

SOC497H1S
Special Topic: Marijuana Policy in the 21st Century
Winter 2017
SS2114

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Office Hours: By Appointment @ Sociology Department

“The reason some drugs are legal and others are not has nothing to do with science or health or the risk of drugs, and everything to do with who uses, and is perceived to use, certain drugs.” – Ethan Nadelmann, Drug Policy Alliance

Using a sociological perspective, this course aims to provide a critical understanding of the various processes (i.e., social, cultural, political, economic) that shape our understanding of and policies around both medical and personal cannabis use in historical and contemporary Canadian society. Beginning with the history of cannabis prohibition in Canada, this course will explore the social construction of cannabis, and focus on both legal and illegal cannabis markets, as well as the harms of the “War on Drugs” approach. The medical cannabis movement and current landscape of the federal medical cannabis access program will be of particular interest. In this regard, students will learn about various court cases involving medical cannabis and extensive (often court-ordered) reform, which led to the emergence of one of the only federal medical cannabis access programs in the world. This course will also focus on impending legalization, and the ideological and practical obstacles Canada will face in light of upcoming reform. By doing so, we will also draw extensive attention to ideas around public health, harm reduction, and turn to alternatives to cannabis regulation being implemented across the globe.

Course Structure

This is a reading-intensive course. Class time will be centered around peer-led in-depth discussion of the readings. As such, students are responsible for reading the assigned works before class. Students are expected and encouraged to participate in class discussion. Engaged discussion is an integral part of seminar courses.

Laptops and tablets are welcome in the classroom for course-based purposes only. Students must always bring a copy of the day’s readings to class (be it in hard copy or digital) as these readings will be used in class.

Goals and Learning Objectives

By the end of the class, students will be able to:

- identify and evaluate a variety of policy approaches to the regulation or prohibition of cannabis and to connect these understandings with empirical research
- write critically and creatively
- present an academic argument, including synthesizing academic readings, pulling out key points, and pose thoughtful questions
- engage in thoughtful and respectful discussion around cannabis policy
- formulate research questions, collect appropriate sources and use scholarly research to support written arguments.

Prerequisites:

Successful completion of a 300+ level SOC course. Students without this prerequisite will be removed at any time discovered and without notice.

Course Materials

All assigned readings are available on Blackboard.

Evaluation

Assignment	Date	Weight
Research/Policy Paper + Proposal	March 20 th , 2017	25%
	Feb. 27 th , 2017	10%
	Total =	35%
Presentation	Sign ups	25%
Weekly Discussion Board Posts	Per week (10x2%)	20%
In-Class Participation	Per class (10x2%)	20%

The late penalty for assignments is 10% for the first day and 5% per each additional day.

The Research Paper must be handed in:

- as a hardcopy at the beginning of class
- over Blackboard before class
- over Turnitin.com before class

The Proposal must be handed in:

- as a hardcopy at the beginning of class
- over Blackboard before class

Class Schedule

Date	Topic	Readings
Jan 9	Introductions	<ul style="list-style-type: none"> • Syllabus Review • Presentation Sign up • Research Paper Review and Instructions • Introduction to Cannabis Policy in Canada <p>TEDTALK: Ethan Nadelmann – to be shown in class https://www.ted.com/talks/ethan_nadelmann_why_we_need_to_end_the_war_on_drugs</p>
Jan 16	Bridging Theory and Drug Policy	<p>Hathaway, A. (2015). “Theoretical Perspectives on Drugs: How do we know what we know?” Chapter 2, Pp. 24-45, in <i>Drugs & Society</i>. + “Drug Policy Perspectives”. Chapter 4 pp. 71-98.</p> <p>Ritter, A. (2007). “How do drug policy makers access research evidence?” <i>International Journal of Drug Policy</i> 20 (1): 70-75</p> <p>Transform Drug Policy Foundation. “How to Regulate Cannabis: A Practical Guide”.</p>

