. The policy instruments last had editorial amendments in 2019 and are being amended to make important clarifications, update practices, and integrate content from the Compliance Policy. As compliance has rolled into the Office of Risk Management, this will allow us to retire and supersede the Compliance Policy with a robust Risk Management Policy.

### SUMMARY OF CHANGES:

A short summary of revisions to date are as follows:

#### Risk Management Policy

- Added an objective which provides information on compliance risk assessment.
- Added definitions of compliance risk, financial risk, operational risk, reputational risk, and strategic risk.
- Throughout the policy the department was updated to Office of Risk Management.
- Removed the Risk Management Committee from Risk Owners. As the Risk Management program has matured, the need for a formal committee to support implementation has reduced. Stakeholder consultation remains an important aspect of the risk management program, and the Director of Risk Management will continue to establish ad hoc working groups as needed.
- Added the responsibility of the Director of Risk Management and all members of the

university to the Risk Owners.

- Added a section on training and education for the institution to reinforce the importance of Risk Management.
- Stated under the relevant legislation section that all legislations applicable to university activities under compliance risk. The Compliance Officer remains responsible for maintaining a comprehensive list of legislation applicable to university activities.
- Added more policies and procedures to the related policies, procedures, and documents section.

### **CONSULTATION:**

The consultation and approval path for the Policy will be as follows:

- Policy Advisory Committee (complete)
- Online Consultation (complete)
- Academic Council (consultation)
- Senior Leadership Team (consultation)
- Audit & Finance (deliberation)
- Board of Governors (approval)

The Policy was posted for online consultation, and received community comments. Those comments were adopted in part. In particular, community members were concerned that the risk management approach was overly “top-down” in nature with insufficient opportunities for consultation and input from university members. The policy was amended to clarify that members are encouraged to raise concerns related to risk, and that Risk Owners are responsible for appropriately addressing these concerns through risk mitigation strategies.

### **NEXT STEPS:**

Pending any comments, the Policy will be submitted to Audit & Finance committee for deliberation.

---

### **SUPPORTING MATERIALS:**

- Risk Management Policy – Redline
- Risk Management Policy – Clean







“Risk Assessment” means a formalized, systematic ranking and prioritizing of identified Risks using a likelihood/consequence framework.

“Risk Appetite” means the University’s willingness to accept Risk. Risk Appetite may also be viewed as the acceptable deviation from expected outcomes.

“University Member” means any individual who is:

- Employed by the University;
- Registered as a student following the academic regulations of the University;
- Holding an appointment with the University, including paid, unpaid, and/or honorific appointments; and/or
- Otherwise subject to University policies by virtue of the requirements of a specific policy (e.g., Booking and Use of University Space) and/or the terms of an agreement or contract.

“Compliance Risk” means potential exposure to penalties, fines, damages, and loss caused by not adhering to applicable laws, regulations, and policies mandated under federal, provincial, or municipal laws, regulations, University policies, procedures, directives, or by-laws.

“Financial Risk” means exposures that arise from the University’s financial operations and/or external market forces, with the potential to impact funding level, investment performance, liquidity, budget, premium revenue/rates, and other key financial indicators.

“Operational Risk” means exposures that arise from people or a failure of internal processes, systems or controls and may impact the University’s ability to sustain immediate or future business operations.

“Reputational Risk” means exposures that arise from stakeholders’ perception of the University with the potential to impact public trust in the University as a result of direct or indirect actions of the University, its employees, partners, or suppliers.

“Strategic Risk” means risk that arises from the university’s ability to identify and execute strategic objectives and/or from internal and external trends and events that might impact the University’s ability to achieve its mandate.

#### SCOPE AND AUTHORITY

4. This Policy applies to all University Members and extends to all functions and activities.
5. The Office of Risk Management, or successor thereof, is the Policy Owner and is responsible for overseeing the implementation, administration, and interpretation of this Policy.

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POLICY

6. Risk Framework

- 6.1. Effective Risk management across the institution will increase stability, safety, security, and prosperity for University Members. This Policy and the associated documents create the Risk management framework developed specifically to fit the governance structure and culture of the University. The framework is aligned with the strategic priorities of the University and incorporates leading practices tailored to the University's needs and culture.
- 6.2. The framework is intended to support the University in identifying, assessing, measuring, managing, reporting, and mitigating Risks. The ultimate goal of the framework is to assist the University in achieving its strategic priorities and operational objectives through better understanding and management of Risk.
- 6.3. The framework provides:
  - Formalized process and approach to executing URM;
  - Clearly defined accountabilities for execution of URM;
  - Robust Risk management communication; and
  - Consistency in Risk management.

7. Risk Governance Structure

- 7.1. **Oversight:** The responsibility to oversee the University's URM program resides with the University's Board of Governors ("Board"). The Audit and Finance Committee is delegated to carry out this oversight responsibility on the part of the Board and to report quarterly to the Board on the status of the URM.
- 7.2. **Direction:** The University's President is responsible for providing direction to ensure that the University's strategic priorities remain the ultimate focus of all University Members.
- 7.3. **Risk Parameters:** The Risk Appetite will be determined by the University's President, and the Senior Leadership Team ("SLT") and ultimately approved by the Board. The Risk Appetite will be reviewed no less frequently than every eighteen to twenty-four months.
- 7.4. **Risk Owners:**
  - a) **Chief Risk Officer:** The University's President will designate a member of SLT to serve as Chief Risk Officer. The Chief Risk Officer will, among the members of the SLT, have responsibility for coordinating SLT's Risk management activities. The Chief Risk Officer will be the primary advisor on Risk to the Board and the President and Vice-Chancellor.
  - b) **Senior Leadership Team ("SLT"):** SLT as a group is responsible for the management of all institutional and operational Risks, the overall success of URM, and the integration of the URM program into the core operational and strategic decision framework of the University. Individual members of

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the SLT will act as the primary owners of Risks and Risk management at the University. Each SLT member will delegate responsibility for Risk management to functional leaders within that SLT member's area of responsibility. Delegates must hold a position of Director, Executive Director, Assistant/Associate Vice President, Registrar, Dean or equivalent.\*

\*equivalency of positions will be determined based on the level of authority of a position within the university, regardless of title and guided by the assessed job evaluation of a given position. A determination will be made by the Policy Owner, or delegate, in consultation with Human Resources.

- c) **Integrated All Managers Team ("IAM"):** IAM will act in an advisory role concerning various aspects of the URM program. IAM will work to ensure that the URM program is integrated into the planning work of the University.
- d) **Office of Risk Management:** The Office of Risk Management is responsible for the successful integration and execution of the URM framework and supports the strategic planning process by working to raise awareness of risks that may adversely affect its successful implementation. The Office of Risk Management is committed to fostering a culture of risk ownership throughout the University by providing strategic leadership and direction in the evolution and implementation of enterprise risk management ensures a consistent and proactive approach.
- e) **All members of the University:** All members of the University are expected to read, understand, and apply this policy.

## 8. Statements of Principle

The University adopts the following statements of principle for application in the implementation of this Policy:

- 8.1. **Risk Culture:** The University is committed to fostering a culture of Risk ownership throughout the University. This does not mean that we avoid engaging in activities that have Risk or that we avoid Risk in our teaching, research, and other activities we undertake for the University. It is recognized that both strategic and operational decisions and the work conducted by University Members all inherently involve Risk.

To the University, having a culture of Risk ownership means that:

- a) Strategic and operational decisions are made with full awareness of the Risks relevant to those decisions;
- b) All University Members are aware of the organization's emphasis on URM and incorporate a proactive approach and awareness to managing Risk in their individual roles.

- 8.2. **Communication:** A key principle of a successful URM program is regular communication. The Board and Senior Leadership Team are committed to developing a communication plan to ensure that those who require information to support the URM program receive it. The University's Risk Management Policy, goals and objectives will be made available to all University Members. Each member

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will be expected to read and understand the Risk management philosophy and outlined framework.

8.3. **Reporting:** University Members are encouraged to raise concerns related to risk, and Risk Owners will ensure that these concerns are appropriately incorporated into risk mitigation strategies.

8.4. **No Reprisal:** The University will not discharge, discipline, demote, suspend, threaten, or in any manner discriminate against any officer or employee based on any good faith and lawful actions of such employee to responsibly and carefully report Risk issues using the channels provided by the University.

8.5. The University is committed to academic freedom.

### 9. Training and Education

The Office of Risk Management will support the development and implementation of institutional Risk management training and education programs needed to reinforce the importance of Risk management. The type of training and education will be developed and conducted as appropriate.

