INSTRUCTOR
Dr. Mark Hathaway
Email: mark.hathaway[at]utoronto.ca

To speed processing, please put “ENV222” somewhere in the subject line.

CLASS
10 AM-Noon on Wednesdays via Zoom
See Quercus for the Zoom link.

OFFICE HOURS
4:10-5 PM Mondays (online via Zoom)
See instructions on Quercus.
Please make an appointment on Quercus.
For other alternatives, contact the instructor via e-mail.

TEACHING ASSISTANTS
Ichha Ravinderpal Kaur Kohli (Lead TA):
ichhakaur.kohli[at]mail.utoronto.ca

Nolan Scharper:
nolan.scharper[at]mail.utoronto.ca

Cindy Zhang:
cindyxing.zhang[at]mail.utoronto.ca

TUTORIAL SECTIONS
All tutorials are online, synchronous via Zoom
TUT0101: Wed., Noon-1 PM (TA=Ichha)
TUT0102: Wed., Noon-1 PM (TA=Nolan)
TUT0103: Wed., Noon-1 PM (TA=Cindy)
TUT0201: Wed., 1-2 PM (TA=Ichha)
TUT0202: Wed., 1-2 PM (TA=Cindy)
TUT0301: Wed., 2-3 PM (TA=Ichha)
TUT0302: Wed., 2-3 PM (TA=Nolan)
COURSE DESCRIPTION

Analysing perils such as rapid climate change, biodiversity loss, stratospheric ozone depletion, ocean acidification, land system changes, and key nutrient cycles, Rockström et al. (2009) observe that we have already exceeded several key boundaries that delineate the safe operating space for humanity on the planet – particularly biodiversity loss and climate change – and that we are rapidly approaching the limits in several other areas such as ocean acidification.

After thoroughly reviewing the current evidence, Ehrlich & Ehrlich (2013) conclude that our current global civilisation is threatened by collapse unless we undertake concerted action to address the most serious problems threatening the well-being of the entire Earth community. Meanwhile, social and economic inequality continues to grow.

Overall, our response to the key challenges threatening the well-being—and even survival—of human societies and living ecosystems seems far weaker than the situation requires (Crompton, 2010), despite the fact that promising policies, technologies, and social innovations to address the ecological crisis exist.

ENV222 explores the concept and practice of sustainability by integrating scientific, technological, economic, political, psychological, historical, and ethical perspectives.

The course begins by analysing the challenges posed by the ecological crisis, including its historical roots. It then goes on to explore and evaluate a variety of approaches, strategies, and actions—at a personal, local, national, and global scale—that could enable us to move towards authentic sustainability.

LEARNING OUTCOMES

By the end of this course, students will:

1. Describe and understand some of the key threats and challenges posed by the ecological crisis and analyse how these are interrelated.
2. Explain why many of the key challenges being faced could be described as “wicked problems” and why it is necessary to adopt an inter (or trans) disciplinary approach to understand and address them.
3. Describe and analyse how technological, political, economic, psychological, perceptual, and ethical factors have contributed to the genesis of the ecological crisis, including historical perspectives.
4. Describe and analyse the nature of sustainability, describe some key characteristics of sustainability (including its technological, political, economic, and ethical dimensions), and envision what kinds of transformations might be necessary to achieve sustainability in practice.
5. Describe, analyse, and assess approaches that have been adopted to date to address the ecological crisis and analyse and assess some possible strategies to achieve sustainable human societies and to regenerate ecosystems.

TEACHING AND LEARNING PHILOSOPHY

In this course, it is assumed that all of us (teachers and students) will learn from each other and that students will engage actively with the course readings, lectures, discussions, and assignments. While lively discussion and probing questions are always encouraged, it is also assumed that each person will treat others with respect. Students are expected to do all required (core) readings, attend lectures and tutorials, engage in appropriate practices and methods for assignments, and think critically. Critical thinking may be demonstrated by:

- articulating a clear understanding of key course concepts;
- applying these concepts appropriately to specific questions and new contexts;
- putting forth logical arguments backed by appropriate course materials (readings and lectures), examples, and evidence;
- making connections between different concepts and perceiving broader patterns; and
- seeking out the concrete implications for values, policies, and actions.