		<p>Chapter 1: Foundations, pp. 17-44.</p> <p>No Student Presentation but each student is asked to come to class ready with a list the following (to be submitted at end of class, and counted as part of your in class mark for the day. Can be hand written/rough):</p> <ol style="list-style-type: none"> (1) three advantages of cannabis legalization; (2) three disadvantages of cannabis legalization; and (3) three policy details that may be debated differently under the label “legalization.” (These could relate to age restrictions, laws around cannabis marketing or retail, or any other policy area.)
Jan 23	Socio-Cultural Considerations	<p>Hathaway, A. (2015). Socio-cultural dimensions, Chapter 5 pp. 101-120 in <i>Drugs & Society</i>. Pp.101-115</p> <p>Becker, H. (1953). Becoming a Marihuana User. <i>The American Journal of Sociology</i> 59(3): 235-242.</p> <p>Asbridge, M., Valleriani, J., Kwok, J. & Erickson, P. “Normalization and denormalization in different legal contexts: comparing cannabis and tobacco”. <i>DEPP</i> 23(3): 212-223.</p> <p>Galston, W.A. & Dionne, E.J. (2013)). <i>The New Politics of Marijuana Legalization: Why Opinion is Changing</i>. Washington Office on Latin America. Pp.1-12.</p> <p>TED TALK (shown in class): Dr. Carl Hart: Let’s Stop Abusing Drug Abusers http://www.tedmed.com/talks/show?id=309156</p> <p>Student Co-Facilitators: TBA</p>
Jan 30	The Prohibition of Cannabis and the War on Drugs	<p>Hathaway, A. (2015). Drugs in a Historical Perspective. Chapter 3, pp. 48-69.</p> <p>Dias, G. “Canada’s Drug Laws: Prohibition is Not the Answer in Perspectives on Canadian Drug Policy” in <i>Vol. 1 The John Howard Society of Canada</i> (pp. 9-24)</p> <p>Khenti, Akwatu. (2013). The Canadian War on Drugs: Structural Violence and the unequal treatment of Black Canadians. <i>International Journal of Drug Policy</i> 25: 190-195.</p> <p>Erickson, P. and Oscapella, E. (1999). Cannabis in Canada: a puzzling policy. <i>International Journal of Drug Policy</i> 10(4): 313-318.</p> <p>Broughton, M. The Prohibition of Marijuana. (student paper). https://umanitoba.ca/centres/mipr/media/1._Prohibition_of_Marijuana_Broughton.pdf</p> <p><i>OPTIONAL MEDIA REFERENCE: Spratt, M. (2016). The war on drugs blindly marches on. Canadian Lawyer Mag.</i></p> <p>In class video: Jay Z. “The War on Drugs is an Epic Fail”.</p>