### MONITORING AND REVIEW

10. The Director of Risk Management, or successor thereof, is responsible for monitoring and reviewing this Policy at least every three years.

### RELEVANT LEGISLATION

11. All legislation applicable to University activities under Compliance Risk.

### RELATED POLICIES, PROCEDURES & DOCUMENTS

12. Field Trip Risk Management and Approval Directive

University-Hosted Event Risk Management and Approval Directive

[Aircraft Approval Directive](#)

[High-Risk International Travel Policy](#)

[Student International Travel Policy](#)

[Booking and Use of University Space Policy](#)

[Booking and Use of University Space Procedures](#)

[Directives for the Appropriate Use of Space](#)

[University Continuity Management Framework Policy](#)

[Safe Disclosure Policy](#)

[Ethical Conduct Policy](#)

[All University policies applicable to Compliance Risk](#)

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Classification	LCG 1116
Framework Category	Legal, Compliance and Governance
Approving Authority	Board of Governors
Policy Owner	Vice-President Administration
Approval Date	DRAFT FOR APPROVAL
Review Date	XXXX
Supersedes	

## RISK MANAGEMENT POLICY

### PURPOSE

1. This policy aims to establish the foundation for a University Risk Management (“URM”) program that ensures that Risk Management is an integral part of the University’s core strategy and integrated into all key activities and functions. The URM program establishes a Risk management framework that will provide a proactive and consistent approach to ensuring that Risk is considered when decisions are made at all levels of the organization and, in turn, assists the University in operating within its capacity and willingness to take Risk. The URM program further establishes a commitment to raise awareness surrounding Risk management and provide guidance to all levels of the University.
2. **Objectives:** The overall objectives of the Risk Management Policy are to:
  - 2.1. Formalize a consistent approach to identifying, assessing, measuring, managing, communicating, and mitigating Risks to the University’s strategic plan and priorities and to the University’s operations to reduce uncertainty and
  - 2.2. Assist the University in making better-informed decisions and promote accountability for Risk management with stakeholders and University Members at all levels.
  - 2.3. Assess all applicable laws through compliance risk assessment and ensure clear roles, responsibilities, and processes are in place.

### DEFINITIONS

3. For this Policy, the following definitions apply:

**“University Risk Management (“URM”)”** means a consistent, coordinated, integrated approach to identify, assess, measure, manage, communicate, and mitigate significant and material Risks to the University in achieving its strategic objectives.

**“Risk”** means the uncertainty of outcomes against the achievement of planned objectives. This concept can be applied to strategic objectives as well as all operational activities within the University. While the application of the definition may change with different University Members, the concept should not change.

**“Risk Assessment”** means a formalized, systematic ranking and prioritizing of identified Risks using a likelihood/consequence framework.

**“Risk Appetite”** means the University’s willingness to accept Risk. Risk Appetite may also be viewed as the acceptable deviation from expected outcomes.

**“University Member”** means any individual who is:

- Employed by the University;
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## MONITORING AND REVIEW

**10.** The Director of Risk Management, or successor thereof, is responsible for monitoring and reviewing this Policy at least every three years.

## RELEVANT LEGISLATION

**11.** *All legislation applicable to University activities under Compliance Risk.*

## RELATED POLICIES, PROCEDURES & DOCUMENTS

**12.** Field Trip Risk Management and Approval Directive  
University-Hosted Event Risk Management and Approval Directive  
Aircraft Approval Directive  
High-Risk International Travel Policy  
Student International Travel Policy  
Booking and Use of University Space Policy  
Booking and Use of University Space Procedures  
Directives for the Appropriate Use of Space  
University Continuity Management Framework Policy  
Safe Disclosure Policy  
Ethical Conduct Policy  
*All University policies applicable to Compliance Risk*

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**ACADEMIC COUNCIL  
DRAFT WORK PLAN 2024-25**

Meeting	Agenda Item (Lead)	Board (if applicable)
<p align="center"><b>September 24, 2024</b></p>	<ul style="list-style-type: none"> <li>• Enrolment update <b>(LL)</b></li> <li>• Research Committee Report <b>(LJ)</b></li> <li>• USC Report <b>(MB)</b></li> <li>• GSC Report <b>(JS)</b></li> <li>• GNC Report <b>(LL)</b></li> <li>• COU Academic Colleague Report <b>(RRR)</b></li> <li>• Conferral of Degrees – Summer 2024 <b>(JS)</b></li> <li>• Policy Consultation – if applicable</li> </ul> <p><b>Governance</b></p> <ul style="list-style-type: none"> <li>• AC &amp; Committee Nominations <b>(KA)</b></li> <li>• Appointment of Faculty Council Vice-Chairs <b>(KA)</b></li> <li>• Faculty Council Membership Lists <b>(KA)</b></li> <li>• Academic Council Vice-Chair nomination <b>(KA)</b></li> </ul> <p><b>*NC/KA to conduct Academic Council Orientation after meeting</b></p>	<p align="center"><b>November 28, 2024</b></p>
<p align="center"><b>October 22, 2024</b></p>	<ul style="list-style-type: none"> <li>• IARP Update <b>(LL/ST)</b> - TBD</li> <li>• USC Report <b>(MB)</b></li> <li>• GSC Report <b>(JS)</b></li> <li>• GNC Report <b>(LL)</b></li> <li>• RC Report <b>(LJ)</b></li> <li>• Policy Consultation – if applicable</li> </ul> <p><b>Governance</b></p> <ul style="list-style-type: none"> <li>• Remaining Faculty Council Vice-Chair Appointments <b>(C)</b></li> <li>• Remaining Faculty Council Membership Lists <b>(C)</b></li> <li>• 2024-25 AC and Committee Work Plans <b>(C)</b></li> </ul>	<p align="center"><b>November 28, 2024</b></p>

<p><b>November 26, 2024</b></p>	<ul style="list-style-type: none"> <li>• IARP Update <b>(LL/ST)</b> - TBD</li> <li>• USC Report <b>(MB)</b></li> <li>• GSC Report <b>(JS)</b></li> <li>• RC Report <b>(LJ)</b></li> <li>• COU Academic Colleague Report <b>(ME)</b></li> <li>• Budget Approach Update <b>(LL/BM)</b></li> <li>• Conferral of Degrees - Fall 2024 <b>(JS)</b></li> <li>• Policy Consultation – if applicable</li> <li>• Strategic discussion – TBD</li> </ul> <p><b>Governance</b></p>	<p><b>February 20, 2025</b></p>
<p><b>January 28, 2025</b></p>	<ul style="list-style-type: none"> <li>• IARP Update <b>(LL/ST)</b> - TBD</li> <li>• USC Report <b>(MB)</b></li> <li>• GSC Report <b>(JS)</b></li> <li>• RC Report <b>(LJ)</b></li> <li>• Strategic Research Plan <b>(LJ)</b></li> <li>• GNC Report <b>(LL)</b></li> <li>• 2025-2026 Tuition Framework <b>(LL/ST)</b></li> <li>• Student Success <b>(LL)</b></li> <li>• COU Academic Colleague Report <b>(ME)</b></li> <li>• Policy Consultation – if applicable</li> <li>• Strategic discussion – TBD</li> </ul> <p><b>Governance</b></p> <ul style="list-style-type: none"> <li>• Review of Elections Process + Key Dates <b>(NC)</b></li> </ul>	<p><b>February 20, 2025</b></p>
<p><b>February 25, 2025</b></p>	<ul style="list-style-type: none"> <li>• IARP Update* <b>(LL/ST)</b> - TBD</li> <li>• USC Report <b>(MB)</b></li> <li>• GSC Report <b>(JS)</b></li> <li>• UG and Grad 2025-2026 Calendars <b>(JS)</b></li> <li>• RC Report <b>(LJ)</b></li> <li>• Research Metrics <b>(LJ/ST)</b></li> <li>• Policy Consultation – if applicable</li> <li>• Strategic discussion - TBD</li> </ul> <p><b>Governance</b></p>	<p><b>April 17, 2025</b></p>