EXPECTATIONS

As your instructor, I expect that you will:

- Take responsibility for your own learning. This includes participating actively in tutorials, online discussions, and Perusall discussions and seeking out help (via course office hours, use of a writing centre, etc.) when needed.
- Come to every class prepared (having completed the readings) and ready to engage with the material.
- Complete course lectures within the allocated time period (normally, about three days).
- Engage in surveys during course lectures and tutorials.
- Come to class and tutorials with a considerate, respectful, and nonjudgmental attitude towards each other and the instructor and help to create a positive space for creative learning and exploration: While critiques of ideas are welcome, treat others with kindness.

As students, you can expect that I will:

- Establish and maintain a positive space for exploration and learning.
- Come prepared to every class.
- Help you learn and achieve the course objectives.
HOW TO PREPARE FOR CLASS

In order to be able to get the most out of class and participate fully, you will need to read the materials assigned before each class on Perusall. The required readings are listed in the syllabus and are available on Perusall for online discussion and Quercus unless otherwise specified.

USE OF PERUSALL FOR ONLINE DISCUSSION OF REQUIRED COURSE READINGS

To encourage critical engagement with course readings, we will be using the Perusall platform to facilitate interactive reading. Be sure to allocate sufficient time out of class each week for this activity.

Go to www.perusall.com, click Login, and then create an account using your University of Toronto email address. Select I am a student and enter the course code HATHAWAY-3JULW upon registration.

You will be asked to enter your student ID—please enter your UTOR ID (normally 8 characters that include part of your last name), not your student number. See “How Perusall Works” posted on Quercus. Also see this set of sample annotations with associated quality scores and an explanation for each score.

You are expected to provide comments or questions on all of the assigned readings. For each reading, typically you should provide 2-3 short comments per reading. Focus on providing comments/questions about the following elements (although you can certainly go beyond this):

1. The key conclusions and arguments of the reading (feel free to skip this if your classmates have already covered this!).
2. The element of the reading that you found most interesting, persuasive, well-argued, or thought-provoking. Please explain why you found it interesting.
3. The elements of the reading that you found most problematic, least persuasive, or most in need of further elaboration, and explain why.
4. Connections between the content of the readings and your own experiences, knowledge, or assumptions.
5. Connections between the current reading and past readings in the course or course lectures/discussion. (Do they concur or differ? How so?).

To obtain the highest score possible on Perusall, make sure to read the reading online in Perusall and to comment on different parts of the text. You may also upvote comments from other students and reply to questions they may raise. Late post grades will be reduced by about 7% for each day late (falling to zero after two weeks).

Note that misuse of Perusall – for example, posting comments as your own that are copied from external web sites or other sources – will be treated as every other type of academic misconduct and will, at a minimum, result in an overall Perusall score of zero for the semester.

CLASSROOM RESPONSE SYSTEM: ACADELY

Attendance and active participation in all classes are an essential part of this course. To facilitate your participation in a relatively large, lecture-based class, we will be using the (free) Acadly classroom response system in class. You will be able to submit answers to in-class questions using your laptop or your iOS or Android smartphones and tablets. Attendance for each class will also be taken using Acadly. If this is impossible for you due to an accessibility or related issue, please contact the course instructor. Acadly may also be used in tutorials. There is no cost for using Acadly.

To find out more about Acadly, go to https://www.acadly.com/. Links to the iOS and Android apps are included at the bottom of the page. You may either use your phone/tablet during lecture with Acadly, or switch between Zoom and Acadly as required during lectures on your computer. Instructions for joining will also be posted on Quercus.
ELECTRONIC DEVICES POLICY
During tutorial and class time, you are strongly encouraged to use your computers or tablet only for watching the class/tutorial, taking notes, and online student interactions.

USE OF QUERCUS (PORTAL/LEARNING MANAGEMENT SYSTEM)
It is your responsibility to check Quercus frequently (at least twice a week). You must have a mail.utoronto.ca (or @utoronto.ca) email address indicated on ACORN to properly receive messages from the course instructor through Quercus.