		Student Co-Facilitators: TBA
Feb 6	Medical Cannabis in Canada I	<p>Valleriani, J. (2016). From Grassroots to Industry. <i>Using Medical Cannabis 101</i> 1(1): 6-10.</p> <p>Penn, R. (2014). Establishing Expertise: Canadian community-based medical cannabis dispensaries as embodied health movement organizations. <i>International Journal of Drug Policy</i>.</p> <p>Walsh, Z., Callaway, R., Belle-Isle, L., Capler, R., Kay, R., Lucas, P. and Holtzman, S. “Cannabis for therapeutic purposes: Patient characteristics, access, and reasons for use”. <i>International Journal of Drug Policy</i> 24(6): 511-516.</p> <p><i>OPTIONAL MEDIA: Valleriani, J. (2015). How Ottawa Created the Wild West of Medical Marijuana. Globe and Mail.</i></p> <p>Student Co-Facilitators: TBA *Class will start with an overview of history of medical cannabis access in Canada</p>
Feb 13	Medical Cannabis in Canada II	<p>Fischer, B., Kuganesan, S. & Robin Room. (2015). Medical Marijuana programs: Implications for cannabis control policy – Observations from Canada. <i>International Journal of Drug Policy</i> 26 (1): 15</p> <p>O’Brien, P.K. (2013). Medical marijuana and Social Control: Escaping Criminalization and Embracing Medicalization. <i>Deviant Behaviour</i> 34(6): 423-443.</p> <p>Wilkinson, S.T. & D’Souza, C.D. (2014). Problems with the Medicalization of Marijuana. <i>JAMA</i>. 3 pages.</p> <p>CCSA. (2015). <i>Marijuana for Medical Purposes Policy Brief</i>. Canadian Center on Substance Abuse.</p> <p><i>OPTIONAL FACT SHEET: Health Canada. (2016). Fact Sheet: Access to Cannabis for Medical Purposes Regulations. Government of Canada.</i></p> <p><i>OPTIONAL MEDIA: Weed, J. (2015). “Canada’s Aptly-Named High Court Just Legalized Edibles and All Other Forms of Medical Marijuana. Forbes.</i></p> <p>Guest: TBA from Tweed, Licensed Producer</p> <p>No Student Presentations *Class will start with an overview of the MMPR to ACMPR, and the proliferation of medical cannabis dispensaries in 2014-2016.</p>
Feb 20	NO CLASS	** Family Day ** Enjoy Reading Week!
Feb 27	Public Health and Harm Reduction I	Riley, D., Sawka, E., Conley, P., Hewitt, D. Mitic, W., Poulin, P., Room, R., Single, E., and John Topp. (1999). Harm reduction: concepts and practice. A policy discussion paper. <i>Substance use & misuse</i> 3(1): 9-24.

		<p>Hathaway, A. and Erickson, P. (2005). Drug Reform Principles and Policy Debates: Harm Reduction Prospects for Cannabis in Canada. <i>Journal of Drug Issues</i> 33(2): 465-495.</p> <p>Huestis, M.A. (2015). Cannabis-Impaired Driving: A Public Health and Safety Concern. <i>Clinical Chemistry</i> 61(10): 1223-1225. (intro to journal)</p> <p>Owusu-Bempah, Akwasi. (2014). Cannabis Impaired Driving: An Evaluation of Current Modes of Detection. <i>Canadian Journal of Criminology and Criminal Justice</i> 56(2): 219-236.</p> <p><i>OPTIONAL MEDIA: Valleriani, J. "Should Canada Take a Public Health Approach to Cannabis Legalization?" The Huffington Post.</i></p> <p>Student Co-Facilitators: TBA</p> <p>RESEARCH PAPER PROPOSAL DUE</p>
<p>Mar 6</p>	<p>Public Health and Harm Reduction II</p>	<p>Kirst, M. et al. (2015). A common public health oriented framework for cannabis, alcohol and tobacco in Canada? <i>Canadian Journal of Public Health</i>. 106(8) 474-476.</p> <p>Crepault, J.F, Rehm, J., & Benedikt Fischer. (2015). "The Cannabis Policy Framework by CAMH: A proposal for a public health approach to cannabis policy in Canada". <i>International Journal of Drug Policy</i>. 34: 1-4.</p> <p>Kalant, H. (2015). "A critique of cannabis legalization proposals in Canada." <i>International Journal of Drug Policy</i>. 34: 5-10. (response to CAMH framework)</p> <p>Fischer, B.,Rehm, J. & Crepault, J.F. (2016). "Realistically furthering the goals of public health by cannabis legalization with strict regulation: Response to Kalant". <i>International Journal of Drug Policy</i>.</p> <p><i>OPTIONAL MEDIA: Valleriani, J. (2016). "Prohibit marijuana for Canadians under 25? How about a hit of reality". Globe and Mail.</i></p> <p>Guest: J.F Crepault, Senior Policy Advisor, CAMH</p> <p>Student Co-Facilitators: TBA</p>
<p>Mar 13</p>	<p>Legalization in Canada I</p>	<p>Hajizadeh, M. (2016). Legalizing and regulating marijuana in Canada: review of potential economic, social, and health impacts. <i>International Journal of Health Policy</i>.</p> <p>Task Force Final Report. (2016). <i>A Framework for the Legalization and Regulation of Cannabis in Canada</i>. Government of Canada. Select Passages TBA.</p> <p><i>OPTIONAL MEDIA: Akpata, J. (2016). "The Just Way To Legalize Marijuana". Rabble.</i></p> <p>Student Co-Facilitators: TBA</p>

