

University of Toronto Mississauga – Sociology  
SOC433H5S LEC0101 Winter 2018  
Power and Cultural Politics  
Wednesdays 3:00 PM – 5:00 PM, DH2080

Instructor:	Professor Steve G. Hoffman
Office location:	DV 3231
Office Phone #:	905-828-5395 (Sociology office)
Email address:	<a href="mailto:steve.hoffman@utoronto.ca">steve.hoffman@utoronto.ca</a> (preferred)
Office hours:	Wednesdays, 5:00 – 6:30 PM
Teaching Assistant	Martin Lukk ( <a href="mailto:martin.lukk@mail.utoronto.ca">martin.lukk@mail.utoronto.ca</a> )
Office hours:	By appointment
Blackboard/Course web site:	Portal

### **Course Description**

This course surveys classical and contemporary sociological approaches to power, culture, and politics. After surveying sociological approaches to the question of power - what it is, who has it, and what it does - we will analyze the geo-political moment all of us are living through, focusing in particular on recent elections, the “alt right,” and the notion of a “post truth” politics. Next, we move the analysis of power and cultural politics into two important subfields of sociological engagement – consumerism and social movements. In the latter half of the course we survey three arenas where “fact making” is highly politicized – health and illness, climate change, and the production of ignorance. We end with a consideration of contemporary Canadian society in terms of corporate power, environmentalism, and race relations.

### **Prerequisites, Exclusions, CSL Group**

The following groups of students are given priority access:

- MA CRIMINOLOGY, LAW & SOCIETY (ERMAJ0727)
- MA SOCIOLOGY (ERMAJ1013)
- SP CRIMINOLOGY, LAW & SOCIETY (ERSPE0727)
- SP SOCIOLOGY (ERSPE1013)
- UTM Students

### **Class/Seminar Format**

A typical class will involve an interactive lecture with slides, occasional audio/visual material, questions and answers, a small group discussion panel, class discussion, and occasional individual or group exercises. Participation and active listening are rewarded. I consider *attentive listening* a form of participation. Taking notes, making eye contact with the lecturer or discussion panel participants, and in general looking alert are ways to signal to me that you are engaged. If you look bored, distracted, or fall asleep, I can only assume you are not participating.

Participation does not require you to be correct. Learning involves making mistakes. As economist Kenneth Boulding once said, “Nothing fails like success because we don't learn from it. We learn only from failure.” We will try to draw on sociological theories and empirical research to build up portable insights that help make sense of contemporary social worlds. Building anew sometimes involves making mistakes along the way, but it forges critical thinking skills that will remain with you a lifetime.

### **Learning Outcomes**

This course is focused on engaging with sociological analysis of power and cultural politics across a variety of institutional arenas. My main goal, however, is that you leave this course with a set of skills useful for critical expression that remain with you long after the details of specific topics fade. In that spirit, by the end of this course you should be able to understand, communicate, and write about sociological and transdisciplinary theories of power and cultural politics, how different forms of data and scholarly engagement can be brought to bear on these issues, and the vital importance of thinking them through both on your own and in collaboration with peers. The topics and ideas we cover should prove useful for making sense of contemporary societies as well as, ideally, building a better shared world. Finally, by working with peers from time to time, you will learn critical skills of collaboration, consensus, and presenting ideas.

### **Textbooks and Other Materials**

Articles and book chapters are posted to Blackboard or available through the UTM Library. The two assigned books are available for purchase at UTM Bookstore, <http://uoftbookstore.com>, located on the first floor of the Davis Building, 905-828-5272:

- Michelle Murphy. 2006. *Sick Building Syndrome and the Problem of Uncertainty. Environmental Politics, Technoscience, and Women Workers*. Durham, NC: Duke University Press.
- Candis Callison. 2014. *How Climate Change Comes to Matter: The Communal Life of Facts*. Duke University Press.

### **Evaluation Components and Grading Policies**

Type	Description	Date(s) Due	Weight
Class Participation	Engage with course content, class exercises, group discussions, and active listening.	ongoing	5%
Discussion Board Threads	Engage with course content on the Blackboard discussion board threads, responding to questions or “replying” to peer posts.	ongoing	5%
Discussion Panel	Small group in-class discussion of the week’s topic and readings	ongoing	5%
Test 1	Short answer and multiple choice exam.	2/14/18	20%
Test 2	Short answer and multiple choice exam.	3/28/18	20%
Response Essays	Three short response essays based on assigned readings.	ongoing	45% total (15 pts. for each essay)

## **Grading**

**Class Participation** - Each class will allow time for questions and discussion. I highly value your input and feedback, and provide rewards for it. See the section on “Class Format” for notes on attentive listening as a form of participation. Many classes will involve small group or individual in-class exercises. Your completion of these exercises will be counted toward the participation grade. Everyone is required to participate equally in class exercises that involve group work.