<p><b>March 25, 2025</b></p>	<ul style="list-style-type: none"> <li>• IARP Update (<b>LL/ST</b>) - TBD</li> <li>• COU Academic Colleague Report (<b>RRR</b>)</li> <li>• USC Report (<b>MB</b>) <ul style="list-style-type: none"> <li>- 2025-2026 Undergraduate Academic Schedule)</li> </ul> </li> <li>• GSC Report (<b>JS</b>) <ul style="list-style-type: none"> <li>- 2025-2026 Graduate Academic Schedule</li> </ul> </li> <li>• <i>Note re. USC and GSC: Minor Program Adjustments (MPA) Deadline</i></li> <li>• GNC Report (<b>LL</b>)</li> <li>• RC Report (<b>LJ</b>)</li> <li>• Strategic Research Plan (<b>LJ</b>)</li> <li>• Policy Consultation – if applicable</li> <li>• Strategic discussion – TBD</li> </ul> <p>• <b>Governance</b></p>	<p><b>April 17, 2025</b></p>
<p><b>April 22, 2025</b></p>	<ul style="list-style-type: none"> <li>• IARP Update (<b>LL/ST</b>) - TBD</li> <li>• USC Report (<b>MB</b>)</li> <li>• GSC Report (<b>JS</b>)</li> <li>• <i>Note re USC and GSC: Major Program Modification (MPM) Deadline</i></li> <li>• <i>Note: Academic Policy Changes Deadline</i></li> <li>• RC Report (<b>LJ</b>)</li> <li>• GNC Report (<b>LL</b>)</li> <li>• Teaching Award Recipients (<b>LL</b>)</li> <li>• Honorary Degree Recipients (<b>SM</b>)</li> <li>• Conferral of Degrees for Winter Term 2025 (<b>JS</b>)</li> <li>• Policy Consultation – if applicable</li> <li>• Strategic discussion - TBD</li> </ul> <p><b>Governance</b></p> <ul style="list-style-type: none"> <li>• Supplementary AC Nominations (<b>NC/KA</b>)</li> <li>• AC Vice Chair Nominations</li> <li>• Election Results (<b>NC/KA</b>)</li> </ul>	<p><b>June 26, 2025</b></p>

<p><b>May 27, 2025</b></p>	<ul style="list-style-type: none"> <li>• Academic Programs Update <b>(LL)</b></li> <li>- Continuous Learning Annual Report <b>(LL)</b></li> <li>- Quality Assurance Process and Program Annual Report <b>(LL/ST)</b></li> <li>• Institutional SMA Metrics Annual Report <b>(ST)</b></li> <li>• USC Report <b>(MB)</b></li> <li>• GSC Report <b>(JS)</b></li> <li>• RC Report <b>(LJ)</b></li> <li>• COU Academic Colleague Report <b>(ME)</b></li> <li>• Policy Consultation – if applicable</li> <li>• Strategic discussion - TBD</li> </ul> <p><b>Governance</b></p>	<p><b>June 26, 2025</b></p>
<p><b>June 24, 2025</b></p>	<ul style="list-style-type: none"> <li>• USC Report <b>(MB)</b></li> <li>• GSC Report <b>(JS)</b></li> <li>• RC Report <b>(LJ)</b></li> <li>• GNC Report <b>(LL)</b></li> <li>• COU Academic Colleague Report <b>(ME)</b></li> <li>• 2025-2026 Budget <b>(LL/BM)</b></li> <li>• IARP Annual Report <b>(LL/ST)</b></li> <li>• Update on Scholarships and Major Award recipients <b>(JS)</b></li> <li>• COU Academic Colleague Report <b>(RRR)</b></li> <li>• Conferral of Degrees – Spring 2025 <b>(JS)</b></li> <li>• Policy Consultation – if applicable</li> </ul> <p><b>Governance</b></p> <ul style="list-style-type: none"> <li>• Annual Board Report <b>(NC)</b></li> <li>• Committee appointments (if required) <b>(NC)</b></li> </ul>	<p><b>June 26, 2025</b></p>

## Governance and Nominations (GNC)

### Work Plan 2024-2025

Meeting	Agenda Item (Lead)	Academic Council (If Applicable)	Board (if Applicable)
<b>September 17, 2024</b>	<ul style="list-style-type: none"> <li>• Faculty Council Lists <b>(KA)</b></li> <li>• Faculty Council Vice Chair Nominations <b>(KA)</b></li> <li>• Academic Council Vice Chair Nominations <b>(KA)</b></li> <li>• Supplementary Calls for Expressions of Interest – if applicable</li> </ul>	<b>September 24, 2024</b>	<b>November 28, 2024</b>
<b>October 15, 2024</b>	<ul style="list-style-type: none"> <li>• Remaining Faculty Council Lists <b>(KA)</b></li> <li>• Remaining Faculty Vice Chair Nominations <b>(KA)</b></li> <li>• 2024-2025 Work Plan <b>(NC/KA)</b></li> </ul>	<b>October 22, 2024</b>	<b>November 28, 2024</b>
<b>January 21, 2025</b>	<ul style="list-style-type: none"> <li>• Review of Election timeline for approval <b>(NC/KA)</b></li> </ul>	<b>January 28, 2025</b>	<b>February 20, 2025</b>
<b>March 18, 2025</b>		<b>March 25, 2025</b>	<b>April 17, 2025</b>
<b>April 15, 2025</b>	<ul style="list-style-type: none"> <li>• 2024-2025 AC Election Results <b>(NC/KA)</b></li> </ul>	<b>April 22, 2025</b>	<b>June 26, 2025</b>
<b>June 17, 2025</b>	<ul style="list-style-type: none"> <li>• Supplementary AC nominations/expressions of interest <b>(NC/KA)</b></li> </ul>	<b>June 24, 2025</b>	<b>June 26, 2025</b>





**Graduate Studies Committee (GSC)**

**Draft Work Plan  
2024-2025**

<b>Meeting</b>	<b>Agenda Item (Lead)</b>	<b>Academic Council (If Applicable)</b>	<b>Board (if Applicable)</b>
<b>September 24, 2024</b>	<ul style="list-style-type: none"> <li>• Associate, Assistant and Grad Faculty appointment – if applicable (<b>SGPS</b>)</li> <li>• Curriculum Items – if Applicable (<b>CIQE</b>)</li> <li>• Faculty/Library &amp; Student Reports (<b>Chairs</b>)</li> </ul>	<b>October 22, 2024</b>	<b>November 28, 2024</b>
<b>October 22, 2024</b>	<ul style="list-style-type: none"> <li>• Associate, Assistant and Grad Faculty appointment – if applicable (<b>SGPS</b>)</li> <li>• Curriculum Items – if Applicable (<b>CIQE</b>)</li> <li>• Faculty/Library &amp; Student Reports (<b>Chairs</b>)</li> <li>• 2024-2025 Work Plan (<b>NC/KA</b>)</li> </ul>	<b>November 26, 2024</b>	<b>February 20, 2025</b>
<b>November 26, 2024</b>	<ul style="list-style-type: none"> <li>• Associate, Assistant and Grad Faculty appointment – if applicable (<b>SGPS</b>)</li> <li>• Curriculum Items – if Applicable (<b>CIQE</b>)</li> <li>• Faculty/Library &amp; Student Reports (<b>Chairs</b>)</li> </ul>	<b>January 28, 2025</b>	<b>February 20, 2025</b>
<b>No December Meeting</b>			

<p><b>January 28, 2025</b></p>	<ul style="list-style-type: none"> <li>• Associate, Assistant and Grad Faculty appointment – if applicable (<b>SGPS</b>)</li> <li>• Curriculum Items – if Applicable (<b>CIQE</b>)</li> <li>• Faculty/Library &amp; Student Reports (<b>Chairs</b>)</li> </ul> <p><b>Major Program Modification (MPM) Deadline (CIQE)</b></p> <ul style="list-style-type: none"> <li>• Last meeting to accept MPM's (Academic Council deadline April) ; changes published to calendar in May</li> </ul> <p><b>Academic Policy Changes</b></p> <ul style="list-style-type: none"> <li>• Last meeting to accept Academic Policy changes ( Academic Council deadline April); changes published to calendar in May</li> </ul>	<p><b>February 25, 2025</b></p>	<p><b>April 17, 2025</b></p>
<p><b>February 25, 2025</b></p>	<ul style="list-style-type: none"> <li>• Associate, Assistant and Grad Faculty appointment – if applicable (<b>SGPS</b>)</li> <li>• Curriculum Items – if Applicable (<b>CIQE</b>)</li> <li>• Faculty/Library &amp; Student Reports (<b>Chairs</b>)</li> <li>• 2025-2026 Graduate Academic Calendar</li> </ul> <p><b>Minor Program Adjustments (MPA) Deadline (CIQE)</b></p> <ul style="list-style-type: none"> <li>• Last meeting to accept MPA's ( Academic Council for information deadline - March) ; changes published to calendar in May</li> </ul> <p><b>Minor Curriculum Changes (MCC) Deadline (CIQE)</b></p>	<p><b>March 25, 2025</b></p>	<p><b>April 17, 2025</b></p>