Please note that all written assignments will be submitted through Quercus. It is your responsibility to ensure that your written assignments are uploaded properly. Please make sure the confirmation page appears after submitting your assignments and, if possible, make a copy of the confirmation page (“print” to a pdf document and save).

TUTORIALS
Each student will attend nine, online synchronous tutorials (Wednesdays). Tutorials are intended to help students deepen their knowledge of key course ideas as well as to prepare for quizzes and assignments.

Please check and confirm your tutorial group on Quercus under People, seeking out your section number. Tutorials provide students an opportunity to discuss the course subject matter in a smaller group as well as to prepare for course assignments, quizzes, and exams. Each tutorial will be led by one of the teaching assistants. Attendance is required to ensure adequate preparation for exams and papers and active participation will also be part of your participation grade.

COURSEWORK AND GRADING
Detailed instructions for assignments, including assessment criteria, will be posted on Quercus and discussed in tutorial.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>Weekly</td>
<td>20%</td>
</tr>
<tr>
<td>• Attend synchronous lectures, participate in Acadly surveys and discussions, and participate weekly in online synchronous tutorials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Other bonus activities will also be available. See course participation for more details</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quizzes</td>
<td>1. Oct. 24 @ 11:59 AM (noon)</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>2. Dec. 5 @ 11:59 AM (noon)</td>
<td></td>
</tr>
<tr>
<td>• Two online, open-book quizzes focusing on lectures (7.5% each)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perusal Readings</td>
<td>Weekly: Check on Perusall</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment #1</td>
<td>Oct. 27 @ 11:59 PM</td>
<td>25%</td>
</tr>
<tr>
<td>Final Assessment (Assignment #2)</td>
<td>Dec. 12 @ 11:59 PM</td>
<td>25%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Participation Grade Details</td>
<td>Marks</td>
<td>Maximum</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>-----------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>Synchronous Lecture Completion</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Attend online lecture and participate in Acadly</td>
<td>1.0/class</td>
<td>12.0</td>
</tr>
<tr>
<td>• Three alternative lecture participation marks (discussion postings) possible for missed lectures</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tutorial Participation</strong></td>
<td>0.666/tutorial</td>
<td>6.0</td>
</tr>
<tr>
<td><strong>Mid-term Course Evaluation</strong></td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Final Course Evaluation Certification</strong></td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Bonus Participation Activities</strong></td>
<td>1.0 each (up to 4.0)</td>
<td>4.0</td>
</tr>
<tr>
<td><strong>Total Possible</strong></td>
<td></td>
<td>20.0</td>
</tr>
</tbody>
</table>

**ONLINE QUIZZES**

There will be two multiple choice online quizzes accessible via Quercus, one covering the lectures of weeks 1-6 of the course and second covering weeks 7-11. **Each quiz will open on a Friday at 12:01 PM (noon) and close Monday at 11:59 AM (noon).**

You may attempt each quiz three times, seeking to improve your responses each time. Only the best of the three attempts will count. Each time you attempt the quiz, the questions are drawn from a question bank, so new questions may appear each time.

You are permitted to refer to your notes, posted lecture slides, and readings while taking the quiz, but each attempt is time limited.

**ASSIGNMENTS**

There will be two written assignments, each a maximum of 1400 words excluding the reference list. Details of each assignment will be posted on Quercus along with a rubric detailing the criteria for evaluation.

**COURSE TEXTS AND REQUIRED READINGS**

All course texts will be available online via Perusall (core readings) or Quercus (recommended and optional readings). In some cases, to access electronic journal articles and some book chapters, you will need to log into the University of Toronto library.

**Note:** Students are expected to read all core readings posted on Perusall. Recommended and optional readings are included for those who wish to explore a theme in more depth. Non-core readings will not be covered in course quizzes (unless the material is covered in course lectures), but may be helpful in understanding key ideas, writing your assignment papers, and answering any bonus quiz questions.