Mar 20	Legalization in Canada II	<p>Hoffman, S.J & Habibi, R. (2016). International legal barriers to Canada’s marijuana plans. <i>CMAJ</i> 188(10): E215-216.</p> <p>Flister, L.D. (2012) The Economic Case for Marijuana Legalization in Canada. <i>Journal of Alternative Perspectives in the Social Sciences</i> 5(1): 96-100.</p> <p>Rehm, J. & Benedict, F. (2016). Cannabis Legalization with strict regulation: the overall superior policy option. <i>Clinical Pharmacology and Therapeutics</i> 97: 541-544.</p> <p>Spithoff, S., Emerson, B. and Spithoff, A. (2015). “Cannabis legalization: adhering to public health best practice”. <i>Canadian Medical Association Journal</i> 186(16): 1211.</p> <p><i>OPTIONAL MEDIA: Larsen, D. (2016). Put An End To Racially Biased Arrests for Pot Possession. Huffington Post.</i></p> <p>FINAL PAPER DUE AT BEGINNING OF CLASS (HARDCOPY) and online to both turnitin and Portal before class.</p> <p>Student Co-Facilitators: TBA</p>
Mar 27	Alternative Approaches to Cannabis Policy Across the Globe	<p>Portugal: Greenwald, G. (2009). <i>Drug Decriminalization in Portugal: Lessons on Creating Fair and Successful Drug Policies</i>. Cato Institute. Pp. 1-28.</p> <p>Netherlands: <i>Coffee Shops and Compromise: Separated Illicit Drug Markets in the Netherlands</i>. Open Society Foundations. Pp. 13-60</p> <p>Colorado, US: Ghosh, T. et al. (2016). “The Public Health Framework of Legalizing Cannabis in Colorado”. <i>Public Health</i> 106(1): 21-27</p> <p>Student Co-Facilitators: TBA Guest: TBA</p>
April 3	What’s Next for Canada?	<p>DPA. (2016). <i>So Far, So Good: What We Know About Marijuana Legalization in Colorado, Washington, Alaska, Oregon and Washington, D.C.</i> Drug Policy Alliance Report.</p> <p>CPHA. (2014). <i>A New Approach to Managing Psychoactive Substances in Canada</i>. Canadian Public Health Association.</p> <p>Government of Canada to table legislation for cannabis legalization: TBA.</p> <p>Student Co-Facilitators: TBA <i>Bonus assignment to be distributed in class for extra 1%</i></p>

Every attempt will be made to follow this schedule, but it is subject to change at the discretion of the instructor.

In-Class Participation (20%)

Attendance is mandatory. Students are responsible for all materials presented and discussed in class. If you miss a class, you will require medical documentation. Interactive discussion is the cornerstone of all seminar classes.

Be sure that you read the assigned readings beforehand. Read them closely and critically. Be prepared to talk about the readings – what you learned from them, your thoughts about them, what contributions you think they've made and your critiques. Take participation seriously. The quality of your learning experience will hinge upon what each student brings to the classroom. It's also important to participate in your peer's presentations, and evaluation of those presentations.

Participation will be evaluated based upon the quality and quantity of your contributions over the semester. This will constitute 20% of your final grade, and may include short hand-written assignments on the before or at the end of class, which will be handed to the instructor before leaving class.