	<ul style="list-style-type: none"> <li>• Last meeting to accept MCC's for information- Does not go to Academic Council ; published to calendar in May</li> </ul>		
<b>March 25, 2025</b>	<ul style="list-style-type: none"> <li>• Associate, Assistant and Grad Faculty appointment – if applicable (<b>SGPS</b>)</li> <li>• Curriculum Items – if Applicable (<b>CIQE</b>)</li> <li>• Faculty/Library &amp; Student Reports (<b>Chairs</b>)</li> </ul>	<b>April 22, 2025</b>	<b>June 26, 2025</b>
<b>April 22, 2025</b>	<ul style="list-style-type: none"> <li>• Associate, Assistant and Grad Faculty appointment – if applicable (<b>SGPS</b>)</li> <li>• Curriculum Items – if Applicable (<b>CIQE</b>)</li> <li>• Faculty/Library &amp; Student Reports (<b>Chairs</b>)</li> <li>• Terms of Reference Review</li> </ul>	<b>May 27, 2025</b>	<b>June 26, 2025</b>
<b>May 27, 2025</b>	<ul style="list-style-type: none"> <li>• Associate, Assistant and Grad Faculty appointment – if applicable (<b>SGPS</b>)</li> <li>• Curriculum Items – if Applicable (<b>CIQE</b>)</li> <li>• Faculty/Library &amp; Student Reports (<b>Chairs</b>)</li> </ul>	<b>June 24, 2025</b>	<b>Sept 2025 TBD</b>
<b>June 24, 2025</b>	<ul style="list-style-type: none"> <li>• Associate, Assistant and Grad Faculty appointment – if applicable (<b>SGPS</b>)</li> <li>• Curriculum Items – if Applicable (<b>CIQE</b>)</li> <li>• Faculty/Library &amp; Student Reports (<b>Chairs</b>)</li> </ul>	<b>Sept 2025 TBD</b>	<b>Sept 2025 TBD</b>

**Undergraduate Studies Committee (USC)**

**Draft Work Plan  
2024-2025**

<b>Meeting</b>	<b>Agenda Item (Lead)</b>	<b>Academic Council (If Applicable)</b>	<b>Board (if Applicable)</b>
<b>September 17, 2024</b>	<ul style="list-style-type: none"> <li>Curriculum Items – if Applicable <b>(CIQE)</b></li> </ul>	<b>October 22, 2024</b>	<b>November 28, 2024</b>
<b>October 15, 2024</b>	<ul style="list-style-type: none"> <li>Curriculum Items – if Applicable <b>(CIQE)</b></li> <li>2024-2025 Work Plan <b>(NC/KA)</b></li> </ul>	<b>November 26, 2024</b>	<b>February 20, 2025</b>
<b>November 19, 2024</b>	<ul style="list-style-type: none"> <li>Curriculum Items – if Applicable <b>(CIQE)</b></li> </ul>	<b>January 28, 2025</b>	<b>February 20, 2025</b>
<b>December 17, 2025</b>	<ul style="list-style-type: none"> <li>Curriculum Items – if Applicable <b>(CIQE)</b></li> </ul>	<b>January 28, 2025</b>	<b>April 17, 2025</b>

<p><b>January 21, 2025</b></p>	<ul style="list-style-type: none"> <li>• Curriculum Items – if Applicable (<b>CIQE</b>)</li> </ul> <p><b>Major Program Modification (MPM) Deadline (CIQE)</b></p> <ul style="list-style-type: none"> <li>• Last meeting to accept MPM's (Academic Council deadline April) ; changes published to calendar in May</li> </ul> <p><b>Academic Policy Changes</b></p> <ul style="list-style-type: none"> <li>• Last meeting to accept Academic Policy changes ( Academic Council deadline April); changes published to calendar in May</li> </ul>	<p><b>February 25, 2025</b></p>	<p><b>April 17, 2025</b></p>
<p><b>February 18, 2025</b></p>	<ul style="list-style-type: none"> <li>• Curriculum Items – if Applicable (<b>CIQE</b>)</li> <li>• 2025-2026 U/G Academic Schedule</li> </ul> <p><b>Minor Program Adjustments (MPA) Deadline (CIQE)</b></p> <ul style="list-style-type: none"> <li>• Last meeting to accept MPA's ( Academic Council for information deadline - March) ; changes published to calendar in May</li> </ul> <p><b>Minor Curriculum Changes (MCC) Deadline (CIQE)</b></p> <ul style="list-style-type: none"> <li>• Last meeting to accept MCC's for information- Does not go to Academic Council ; published to calendar in May</li> </ul>	<p><b>March 25, 2025</b></p>	<p><b>April 17, 2025</b></p>

<b>March 18, 2025</b>	<ul style="list-style-type: none"> <li>• Curriculum Items – if Applicable (CIQE)</li> </ul>	<b>April 22, 2025</b>	<b>June 26, 2025</b>
<b>April 15, 2025</b>	<ul style="list-style-type: none"> <li>• Curriculum Items – if Applicable (CIQE)</li> </ul>	<b>May 27, 2025</b>	<b>June 26, 2025</b>
<b>May 20, 2025</b>	<ul style="list-style-type: none"> <li>• Curriculum Items – if Applicable (CIQE)</li> </ul>	<b>June 24, 2025</b>	<b>Sept 2025 TBD</b>
<b>June 17, 2025</b>	<ul style="list-style-type: none"> <li>• Curriculum Items – if Applicable (CIQE)</li> </ul>	<b>Sept 2025 TBD</b>	<b>Sept 2025 TBD</b>

**ACADEMIC COUNCIL**  
**Minutes of the Meeting of September 24, 2024**  
2:30 – 4:04 p.m. [videoconference](#)

**Present:**

Steven Murphy  
(Chair)  
Scott Aquanno  
JoAnne Arcand  
Robert Bailey  
Ahmad Barari  
Wendy Barber  
Mihai Beligan  
Mary Bluechardt  
Toba Bryant  
Amanda Cooper  
Nicola Crow  
Catherine  
Davidson

Ana Duff  
Mikael Eklund  
Nawal Elshamiy  
Shanti Fernando  
Jessica Hogue  
Mehdi Hossein  
Nejad  
Brenda Jacobs  
Les Jacobs  
Hossam Kishawy  
Lori Livingston  
Breanne Mcalpin  
Janet McCabe  
Fedor Naumkin

Scott Nokleby  
Carol Rodgers  
Robyn  
Ruttenberg-Rozen  
Denina Simmons  
Gillian Slade  
Peter Stoett  
Joe Stokes  
Jemma Tam  
Dwight Thompson  
Shannon Vettor  
Ken Wilson

**Staff & Guests:**

Kirstie Ayotte  
(secretary)  
Chelsea Bauer  
Jamie Bruno  
Stephanie  
Callahan  
Carla Cesaroni  
Barbara Hamilton  
Leigh Harkins  
Michelle Heslip

Krista Hester  
Celine Jahan  
Tom Jenks  
Amy Leach  
Jennifer MacInnis  
Brad MacIsaac  
Holly MacPherson  
Kimberley  
McCartney

Christine  
McLaughlin  
Niall O'Halloran  
Darryl Papke  
Andrea Slane  
Sarah Thrush  
Lisa Townsend  
Shelly Windsor  
Adam Wingate

**Regrets:**

Asifa Aamir  
Mitch Fraser

Sayyed Ali  
Hosseini  
Krystina Clarke

Carolyn McGregor  
Oghenetega  
(Tega) Ubor



### 1. Call to Order

The Chair called the meeting to order at 2:30 p.m. D. Simmons began with a thoughtful Land Acknowledgement, first sharing their personal reflection and then reading the University's Land Acknowledgement.

### 2. Agenda

A member requested consideration to add an additional two items during Other Business if there is time remaining.

*Upon a motion duly made by M. Hossein-Nejad and seconded by T. Bryant, the Agenda and the Consent Agenda were approved.*

### 3. Chair's Remarks

The Chair welcomed everyone to the first Academic Council meeting of the year and began with the presentation of the October 2024 Honorary Degree Recipients for the Fall 2024 Convocation Ceremonies taking place on October 17, downtown Oshawa at the Regent Theatre.