The list of readings included in the syllabus may be modified somewhat during the course – please consult Quercus for an up-to-date list of core, recommended, and optional readings.
COURSE OUTLINE AND WEEKLY READINGS

Lectures are held online via Zoom on Wednesdays from 10 AM to Noon. You should watch and participate in lectures in a quiet space where you can turn on your mic and camera, particularly for small group in-class discussions. Please follow the instructions on Quercus to access lectures and to sign up for the free Acdal classroom response system.

CLASS 1 (SEPT. 14): COURSE INTRODUCTION

Learning Outcomes

- Students will gain an overview of the course and have a clear understanding of expectations for participation, assignments, and evaluation.
- Students will be able to define and understand some key concepts such as ecology, environment, and the Anthropocene.
- Students will begin to reflect on and develop an understanding of the nature of the ecological crisis, including problems related to poverty and inequality, resource depletion, and waste accumulation.

Bonus Participation Activity

Post a personal introduction in the discussion forum by Sep. 20.

Core Readings (read all the following on Perusall)


Recommended Readings


CLASS 2 (SEPT. 21): THE ECOLOGICAL CRISIS – SCIENTIFIC AND TECHNOLOGICAL DIMENSIONS

Learning Outcomes

- Students will gain an understanding of key ecological challenges as “wicked problems” and begin to reflect on the importance of an inter/transdisciplinary approach to understand and address these.
- Students will gain a clearer understanding of the scientific dimensions of key ecological problems including the concept of planetary boundaries (and the nature of each of these) as well as the interrelationship between key ecological challenges.
- Drawing on systems theory, students will explore the nature of feedback loops and how these influence ecological changes.

Core Readings (read all the following on Perusall)


Recommended Readings

Hansen, James (2012). Why I must speak out about climate change. TED talk: https://www.ted.com/talks/james_hansen_why_i_must_speak_out_about_climate_change

Optional Readings


CLASS 3 (SEPT. 28): THE ECOLOGICAL CRISIS – POLITICAL, ECONOMIC, & SOCIAL DIMENSIONS

Learning Outcomes

- Students will be able to analyse and understand the connection between economic growth, corporate super-persons, finance, monoculture, and domination and the ecological crisis (including its social dimensions) as well as some of the assumptions underlying the dominant global economic system.
- Students will analyse the relationship between population, affluence/consumption, and technology in generating ecological impacts (I=PAT).
- Students will learn how ecological footprints can be used to understand the relative impact of different nations and social classes.
- Students will understand more clearly the political challenges posed by the ecological crisis and continue to deepen the analysis of population, affluence, technology, and ecological impact.
- Students will analyse in more detail the concept of the Anthropocene as well as some alternative ways to understand our current epoch in light of an analysis of relative consumption and economics.

Bonus Participation Discussion

Watch the webinar recording with Marilyn Waring on why GDP is a flawed economic indicator and post to the discussion by Oct. 4.

Core Readings (read all the following on Perusall)


Recommended Readings


Optional Readings


CLASS 4 (OCT. 5): THE ECOLOGICAL CRISIS – ETHICAL AND PSYCHOLOGICAL DIMENSIONS

Learning Outcomes

- Students will gain a clearer understanding of how values and perceptions (or worldviews) affect human-nature interactions as well as some factors that may have contributed to a more anthropocentric worldview.
- Students will be able to describe some ethical frameworks including deep ecology, ecofeminism, social ecology, and spiritual-religious perspectives.
- Students will come to understand some of the key psychological and perceptual challenges may impede actions addressing key ecological problems.

Bonus Participation Discussion

Post to the discussion by Oct. 11, sharing a significant life experience that helped move you towards a more ecological worldview.
Core Readings (read all the following on Perusall)


Recommended Readings


Optional Readings


CLASS 5 (OCT. 12): HISTORICAL PERSPECTIVES: AGRICULTURE, FOOD PRODUCTION, & LAND USE

Learning Outcomes

- Students will be able to describe and analyse how changes in food production transformed human-nature relations and contributed to the current ecological crisis.
- Students will gain a clearer understanding of the impacts of modern industrial agriculture on ecosystems as well as how such agriculture may contribute to social inequality.
- Students will continue to deepen their understanding of the Anthropocene or Capitalocene.