Weekly Discussion Board Posts (20%)

Starting in week two, students will be required to write weekly discussion posts on Blackboard. You must write a total of ten posts over the course of the term that are a minimum of 200 words. Each week, the submissions must be posted under the appropriate thread by Monday at noon (12 pm). This is a firm deadline. Please do NOT simply summarize the week's readings. Instead, use these posts as your opportunity to highlight important themes, make connections across readings (as well as to the readings from previous weeks), critique an author's claims, raise questions, and comment on your peers' posts (in a respectful manner of course). I am not expecting these to be polished pieces of writing; rather, I am looking at these as proof that you have read that week's material and thought about it critically.

NOTE: at the end of each post you MUST include at least one question related to the required readings and/or the week's topic. These questions will be used as the basis for class discussion and assist your peers who are co-facilitating the presentation for the week. These short submissions constitute 20% of your final grade and are worth 2% each. You will be graded on a scale from 0.25-2%.

Presentation & Facilitating Class Discussion (25%)

Students will be assigned a class where they are responsible for making a presentation on the readings and leading the class discussion in groups of 2 or 3. The presentation schedule will be arranged by the instructor early in the term. The Instructor will begin by introducing the topic for the week (30 minutes), and students will be expected to lead discussion on readings for the week, as well as class discussion for the remainder of class.

For the assigned lecture, students are expected to:

- summarize the main points of the readings
- outline the key concepts used in the readings and point out any link to other course concepts
- prepare discussion questions for the class and lead class discussion (students may refer to our discussion board posts for ideas)
- provide a short handout

Students should focus on the most important points/key findings/main conclusions of the reading and strive to connect that reading back to other readings and the week's topic. When preparing, you might want to consider asking yourself: what are the debates/questions informing this particular piece of work? What is the author arguing? How is she/he substantiating those claims? How does it fit with the week's required readings? Presenters are also encouraged to incorporate relevant outside material – did you recently come across a news story that fits with the week's topic or a show which illuminates these points? Then please, by all means, incorporate it into your presentation.

The evaluation of the presentations will take two forms – instructor (15%) and peer (10%). Presentations will be

graded upon their clarity, organization, creativity, presentation style, and the quality of the discussion, by both the instructor and the students in attendance. The peer evaluation grade component (10%) will be a composite of the peer grades of those in attendance. For more information on the presentation instructions and evaluations, see Blackboard.

**Research Paper (35%)
(Final Paper 25%; Proposal 10%)**

You may write a research paper focusing on a topic related to class concepts or cannabis policy, however the instructor will also supply a list of possible topics during the first class. Students may choose a topic outside of these examples, and creativity is encouraged. However, Canadian drug policy must remain central to the paper (you can, for example, compare Canada to Portugal or compare Israel’s medical cannabis policy to Canada’s). It is strongly recommended that you come and discuss the topic with the instructor during office hours or after class before submitting a proposal. For more information on the research paper, see Blackboard. The proposal and paper will be discussed at length during the first class.

The **proposal** must include three subheadings: 1) **INTRODUCTION**: an introduction to your chosen topic no more than 1 page double spaced, 2) **RESEARCH QUESTION**: a research question or thesis statement you will answer or argue in your paper, and 3) **SOURCES**: with five relevant academic sources to your paper. For this last section, students must pull out the main points or ideas from the articles, and explain the significance of the work as it relates to their research question. This should be completed in ASA or APA format. The proposal is due after Reading Week at the beginning of class on Feb. 27th and is worth 10% of your final paper grade.

The final Research Paper is due March 20th by 4pm and students will submit three copies: one hardcopy to the instructor at the beginning of class, one copy to portal and one copy to turnitin.com by 4pm that day. The instructor will provide the turnitin info closer to the date. The research paper is worth 25%, with an additional 10% from the proposal, for a total of 35%. You should use APA or ASA format, use standard 12 point font, double spaced and 1 inch margins. The Research Paper must not exceed 10 pages (not including title page or references). You should draw on your readings for this class and class lectures and discussions to formulate your essay.