#### a) October 2024 Honorary Degree Recipients

Dr. Alan Shephard will be recognized for his legacy of leadership and promotion of transformational change and innovation within higher education and for his passionate advocacy of diversity, inclusion and belonging, especially in the 2SLGBTQIA+ communities.

Mr. Edmond Vanhaverbeke and Ms. Sylvia Lisk Vanhaverbeke have a long history of championing higher education and student success, volunteering and providing philanthropic support for healthcare, the arts, and conservation. They have also shown a strong loyalty to Ontario Tech University through significant contributions to the campus infrastructure.

The Chair then thanked both returning and new members of the Academic Council for their important role in representing the academic community and participating in strategic matters/discussions through the exercise of the Academic Council's authority to advise the Board of Governors on standards and policies. He also introduced Nicola Crow, the new University Secretary, and extended gratitude to those who provided support during the interim.

He continued by highlighting the success of recent orientation events at both North and Downtown campuses and outlined key themes for the upcoming year, including differentiated growth, competency-based learning, and the ethical use of artificial intelligence (AI), all aimed at improving the student experience while adhering to the University's values of 'tech with a conscience.'

In conclusion he reminded attendees of the National Day for Truth and Reconciliation on September 30, for which the University observes with a meeting-free day to foster education and reflection on the history and lasting impact of residential schools. Campus-wide resources have been shared with the university community to promote meaningful engagement.

In response to a question regarding the new services on campus, S. Murphy highlighted exciting updates to campus food services, including a new 24/7 marketplace near the library that provides students with food and drink options anytime. He also noted the addition of a Subway and a bubble tea shop in the UA Building, recent upgrades to Hunter's Kitchen in the UB Building and the reopening of the Tim Hortons in Shaw Hall, Isabella's at the Downtown campus and the smoothie shop at the Campus Recreation Center.

In response to a question regarding the references made to "strategic matters" in Academic Council discussions, S. Murphy explained that all governance bodies, including Academic Council, are tasked with strategic conversations relevant to their mandates and for Academic Council, this includes academic matters such as teaching, learning, program creation, budgeting, and addressing funding challenges as part of its role to establish and regulate academic standards, policies and procedures. He emphasized that the Steering Committee is responsible for setting the agenda and determining which strategic topics need to be addressed each month, ensuring time is used appropriately for important issues and affirmed the Committee's commitment to the University's governance structure.

#### **4. Inquiries and Communications**

##### **a) COU Academic Report**

R. Ruttenberg-Rozen presented the Council of Ontario Universities (COU) report from the recent meetings on August 13 and 14, 2024. She highlighted that the focus was on fostering connections with colleges but the discussion shifted to the competition between colleges and universities, emphasizing how Government funding policies are fostering rivalry instead of collaboration.

Limited discussions regarding international students and encampments were noted, along with a brief mention of the upcoming anniversary on October 7, 2024. It was also announced that M. Eklund will serve as the alternate COU representative for Ontario Tech University.

In response to a question regarding college competition and COU strategies, R. Ruttenberg-Rozen mentioned that COU is developing a strategy to attract more Ontario students to local Universities through marketing initiatives. She stressed the necessity of going beyond marketing, as the growing overlap between colleges and universities complicates differentiation. Additionally, she noted that discussions on SMA4 are ongoing, though specific details were not shared.

S. Murphy clarified that he no longer sits on the COU Executive Committee and now participates as an Executive Head. He indicated that the strategy aims to address government funding challenges while fostering collaboration, particularly with Durham College. He pointed out the trend of rising university enrollment alongside declining college enrollment, emphasizing the importance of clearly communicating the reasons for choosing universities and underscored the need to reinforce the unique value of universities in research and education amid increasing competition.

Discussion was raised regarding the challenges posed by college Master's degrees or Doctoral programs, noting the need for universities to reconsider their criteria as more college graduates apply. S. Murphy highlighted confusion in the marketplace due to some universities refusing to accept these degrees, while acknowledging the essential role of colleges in providing trades and specialized programs. Concern was expressed over the government's unclear strategy and whether micro-credentials could help clarify the distinctions between college and university offerings.

L. Jacobs noted Federal research funding is increasingly being directed toward colleges, enabling them to enhance their research profiles, especially in provinces like Alberta and British Columbia, where Colleges have been stronger. In Ontario, however, Colleges have historically struggled in this area. S. Murphy highlighted the current incongruity in government support for colleges and stressed the need for effective advocacy for both colleges and universities amidst changing political dynamics.

## **5. Provost's Remarks**

### **a) Senior Academic Administrator Search Update**

L. Livingston began by welcoming two new Deans that have joined the University. Dr. Amanda Cooper, Dean of the Mitch and Leslie Frazer Faculty of Education, from Queen's University, and Dr. Ken Wilson, Dean of the Faculty of Science, from the University of Saskatchewan, noting both are key additions to the Senior Academic Leadership Team.

She advised that the Deputy Provost Search Advisory Committee is progressing well, with a robust applicant pool and interviews currently underway. She reminded attendees that shortlisted candidates' CV's and letters of interest are available for review by appointment through the Provost's Office until the end of the week.

She noted that the Renewal Advisory Committee for Dr. Hossam Kishawy's renewal as Dean in the Faculty of Engineering and Applied Science has begun its work after receiving extensive community feedback. The Committee will be submitting their recommendation shortly to the President and subsequently to the Board for approval.

Lastly, she noted that Dr. Theodore Christou unexpectedly resigned from his position as Dean of the School of Graduate and Postdoctoral Studies effective September 12, 2024 and Dr. Joe Stokes, the University Registrar and Assistant Vice-President

International, has been appointed as Acting Dean. She noted that Dr. Stokes' expertise in student recruitment, admissions and international student matters is critical, especially given recent government changes affecting international student study permits. She also noted that Dr. Pejman Mirza-Babaei and Dr. Carla Cesaroni will continue to oversee daily graduate program operations, including thesis defenses and student progress reports.

In response to a question about the requirement for signed emails and letters for the Deputy Provost Search, L. Livingston clarified that the practice remains unchanged from previous searches, noting that emails sent from a person's account are considered signed.

Also addressing concerns about policy adherence for the acting Dean of Graduate Studies appointment, L. Livingston referenced item 7.2 of the Senior Academic Administrative Appointments policy, which states, "A person appointed to a Senior Academic Administrative Position will normally hold a tenured appointment at the rank of Professor or be qualified for an academic appointment commensurate with that rank." She explained that the policy allows flexibility, and due to the timing of Dr. Christou's departure and the need to manage international graduate students, Dr. Stokes was appointed. She emphasized Dr. Stokes' qualifications, including his PhD, academic experience, teaching and supervising graduate students at Ontario Tech, and holding graduate-level appointments at two other Canadian universities. She also highlighted his research, publications, and grant-securing abilities, expressing full confidence in his capability to manage the role of Acting Dean during these challenges.

#### **b) Enrolment Update (Sarah Thrush)**

S. Thrush presented the enrollment and admissions update, noting key trends for the current term. Domestic applications rose by 8.6% year-over-year, with registrations up 4.6%. In contrast, international registrations dropped by 18.5%, despite a 2.1% increase in applications. Overall, there was a 2.9% rise in incoming new students, achieving 93.7% of the enrollment target. Total registration stands at 101.7% of the overall target, strengthened by domestic students at 104.4%.

She addressed challenges, particularly with international registrations at 88.5% of the target, due to competition and Immigration, Refugees and Citizenship Canada (IRCC)-imposed caps. Domestic enrollment remains strong, with a 9% year-over-year increase in Graduate registrations, although the intake target was met at 90%. Master's and PhD programs exceeded targets, but some students are beyond funding eligibility. She noted that the University missed its research-based Master's target due to delays, but there is potential for recovery through the winter intake. Ontario Tech experienced an 8.8% increase in domestic undergraduate applications, surpassing the system's 6.4% rise. International applications from Ontario high schools grew by 7.8%, with confirmations up 3.4% despite increased competition. International confirmations rose by 12.4%, even as the overall system saw a 2.6%.

Demand for programs such as Nursing, Computer Science, and Engineering remains strong, while Social Sciences and Liberal Arts have declined. IRCC caps and delays are affecting international perceptions, but recruitment efforts are ongoing.

S. Thrush acknowledged the concerns regarding the need for specific metrics on the number of PhD and Master's students necessary for Faculty success, as well as the suggestion to establish clear targets aligned with the academic needs of the Faculty. She noted that enrollment management meetings involve discussions with both the Deans and the Dean of Graduate Studies to address programmatic needs and Faculty capacity for Graduate students, with the goal of achieving a balanced approach.