Bonus Participation Discussion

Watch the film Inhabitants and contribute to the discussion by Oct. 18.

Core Readings (read all the following on Perusall)


Shiva, V. (2015). Women and biodiversity feed the world, not corporations and GMOs. Common Dreams:
https://www.commondreams.org/views/2015/05/20/women-and-biodiversity-feed-world-not-corporations-and-gmos

Recommended Readings


Optional Readings


CLASS 6 (OCT. 19): HISTORICAL PERSPECTIVES: ENERGY, INDUSTRIALISATION, & CONSUMERISM

Learning Outcomes

• Students will be able to describe and analyse how changes in the use of energy and the industrial revolution transformed human-nature relations and contributed to the current ecological crisis.

• Students will gain a clearer understanding of the nature and genesis of consumerism as well as how consumerism contributes to ecological destruction.

Core Readings (read all the following on Perusall)


Recommended Readings


Optional Readings


CLASS 7 (OCT. 26): CLEAN PRODUCTION, ECOMODERNISATION, GEOENGINEERING, & ECOTECH

Learning Outcomes

• Students will be able to analyse and assess the possibilities and limitations of technological innovations including clean production and ecomodernisation.

• Students will be able to analyse the challenges and possible solutions to the problems posed by plastics.

• Students will more clearly understand the possibilities, potential problems, and ethical questions evident in geoengineering.

• Students will be able to analyse the possibilities and implications of creating more durable and sustainable goods.

• Students will understand the principles of ecologically sustainable technology and biomimicry.

Core Readings (read all the following on Perusall)


Recommended Readings


The Biomimicry Toolbox: https://toolbox.biomimicry.org/ (Read the introduction and the four core concepts)

Optional Readings


**CLASS 8 (NOV. 2): MARKETS, STEADY-STATE ECONOMICS, BIOREGIONALISM, & DEGROWTH**

**Learning Outcomes**

- Students will gain a basic understanding of ecological economics including its critique of growth, GDP, and hidden externalities.
- Students will be able to analyse and assess the possibilities and limitations of market-based solutions to ecological problems, particularly the use of carbon pricing mechanisms to re-internalise the costs of carbon pollution.
- Students will assess the advantages, limitations, and challenges of more radical economic transformations including bioregionalism and economic degrowth.

**Core Readings (read all the following on Perusall)**


**Recommended Readings**


**Optional Readings**


CLASS 9 (NOV. 16): GOVERNANCE, POLICY APPROACHES, SUSTAINABILITY, AND REGENERATION

Learning Outcomes

- Students will gain a clearer understanding of the history of international environmental policy-making, including the challenges of creating effective, binding agreements.
- Students will be able to explain how questions of ecological justice and global economics affect international environmental negotiations.
- Students will be able to explain and critique the concept of sustainable development, understand essential elements of sustainability, and explain the concept of regeneration and what it might entail in practice.

Core Readings (read all the following on Perusall)


Recommended Readings


Optional Readings


CLASS 10 (NOV. 23): INDIVIDUAL AND COLLECTIVE ACTION

Learning Outcomes

- Students will gain an understanding of both the importance and limitations of individual behaviour changes to promote sustainability as well as some of the challenges of motivating such change.
- Students will be able to analyse the challenges and potential effectiveness of collective action to promote sustainability at a community and social movement level.
- Students will be able to explain some of the goals and strategies employed by several pro-environmental social movements such as Fridays for Future, the Earth Charter, Indiginous Climate Action, and Foodshare.