Procedures and Rules

Missed tests and assignments

Accommodation provision: In general, for missed tests or assignments, the Sociology Department follows the St. George campus policy regarding accommodation for the following three reasons:

- Illness, or
- Religious observances (i.e., holy days), or
 - <http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/guidelines/religiousobservances.htm>
- Other unplanned circumstances entirely beyond the student’s control (e.g., a court subpoena for which you have no option except to show up, a funeral).

Reasons such as “too much work”, technology failure, weddings, family vacations, or not adding the class in time, are not compelling reasons. For assignments, you are expected to plan ahead.

Timing: Requests for accommodation must be made within a week of the missed test or assignment.

Documentation: In all cases, appropriate supporting documentation is required (e.g., Verification of Student Injury or Illness form available at: <http://www.illnessverification.utoronto.ca>) a death certificate, an accident report). You must also declare your absence on ROSI.

1a. Missed tests

Students who miss a term test will be assigned a mark of zero for that test unless they satisfy the following conditions:

Students who miss a test for reasons beyond their control (e.g. illness or an accident) may request special consideration by contacting the instructor.

The verification of Student Injury or Illness form MUST include the statement “This student was unable to write the test on the date(s) for medical reasons.” Documentation MUST show that the physician was consulted within ONE day of the test. A statement merely confirming a report of illness made by the student is NOT acceptable.

Deadlines – You have up to one (1) week from the date of the missed test to submit your request and supporting documentation. (Late requests will NOT be considered without a “letter of explanation” as to why the request is late.)

If your submission is approved, the make-up will be organized by the instructor.

1b. Late assignments

You are expected to complete assignments on time. In order not to be considered late, assignments must be submitted by the due date on the syllabus. As stated above, hardcopies must be handed in at the beginning of class. For the paper, students are asked to submit their paper to Blackboard and Turnitin.com before class. Assignments not submitted through *Turnitin* will receive a grade of zero (0 %) **unless a student instead provides, along with their position paper**, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submit is truly their own. The alternative (not submitting via *Turnitin*) is in place because, strictly speaking, using *Turnitin* is voluntary for students at the University of Toronto.

You are expected to keep a back-up, hard copy of your assignment in case it is lost. Email drafts of your paper to yourself regularly, in case of a computer malfunction.

Students who cannot turn in the assignment on time, due to a reason *beyond their control* (e.g. illness, death, accident) may request special consideration by presenting the documentation to the Instructor.

1c. Missed Weekly Post Submission

Students are expected to submit the weekly discussion posts on time (Monday at 9am). Late submissions will not be graded.

There is no make up opportunity for this requirement.

1d. Missed Presentations and in class participation activities

There is no make up opportunity for these requirements.

Documentation:

The Verification of Student Injury or Illness form **MUST** state that you were ill on the due date of the assignment for a one day extension. For a longer extension you must prove that you were sick during a longer period or prove an exceptional, unforeseen circumstance.

In the extraordinary and unlikely event your documentation indicates that you are too ill to make-up an assignment within the term, you will have to petition the office of the registrar for an extension of time to complete term work.

Late assignments for reasons that are *within your control* will be penalized 10% for the first day and 5% per each subsequent day. Assignments that are more than 7 days late will not be accepted.

The penalty will run from the day the assignment was due until the day it is submitted electronically to Blackboard. The electronic copy must be identical to any hard copy submitted.

The penalty period **includes** weekends and holidays.

Late assignments must be submitted to Blackboard and in person to the course drop box not the department office staff and NOT by email. The drop box is at the Sociology Department, 725 Spadina Avenue, Room 225 – open Monday to Friday, 9:00 a.m. to 4:30 p.m.

Multiple tests on same day

The department will accommodate students writing tests scheduled in more than two Sociology courses on the same day, provided the student contacts the Instructor about this issue one week in advance of the test date.

Grade appeals: Instructors and teaching assistants take the marking of assignments very seriously, and will work diligently to be fair, consistent, and accurate. Nonetheless, mistakes and oversights occasionally happen. If you believe that to be the case, you must adhere to the following rules:

- If it is a mathematical error simply alert the Instructor of the error.
- In the case of more substantive appeals, you must:
 - Wait at least 24 hours after receiving your mark.
 - Carefully re-read your assignment, all assignment guidelines and marking schemes and the grader's comments.