In response to a question about enrollment targets and their relation to current or past numbers, S. Thrush clarified that enrollment targets are set collaboratively with all Faculties and distributed to the Deans and enrollment teams. She explained that the University runs a model to project student numbers, factoring in assumptions about retention and course loads. The current registration percentage of 104.4% reflects higher course loads and retention rates than anticipated. She noted that these projections are also tied to the budget. However, she cautioned that there typically is a drop in numbers due to student attrition between now and November.

#### **6. Undergraduate Studies Committee (USC)**

M. Bluehardt provided a report of the June 18 USC meeting noting that the Major Program Modification for the Pre-Engineering Pathway, the English Language Proficiency measures for Oxford ELLT and Oxford ELP Partnership and the amended Program Nomenclature Directives, were expedited and approved during June 25, 2024's Academic Council to ensure readiness for the new academic year.

#### **7. Graduate Studies Committee (GSC)**

J. Stokes provided the GSC report from June 25 noting that there were no actionable items to report but the Committee discussed a report provided by the Interdisciplinary Graduate Programs (IDGP) Working Group which focuses on distinguishing between professional and research-based programs, enhancing program quality, and addressing financial growth concerns. Feedback from community members helped refine the report, which emphasized best practices and the importance of reviewing new programs and considering flexible, non-degree options. The report will be shared with the Academic Leadership Team for further discussion across Faculty units. In response to a question regarding high application fees for international students, J. Stokes clarified that there is no new requirement for a \$3,000 or \$5,000 fee. The deposit for Domestic students remains \$500, while it increased to \$2,000 for international students due to changes in the Provincial attestation letter process. Funded Graduate students can have their tuition deposit waived by contacting SGPS to process manually. Policies and procedures will continue to be reviewed as needed.

#### **8. Governance & Nominations Committee (GNC)**

L. Livingston provided the GNC report from June 17 noting the discussion of the four motions before the Council today.

### **a) Results of Supplementary Calls for Expression of Interest (M)**

*J. Hogue recused herself.*

*M. Eklund abstained.*

#### **Motion:**

*Upon a Motion duly made by L. Livingston and seconded by T. Bryant, pursuant to the recommendation of the Governance & Nominations Committee, Academic Council hereby approves the following appointments to the Academic Council Steering Committee for the term of September 1, 2024 to August 31, 2025.*

- *Mikael Eklund (Teaching Staff)*
- *Jessica Hogue (Administrative Staff)*

### **b) AC Vice-Chair Nomination (M)**

*J. Hogue rejoined.*

*D. Simmons recused herself.*

#### **Motion:**

*Upon a Motion duly made by P. Stoett and seconded by J. McCabe, pursuant to the recommendation of the Governance & Nominations Committee, Academic Council hereby approves the appointment of Denina Simmons as Vice-Chair of Academic Council for the term of October 1, 2024 to September 30, 2025.*

*D. Simmons rejoined.*

### **c) Faculty Council Membership Lists (M)**

L. Livingston noted that the GNC annually reviews and approves the Faculty Council membership lists. She mentioned that not all Faculty Councils were able to meet in time for the September deadline, but the remaining membership lists should be available for the October Academic Council meeting.

#### **Motion:**

*Upon a Motion duly made by D. Thompson and seconded by K. Wilson, pursuant to the recommendation of the Governance & Nominations Committee, Academic Council hereby approves the following 2024-2025 Faculty Council membership lists as presented:*

- *Faculty of Business and IT*
- *Mitch and Leslie Frazer Faculty of Education*

### **d) Faculty Council Vice-Chair Nominations (M)**

L. Livingston noted that, like the Faculty Council membership lists, some Faculties have not completed their nominations in time for the September meeting. She

mentioned that Vice-Chairs typically serve one-year terms and that the Deans have taken EDI perspectives into account when making their nominations to the Committee.

**Motion:**

*Upon a Motion duly made by H. Kishawy and seconded by D. Simmons, pursuant to the recommendation of the Governance & Nominations Committee, Academic Council hereby approves the appointment of the following individuals as Vice-Chair of their respective Faculty Council for the term of September 29, 2024 until September 30, 2025.*

- *Dr. Gabby Resch; Faculty of Business and IT*
- *Dr. Dima Jawad; Faculty of Engineering and Applied Science*
- *Dr. Robyn Ruttenberg-Rozen; Mitch and Leslie Frazer, Faculty of Education*

**9. Research Committee**

L. Jacobs presented the Research report from the first committee meeting of the year, highlighting key updates such as the successful completion of the Animal Care Licensing Review and a visit from Japanese scholars for an annual Chemistry Symposium.

He noted the upcoming Research Excellence Awards on October 29, which will celebrate award recipients and Research Chairs, and announced the launch of two searches for Canada Research Chairs in Advanced Nuclear Engineering and Education and Artificial Intelligence.

He shared that the Research Council is close to establishing an AI Institute, led by Faculty from all six Faculties, to strengthen the University's position in AI education. Additionally, he mentioned the need to renew the Strategic Research Plan by June 2025, with a draft expected for consultation in the new year advising that the plan aims to reinforce Ontario Tech University's status as a research-intensive institution, emphasizing inclusivity and recognition for all researchers. The vision promotes a "pull approach" to research, focusing on understanding community and industry needs rather than pushing out research. Upcoming consultations will identify existing strengths and adjacent areas for development, with the Research Committee actively working on this in the coming months.

**10. Consent Agenda**

- a) Minutes of the Meeting of June 25, 2024\* (M)
- b) Conferral of Degrees – Summer 2024\*

**11. Other Business**

- a) J. Tam volunteered to provide the Land Acknowledgement for the October 2024 Academic Council meeting.

M. Eklund requested to have discussions regarding the Risk Management Policy currently under consultation, the potential reopening of the Space Management Policy

for further review, and the review of Postering procedures. He also inquired about the recent announcement regarding the migration of Banner to a cloud platform.

Due to time constraints, it was agreed to defer these discussions to future meetings to allow for consultation and strategic discussion.

## **12. Termination**

*Upon a Motion made by S. Nokleby, the meeting was terminated at 4:04 p.m.*

Kirstie Ayotte, Assistant University Secretary

DRAFT



## ACADEMIC COUNCIL REPORT

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### ACTION REQUESTED:

Recommendation   
Decision   
Discussion/Direction   
Information

DATE: 22 October 2024

PRESENTED BY: Office of the Registrar

SUBJECT: Revisions to the Undergraduate and Graduate Academic Schedules

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### OVERVIEW

The information herein falls under the Administrative Guidelines for Determining the Academic Schedule.

The Office of the Registrar is presenting the following revisions to the Undergraduate and Graduate Academic Schedules, published in the Academic Calendar, for information.

### BACKGROUND/CONTEXT & RATIONALE:

- The revisions to the Undergraduate and Graduate Academic Schedule including adding specific fall and spring Convocation ceremony dates and adding grading and standing (undergraduate only) release dates for each semester/session.
- These are established dates that are now being added to the public-facing Academic Calendars in the spirit of transparency. As Convocation ceremony dates for the upcoming academic year are already established at the time of calendar planning and publishing, it is logical to include this information in the calendar. Furthermore, as grading and standing release timelines are established years in advance, this is pertinent information that can easily be integrated into the calendar. In the case of the latter, we have received feedback from students, faculty members, and staff alike that not having this information readily available can lead to confusion and uncertainty.

**RESOURCES REQUIRED:**

- No resources required.

**PRESENTATION DATES:**

- Undergraduate Studies Committee (for information): October 15, 2024
- Graduate Studies Committee (for information): October 22, 2024
- Academic Council (for information): October 22, 2024

**NEXT STEPS:**

- Upon presentation to Academic Council, the calendar revisions will be immediately published.

**SUPPORTING REFERENCE MATERIALS:**

- Academic Schedule – Ontario Tech University – UG 2024-25 (Tracked Changes)
- Academic Schedule – Ontario Tech University – GR 2024-25 (Tracked Changes)

## Academic schedule

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- [Fall semester](#)
  - [Spring/Summer semester](#)
  - [Winter semester](#)
- 

### Fall semester

July 31, 2024	Last day to submit an application for Readmission or Change of Program for the fall semester through the portal.
August 10, 2024	Last day to submit an online application for graduation for students completing degree requirements at the end of the summer semester.
August 31 to September 2, 2024	Fall semester orientation.
September 2, 2024	Labour Day.
September 3, 2024	Lectures begin for all programs, fall semester.
September 16, 2024	End of regular registration period; last day to add courses, fall semester.
	Last day to drop courses and receive a 100 per cent refund of tuition and ancillary fees, fall semester.
	Fall semester fees due.
September 30, 2024	Last day to withdraw from fall semester courses without academic consequences (i.e., without receiving a grade). Courses dropped after this date will be recorded on the academic transcript with a grade of W to indicate withdrawal.