Bonus Participation Discussion

Project Drawdown: https://www.drawdown.org/solutions (spend some time browsing the different solutions in the different sectors – look towards the bottom of the page for the links) and post to the discussion by Nov. 29.
Core Readings (read all the following on Perusal)

Recommended Readings
Tallullah, Tegan (2018). Why we can't rely on individuals to fix climate change. *The Climate Lemon*  
https://theclimatemon.com/individual-collective-fixing-climate-change/

Optional Readings

CLASS 11 (NOV. 30): SHIFTING VALUES & WORLDVIEWS, CREATING MODELS OF REGENERATION

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students will be able to explain some theories of social change and be able to classify different kinds of transformative action applying these frameworks.</td>
</tr>
<tr>
<td>• Students will gain a preliminary understanding for both the importance and challenges of shifting values and worldviews.</td>
</tr>
<tr>
<td>• Students will become familiar with and analyse a variety of initiatives seeking to create living models of regenerative sustainability.</td>
</tr>
</tbody>
</table>

Bonus Participation Discussion
Consider one of the examples below for your contribution to the discussion by Dec. 6:

The Earth Charter Initiative: [http://www.earthcharterinaction.org/content/](http://www.earthcharterinaction.org/content/)

Core Readings (read all the following on Perusall)

See also: Earlier articles on permaculture and bioregionalism.

Recommended Readings

Optional Readings
CLASS12 (DEC. 7): COURSE CONCLUSION AND FINAL EVALUATION

Learning Outcomes

- Students will reflect on and integrate their leaning to date regarding the ecological crisis and its causes as well as possible ways to address this crisis.

Bonus Participation Discussion

Watch the film Inhabit and contribute to the discussion by Dec. 13.

(No readings)

COURSE POLICIES

REFERENCING STYLE: APA

All references in written work must be fully cited using the APA format. The following website is a useful style guide. https://owl.english.purdue.edu/owl/resource/560/01/

Note: On course assignments, please include page or lecture slide numbers in inline citations even when these are not direct quotes. This helps TAs when marking your essays. You may also simply lecture citations as described in your course assignment instructions.

UNIVERSITY’S PLAGIARISM DETECTION TOOL

Normally, students will be required to submit their course essays to the University’s plagiarism detection tool 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 tool’s reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of this tool are described on the Centre for Teaching Support & Innovation web site (https://uoft.me/pdt-faq).

If a student does not wish to participate in the use of the University plagiarism detection tool, the student MUST advise their TA at least three weeks before the assignment due date as alternate arrangements for screening the assignment must be arranged. (Normally, this will entail the submission of rough notes and drafts along with their final assignment.)

LATE AND LENGTH PENALTIES

Please follow the length guidelines for each assignment carefully. A 2% penalty for up to the first 100 words over the maximum length will be deducted from the assignment (i.e. from 1 to 100 words over the limit) and 5% for each additional 100 words (101 to 200 over, etc.).

Late papers will be assessed a 3% reduction of the value of the assignment per day late, unless previously negotiated with the lead TA or with the submission of an ACORN absence self-declaration form. (Please inform the lead TA if you have submitted a declaration of absence form.) Note that late penalties for Perusall readings are different, as noted previously.

Unless previously negotiated, late papers will only be accepted for one week after the due date. Papers later than this will not be assessed. Please do not leave potential issues to the last minute to discuss with the lead TA.

If assignments are submitted late because of medical reasons, you must submit an online absence declaration on ACORN. (The declaration is available on ACORN under the Profile and Settings menu.). After submitting the verification of illness form, let the course instructor know how long you anticipate you will not be able to engage in schoolwork due to illness.

ASSIGNMENT AND QUIZ EXTENSIONS

If you need to submit an assignment a few days late because of conflicting deadlines, extenuating circumstances, etc., you may request (48 hours before the assignment is due) a “life happens”
extension without further explanation by writing the course instructor. **Each student is entitled to a total of four days of “life happens” extensions** that may be used separately (single days) or in blocks of 2-4 days. Please be careful to use these wisely. (It is probably best to only use 1-2 of these days at a time.)

You may also, of course, request an extension (**48 hours before the assignment is due**) due to illness (with an ACORN absence declaration) or accessibility-related reason.

**Generally speaking, extensions will only be granted for Perusall readings due to an illness or accessibility-related issue** – “life happens” extensions will not apply. For this reason, it is strongly suggested that you keep up to date on your assigned Perusall readings.