You have up to one month from the date of return of the item to inquire about the mark beyond the course instructor. In order to meet this deadline, you must inquire about the mark with your instructor no longer than 15 days after receiving your mark. If you are not satisfied with the instructor's re-evaluation, you may appeal to the Associate Chair, if the term work is worth at least 20% of the course mark. If your work is remarked, you must accept the resulting mark, which may go up or down or remain the same.

If you wish to appeal:

You must submit to the instructor a written explanation of why you think your mark should be altered. Please note statements such as "I need a higher grade to apply to X" are not compelling. Also, please note that upon re-grade your mark may go down, stay the same, or go up.

Attach to your written explanation your original assignment, including all of the original comments. Submit a hardcopy of the package to the instructor via email.

Electronic communication and electronic learning technology

Email communication is rapid, convenient, and efficient—and you are encouraged to use it to enhance your learning and experience in the course. With that said, it is essential that you follow a few rules:

- Assignments will not be accepted via email. See above for how to submit them.
- All course communication should be conducted through Blackboard or your utoronto account.
- All emails must include the course code (e.g., SOC 497) in the subject line.
- All emails should be signed with the student’s full name and student number.
- Emails from students will generally be answered within 48 hours of receipt.
- Treat emails as you would any other professional communication.
- Emails that ask questions that are answered in the course syllabus or website (e.g., “how much is assignment X worth”) will not receive a response.
- All general questions about the course that are NOT addressed on the syllabus and course website should be posted to the ‘general inquiries’ section of the Blackboard discussion board.

Emails that do not follow these guidelines will not receive a response.

Classroom etiquette

Students are expected to arrive at class on time. Videotaping and recording lectures is strictly forbidden without written permission from the instructor.

Academic integrity

Copying, plagiarizing, falsifying medical certificates, or other forms of academic misconduct will not be tolerated. Any student caught engaging in such activities will be referred to the Dean’s office for adjudication and punishment. Any student abetting or otherwise assisting in such misconduct will also be subject to academic penalties.

We expect students to cite sources in all written work and presentations. See this link for department citation formats and tips for how to use sources well <http://www.utm.utoronto.ca/sociology/resources/resources-students>.

By enrolling in this course, students agree to abide by the university’s rules regarding academic conduct, as outlined in the Calendar.

You are expected to have read and understood the on-line document “How Not to Plagiarize” (<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>)

You are expected to be familiar with the “Code of Behaviour on Academic Matters (www.governingcouncil.utoronto.ca/policies/behaveac.htm) and *Code of Student Conduct* (<http://www.governingcouncil.utoronto.ca/policies/studentc.htm>) which spell out your rights, your duties and provide all the details on grading regulations and academic offences at the University of Toronto.

Normally, students will be asked to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of the Turnitin.com service are described on the Turnitin.com web site.

Student Rights & Resources

AccessAbility Centre. We take seriously our obligation to make this course as welcoming and accessible as feasible for students with diverse needs. Students are encouraged to registrar with the Centre (and, if appropriate, alert the instructor) as early in the term as possible. In many instances it is easier to arrange certain accommodations with more advance notice, so we strongly encourage you to act as quickly as possible. With that said we understand that disabilities can change over time and will do our best to accommodate you. Students seeking support must have an intake interview with a disability advisor to discuss their individual needs.

To schedule a registration appointment with a disability advisor, please call the Centre at 416- 978-8060 or e-mail at: accessibility.services@utoronto.ca. See also <http://www.studentlife.utoronto.ca/as>.

The university has many Writing Centres which offer workshops, seminars and individual appointments to help students identify and develop their skills. Check out <http://www.writing.utoronto.ca/writing-centres/arts-and-science> for more information.

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated. If you have any questions, comments, or concerns you may contact the UOT Equity and Diversity officer.