Last day to drop courses and receive a 50 per cent refund of tuition fees, fall semester.

October 14, 2024 Thanksgiving Day, no scheduled academic activities.

October 15 to 20, 2024 Fall study week, no scheduled academic activities.

October 17, 2024 Fall Convocation Ceremonies.

November 30, 2024 Last day to submit an application for Readmission or Change of Program for the winter semester through the portal.

December 2, 2024 Lectures end, fall semester, except Bachelor of Education.

Last day to withdraw from fall semester courses. Active fall semester courses will be graded by instructors.

December 3, 2024 Study break, no scheduled academic activities.

December 4 to 14, 2024 Fall semester final examination period. Students are advised not to make commitments during this period (i.e., vacation, travel plans).

December 13, 2024 Lectures end, Bachelor of Education.

December 19, 2024 Fall semester grades released.

December 23, 2024 Fall academic standing released.

December 24, 2024 to January 1, 2025 University closed.

December 31, 2024 Last day to submit online application for graduation for students completing degree requirements at the end of the fall semester.

## Winter semester

January 2, 2025 University reopens.

January 6, 2025	Lectures begin for all programs, winter semester.
January 17, 2025	End of regular registration period; last day to add courses, winter semester.  Last day to drop courses and receive a 100 per cent refund of tuition and ancillary fees, winter semester.  Winter semester fees due.
January 31, 2025	Last day to withdraw from winter semester courses without academic consequences (i.e., without receiving a grade). Courses dropped after this date will be recorded on the academic transcript with a grade of W to indicate withdrawal.  Last day to drop courses and receive a 50 per cent refund of tuition fees, winter semester.
February 17, 2025	Family Day, no scheduled academic activities.
February 18 to 23, 2025	Winter study week, no scheduled academic activities.
February 28, 2025	Last day to submit online application for graduation for the spring session of convocation for students completing degree requirements at the end of the winter semester.
March 31, 2025	Last day to submit an application for Readmission or Change of Program for the spring/summer semester through the portal.
April 4, 2025	Lectures end, winter semester, except Bachelor of Education.  Last day to withdraw from winter semester courses. Active winter semester courses will be graded by instructors.
April 6, 2025	Study break, no scheduled academic activities.

April 7 to 17, 2025 Winter semester final examination period. Students are advised not to make commitments during this period (i.e., vacation, travel plans).

April 18, 2025 Good Friday, no scheduled academic activities.

April 24, 2025 Winter semester grades released.

April 25, 2025 Lectures end, Bachelor of Education.

April 28, 2025 Winter academic standing released.

## Spring/Summer semester

April 28, 2025 Start date, Bachelor of Education (see Mitch and Leslie Frazer Faculty of Education's Field Experience Handbook).

May 5, 2025 Lectures begin, six-week spring session and 12-week summer semester.

May 9, 2025 Last day to add six-week spring session courses.

Last day to drop six-week spring session courses and receive a 100 per cent refund of tuition and ancillary fees.

Six-week spring session and 12-week summer semester fees due. Fees are due at the time of registration for any six-week spring session or 12-week summer semester courses registered after this date.

May 16, 2025 Last day to add courses, 12-week summer semester.

Last day to drop 12-week summer semester courses and receive a 100 per cent refund of tuition and ancillary fees.

Last day to withdraw from six-week spring session courses and receive a 50 per cent refund of tuition fees.

Last day to withdraw from six-week spring session courses without academic consequences (i.e., without receiving a grade). Courses dropped after this date will be recorded on the academic transcript with a grade of W to indicate withdrawal.

May 19, 2025 Victoria Day, no scheduled academic activities.

June 2, 2025 Last day to drop 12-week summer semester courses and receive a 50 per cent refund of tuition fees.

Last day to withdraw from 12-week summer semester courses without academic consequences (i.e., without receiving a grade). Courses dropped after this date will be recorded on the academic transcript with a grade of W to indicate withdrawal.

June 4 to 6, 2025 Spring Convocation Ceremonies.

June 16, 2025 Lectures end, six-week spring session.

Last day to withdraw from six-week spring session courses. Active six-week spring session courses will be graded by instructors.

June 17, 2025 Spring six-week session study break, no scheduled academic activities.

June 17 to 21, 2025 Study break, 12-week summer semester, except Bachelor of Education.

June 18 to 21, 2025 Spring session final examination period. Students are advised not to make commitments during this period (i.e., vacation, travel plans).

June 22, 2025 Last day to submit online application for graduation for students completing degree requirements at the end of the spring session.

June 23, 2025 Lectures begin, six-week summer session.

Lectures resume, 12-week summer semester.

Six-week summer session fees due. Fees are due at the time of registration for any six-week summer session courses registered after this date.

June 25, 2025 Spring session grades released.

June 27, 2025	Lectures end, Bachelor of Education nine-week session.  Last day to add courses, six-week summer session.  Last day to drop six-week summer session courses and receive a 100 per cent refund of tuition and ancillary fees.
July 1, 2025	Canada Day, no scheduled academic activities.
July 7, 2025	Last day to drop six-week summer session courses and receive a 50 per cent refund of tuition fees.  Last day to withdraw from six-week summer session courses without academic consequences (i.e., without receiving a grade). Courses dropped after this date will be recorded on the academic transcript with a grade of W to indicate withdrawal.
August 4, 2025	Civic holiday, no scheduled academic activities.
August 5, 2025	Lectures will follow the Monday schedule on this day only. Lectures end, 12-week summer semester and six-week summer session.  Last day to withdraw from 12-week summer semester and six-week summer courses. Active 12-week summer semester and six-week summer session courses will be graded by instructors.
August 6, 2025	Study break, no scheduled academic activities.
August 7 to 10, 2025	Summer semester final examination period (includes six-week and 12-week courses). Students are advised not to make commitments during this period (i.e., vacation, travel plans).
August 10, 2025	Last day to submit online application for graduation for students completing degree requirements at the end of the summer session.

August 15, 2025

Summer session and Spring/Summer semester grades released.

August 19, 2025

Spring/Summer semester academic standing released.

**Notes:**



- Fourth-year students in the Medical Laboratory Science program will have program start dates prior to the first week of lectures stated in this academic schedule. See [Medical Laboratory Science](#) program start dates for details.
  - See the [Mitch and Leslie Frazer Faculty of Education](#) website for Bachelor of Education important program dates and details.
  - Spring convocation will be held in June 2025. Fall convocation will be held in October 2025. For more details, please refer to [ontariotechu.ca/convocation](http://ontariotechu.ca/convocation).
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## Academic schedule

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- [Fall semester](#)
  - [Spring/Summer semester](#)
  - [Winter semester](#)
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### Fall semester

August 10, 2024 Last day to submit an online application for graduation for students completing degree requirements at the end of the summer semester.

September 2, 2024 Labour Day, no lectures.

September 3, 2024 Lectures begin, fall semester.

Last day to submit for reinstatement, fall semester.

Last day to submit return from leave of absence form, fall semester.

Deadline for payment of fees or submission of the Graduate Student Promissory Note, fall semester.

Last day to submit a program change request, fall semester.

Last day to change full-time/part-time status, fall semester.

Last day to submit a leave of absence form, fall semester.

September 16, 2024 End of regular registration period; last day to add courses, fall semester.

Last day to drop courses in fee-per-credit graduate programs and receive a 100 per cent refund of tuition and ancillary fees, fall semester.

Last day to withdraw from a flat-fee graduate program and receive a 100 per cent refund of tuition and ancillary fees, fall semester.

September 30, 2024 Last day to withdraw from fall semester courses without academic consequences (i.e., without receiving a grade). Courses dropped after this date will be recorded on the academic transcript with a grade of W to indicate withdrawal.

Last day to drop courses in fee-per-credit graduate programs and receive a 50 per cent refund of tuition fees, fall semester.

Last day to withdraw from a flat-fee graduate program and receive a 50 per cent refund of tuition fees, fall semester.

October 14, 2024 Thanksgiving Day, no lectures.