**REMARKING POLICY**

If a student believes that their assignment has not been fairly assessed, they should first read all the comments (both in the text and terminal comments) and consult the assignment rubric. If, after reviewing these, the student would like to request a reassessment, they should write their TA – **within one week of receiving their assignment grade** – with a written justification explaining why the assignment should be reassessed. The TA will then consider the request and remark if they believe this is justified. If the student is still not satisfied, they may appeal the grade to the course instructor (who may in turn let another TA remark the assignment), but must submit a written rationale to do so.

**TECHNOLOGY REQUIREMENTS**

Specific guidance from the U of T Vice-Provost, Students regarding student technology requirements is available here: [https://www.viceprovoststudents.utoronto.ca/covid-19/tech-requirements-online-learning/](https://www.viceprovoststudents.utoronto.ca/covid-19/tech-requirements-online-learning/)

Advice for students more broadly regarding online learning is available here: [https://onlinelearning.utoronto.ca/getting-ready-for-online/](https://onlinelearning.utoronto.ca/getting-ready-for-online/)

This course requires the use of a computer. Sometimes, things can go wrong when using these and other electronic devices. **You are responsible for ensuring that you maintain regular backup copies of your files, use antivirus software (if using your own computer), and schedule enough time when completing an assignment to allow for delays due to technical difficulties.** Computer viruses, crashed hard drives, broken printers, lost or corrupted files, incompatible file formats, and similar mishaps are common issues when using technology, and are not acceptable grounds for a deadline extension.

**ACCESSIBILITY NEEDS AND SERVICES**

The University of Toronto is committed to accessibility. The office of Accessibility Services at U of T provides a range of services to students with disabilities to help them meet their educational objectives. In conjunction with Accessibility Services, the course instructor and teaching assistant would like to ensure the inclusion and full participation of everyone in the course. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: [http://studentlife.utoronto.ca/accessibility](http://studentlife.utoronto.ca/accessibility). As well, if there are things that we can do to facilitate your learning, or that we need to know as members of the teaching team, please contact the instructor during the first few weeks of the course.

**COPYRIGHT**

If a student wishes to copy or reproduce lecture presentations, course notes, or other similar materials provided by instructors, they must obtain the instructor's written consent beforehand. Otherwise, all such reproduction is an infringement of copyright and is absolutely prohibited. More information regarding this is available here: [https://teaching.utoronto.ca/ed-tech/audio-video/copyright-considerations/](https://teaching.utoronto.ca/ed-tech/audio-video/copyright-considerations/)
ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves.

Familiarise yourself with the University of Toronto’s Code of Behaviour on Academic Matters (http://www.governingcouncil.utoronto.ca/policies/behaveac.htm). It is the rule book for academic behaviour at UT, and you are expected to know the rules. Potential offences include, but are not limited to:

**In papers and assignments:**
- Using someone else’s ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Including references to sources that you did not use.
- Obtaining or providing unauthorised assistance on any assignment including
  - working in groups on assignments that are supposed to be individual work,
  - having someone rewrite or add material to your work while “editing”.
- Lending your work to a classmate who submits it as his/her own without your permission.

**On tests and exams:**
- Using or possessing any unauthorised aid, including a cell phone.
- Looking at someone else’s answers
- Letting someone else look at your answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

**Misrepresentation:**
- Falsifying or altering any documentation required by the University, including doctor’s notes.
- Falsifying institutional documents or grades.

You can get further guidance on academic integrity at: www.artsci.utoronto.ca/osai/students

To remind you of these expectations, and help you avoid accidental offences, I will post an Academic Integrity Checklist with each assignment on Quercus. *By submitting your assignment, you confirm that you have read the checklist and affirm that its statements are true.*

The University of Toronto treats cases of academic misconduct very seriously. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the Code. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, seek out additional information from me, or from other available campus resources like the U of T Writing Website. If you are experiencing personal challenges that are having an impact on your academic work, please speak to me or seek the advice of your college registrar.

**UNIVERSITY OF TORONTO WRITING CENTRES**

Students having difficulty with writing skills, or those who would simply like to improve their ability, are encouraged to visit the writing centre affiliated with their college at U of T. The writing centres offer free individual tutoring, group workshops, and other resources. For more information, see the U of T website.