October 15 to 20, 2024 Fall study week, no lectures.

October 17, 2024 Fall Convocation Ceremonies.

November 13, 2024 Last day to withdraw from fall semester courses. Active fall semester courses will be graded by instructors.

December 2, 2024 Lectures end, fall semester.

December 3, 2024 Study break, no lectures.

December 4 to 14, 2024 Fall semester final examination period. Students are advised not to make commitments during this period (i.e., vacation, travel plans).

December 16, 2024 Last day to submit final thesis package to program office to ensure graduation by end of fall semester.

Last day for faculty to submit Certificate of Approval for project/paper to the School of Graduate and Postdoctoral Studies to ensure graduation by end of fall semester.

December 19, 2024 Fall semester grades released.

December 24,  
2024 to  
January 1,  
2025

University closed.

December 31,  
2024

Last day to submit online application for graduation for students completing degree requirements at the end of the fall semester.

## Winter semester

January 2,  
2025

University reopens.

January 6,  
2025

Lectures begin, winter semester.

Last day to submit a return from leave of absence form, winter semester.

Last day to request reinstatement, winter semester.

Deadline for payment of fees or submission of Graduate Student Promissory Note, winter semester.

Last day to submit a program change request, winter semester.

Last day to change full-time/part-time status, winter semester.

Last day to submit a leave of absence form, winter semester.

January 17,  
2025

End of regular registration period; last day to add courses, winter semester.

Last day to drop courses in fee-per-credit graduate programs and receive a 100 per cent refund of tuition and ancillary fees, winter semester.

Last day to withdraw from a flat-fee graduate program and receive a 100 per cent refund of tuition and ancillary fees, winter semester.

January 31,  
2025

Last day to withdraw from winter semester courses without academic consequences (i.e., without receiving a grade). Courses dropped after this date will be

recorded on the academic transcript with a grade of W to indicate withdrawal.

Last day to drop courses in fee-per-credit graduate programs and receive a 50 per cent refund of tuition fees, winter semester.

Last day to withdraw from a flat-fee graduate program and receive a 50 per cent refund of tuition fees, winter semester.

February  
17, 2025

Family Day, no lectures.

February  
18 to 23,  
2025

Winter study week, no lectures.

February  
28, 2025

Last day to submit online application for graduation for the spring session of convocation for students completing degree requirements at the end of the winter semester.

March  
15, 2025

Last day to withdraw from winter semester courses. Active winter semester courses will be graded by instructors.

April 4,  
2025

Lectures end, winter semester.

April 6,  
2025

Study break, no lectures.

April 7 to  
17, 2025

Winter semester final examination period. Students are advised not to make commitments during this period (i.e., vacation, travel plans).

April 17,  
2025

Last day to submit final thesis package to program office to ensure graduation by end of winter semester.

Last day for faculty to submit Certificate of Approval for project/paper to the School of Graduate and Postdoctoral Studies to ensure graduation by end of winter semester.

April 18,  
2025

Good Friday, no scheduled academic activities.

April 24, 2025

Winter semester grades released.

## Spring/Summer semester

May 5,  
2025

Lectures begin, six-week spring session and 12-week summer semester.

Last day to submit a return from leave of absence form, summer semester.

Last day to request reinstatement, summer semester.

Deadline for payment of fees or submission of Graduate Student Promissory Note, six-week spring session and 12-week summer semester.

Last day to submit a program change request, summer semester.

Last day to change full-time/part-time status, summer semester.

Last day to submit a leave of absence form, summer semester.

May 9,  
2025

Last day to add six-week spring session courses.

Last day to drop six-week spring session courses in fee-per-credit programs and receive a 100 per cent refund of tuition and ancillary fees.

May 16,  
2025

Last day to add courses, 12-week summer semester.

Last day to drop 12-week summer semester courses in fee-per-credit graduate programs and receive a 100 per cent refund of tuition and ancillary fees.

Last day to withdraw from a flat-fee graduate program and receive a 100 per cent refund of tuition and ancillary fees, summer semester.

Last day to withdraw from six-week spring session courses without academic consequences (i.e., without receiving a grade). Courses dropped after this date will be recorded on the academic transcript with a grade of W to indicate withdrawal.

Last day to withdraw from six-week spring session courses in fee-per-credit graduate programs and receive a 50 per cent refund of tuition fees.

May 19,  
2025

Victoria Day, no lectures.

June 2, 2025 Last day to withdraw from 12-week summer semester courses without academic consequences (i.e., without receiving a grade). Courses dropped after this date will be recorded on the academic transcript with a grade of W to indicate withdrawal.

Last day to drop 12-week summer semester courses in fee-per-credit graduate programs and receive a 50 per cent refund of tuition fees.

Last day to withdraw from a flat-fee graduate program and receive a 50 per cent refund of tuition fees, summer semester.

June 4, 2025 Last day to withdraw from six-week spring session courses. Active six-week spring session courses will be graded by instructors.

**June 4 to 6, 2025 Spring Convocation Ceremonies.**

June 16, 2025 Lectures end, six-week spring session.

June 17, 2025 Spring six-week session study break, no lectures.

June 17 to 21, 2025 Study break, 12-week summer semester, no lectures.

June 18 to 21, 2025 Spring session final examination period. Students are advised not to make commitments during this period (i.e., vacation, travel plans).

June 22, 2025 Last day to submit an online application for graduation for students completing degree requirements at the end of the spring session.

June 23, 2025 Lectures begin, six-week summer session.

Deadline for payment of fees or submission of Graduate Student Promissory Note (fee-per-credit programs only), six-week summer session.

Lectures resume, 12-week summer semester.

**June 25, 2025 Spring session grades released.**

June 27, Last day to add courses, six-week summer session.

2025

Last day to drop six-week summer session courses in fee-per-credit graduate programs and receive a 100 per cent refund of tuition and ancillary fees.

July 1,  
2025

Canada Day, no scheduled academic activities.

July 7,  
2025

Last day to withdraw from six-week summer session courses without academic consequences (i.e., without receiving a grade). Courses dropped after this date will be recorded on the academic transcript with a grade of W to indicate withdrawal.

Last day to drop six-week summer session courses in fee-per-credit graduate programs and receive a 50 per cent refund of tuition fees.

July 16,  
2025

Last day to withdraw from 12-week summer semester courses. Active 12-week summer semester courses will be graded by instructors.

July 24,  
2025

Last day to withdraw from six-week summer session courses. Active six-week summer session courses will be graded by instructors.

August  
4, 2025

Civic Holiday, no lectures.

August  
5, 2025

Lectures will follow the Monday schedule on this day only. Lectures end, 12-week summer semester and six-week summer session.

August  
6, 2025

Study break, no lectures.

August  
7 to 10,  
2025

Six-week summer session and 12-week summer semester final examination period. Students are advised not to make commitments during this period (i.e., vacation, travel plans).

August  
10,  
2025

Last day to submit online application for graduation for students completing degree requirements at the end of the summer session.

**August 15, 2025**    **Summer session and Spring/Summer semester grades released.**

August  
22,  
2025

Last day to submit final thesis package to program office to ensure graduation by end of summer semester.

Last day for faculty to submit Certificate of Approval for project/paper to the School of Graduate and Postdoctoral Studies to ensure graduation by end of summer



semester.

**Notes:**

- Courses offered outside the normal teaching timeframe will have add/drop deadlines pro-rated accordingly. In such cases, faculties will advise students of appropriate deadline dates during the first meeting of the class.
  - It is expected that students in a fee-per-credit program will register before the beginning of classes. If you register in a fee-per-credit course after the tuition payment deadline, your tuition fees are due immediately and you may be assessed a late payment fee. Visit [gradstudies.ontariotechu.ca/tuitionandfees](https://gradstudies.ontariotechu.ca/tuitionandfees) for a list of fee-per-credit programs.
  - Deadlines related to the following can be found on the Graduate Studies website: [application deadlines for admission to graduate programs](#); [deadlines for the submission of projects and major papers](#); [deadlines for the submission of theses/dissertations and defences](#); [tuition refund deadlines for thesis completion during a term](#); and deadlines for [scholarships, awards and bursaries](#).
  - Spring/summer session courses in Education may run on a schedule that varies from the above. Consult the [Mitch and Leslie Frazer Faculty of Education's website](#) for specific start and end dates.
  - Spring convocation will be held in June 2025. Fall convocation will be held in October 2025. For more details, please refer to [ontariotechu.ca/convocation](https://ontariotechu.ca/convocation).
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