The overall participation points will be evaluated using the following criteria:

- 5** Student is always present in class and during discussion panels, regularly comments or asks questions of her fellow classmates, engages respectfully with the material, listens attentively, and contributes to discussion panel discussions.
- 3-4** Student typically attends lectures and discussion panels, and makes a good effort to engage with fellow students through in-class discussion and discussion boards. Student listens attentively.
- 2** Student sporadically present in class. Modest effort is made to engage when present.
- 1** Student attendance and participation is marginal.
- 0** Student attendance and participation in the class is inadequate.

**Discussion Board Threads** – Participation in the Blackboard-based discussion board allows exchanges on the course material and topics outside of class. There will be five (5) different “Discussion Thread” topics throughout the semester. The TA or I will typically post a question for each thread topic to get the discussion going. Each thread will be available for discussion posts for a limited time, typically several days before we meet and discuss the topic in class and then ending the Friday of the last week we cover the topic in class. Thus, some threads will have a longer window than others (e.g. the thread on “power” is available just over a week, whereas “politics and fact making” for over three weeks). Just keep in mind that for a discussion board post to count toward your final mark, you must post within the appropriate window. The discussion board thread windows are:

<b>Discussion Thread Topic</b>	<b>Opens</b>	<b>Closes</b>
Power	01/03/2018, 5:00 PM	01/12/18, 11:59 PM
Social Movements and Consumerism	01/13/2018, 1:00 AM	01/26/2018, 11:59 PM
Elections and "post-truth" politics	01/27/2018, 1:00 AM	02/09/2018, 11:59 PM
Politics and Fact Making	02/24/2018, 1:00 AM	03/16/2018, 11:59 PM
Cultural Politics and Canadian Society	03/17/2018, 1:00 AM	03/23/2018, 11:59 PM

It is fine to answer this question directly, especially if you are one of the first to join the discussion, but you should try to “reply” to the postings of your peers. Although you should not try to summarize readings, your contributions should reflect that you have read and thought about the readings and the issues they raise. You will not receive credit if we sense that you are speaking off the top of your head in an uninformed manner.

Like contributing to class discussion, posting to the discussion board is a voluntary contribution. It is, however, worth 5% of your grade. Any length of posting is acceptable - the issue is quality, originality, and insightfulness rather than quantity of words. Please post on the relevant topic either the week before it is assigned on the syllabus, the week of the assignment, or one week after the assignment. Anything posted to the discussion board that is not within this three-week period will not be considered participating. Multiple postings within a single thread are not required, but are allowed and encouraged.

Please keep in mind that the most important factor on the electronic discussion board is mutual respect and intellectual engagement. We must be prepared for disagreement and controversy while simultaneously maintaining respect for each other’s opinions. If your postings do not demonstrate this respect, *your grade will suffer*, and in the worst instances, you may be asked to drop the course.

Discussion Panel – Everyone will have an opportunity to engage in a small group discussion panel in front of the class to engage one week’s topic and reading. Participants in the discussion panel should not prepare a formal presentation, but they should come prepared to speak and engage. Discussion panels should be informal. They should last between 20 minutes to a ½ hour, depending on how many questions and comments there are from the entire class. Make sure you leave time for open discussion with the entire class and be prepared to ask the audience questions in case they do not offer their own questions or thoughts to the panelists.

Panelists will be marked based on their level of preparation, insightfulness of their contributions or questions, and level of respectful engagement with the ideas of others. Please remember that more participation is not necessarily better. Dominating the discussion unfairly impairs the ability of others to participate and will result in a lower grade. I highly encourage you to coordinate with your fellow panel members before your panel meets so that you have a sense of what everyone will contribute. An excellent Discussion Panel will involve:

- Brief summary comments or general observations on the assigned readings and relevant topics.
- Every member of the panel should contribute.
- Several discussion questions based on the reading(s) and relevant topics.
- A willingness to engage with their fellow members of your panel and the rest of the class.
- A respectful attitude towards other students’ opinions.
- Students may choose to do additional reading on the topic, and bring in other material relevant to the topic at hand (e.g. music, artwork, newspaper clippings). This, however, is not required.

While some students may feel anxiety about this aspect of the course, they should be assured that the panels will proceed in an extremely casual way. You are not required to have an elaborate prepared speech. Speaking in front of a group is an important skill that will serve you well outside university. Absence from a discussion panel will mean a mark of zero. You can reschedule your participation on a panel if you inform the instructor at least one week

beforehand. Barring a serious emergency or medical issue, please do not ask to reschedule your panel the day of class.

Students not on the week's discussion panel are required to listen respectfully and participate in the general class discussion. Student participation in the general class discussion will be noted by the instructor, and the instructor reserves the right to adjust the course grade based on this participation (or lack thereof). Students are also responsible for material presented during the discussion panels, which may be present on tests. Leaving class during discussion panels is disrespectful to your fellow students and jeopardizes your course grade.

The schedule for discussion panel participation is listed below on the basis of last name. You may e-mail or speak with the instructor if you have a strong preference for a particular seminar assignment, and I will try and accommodate your request.

- |   |  |
|---|--|
| 1. January 10 <sup>th</sup> : last name A   | 5. February 7 <sup>th</sup> : last name K-L  |
| 2. January 17 <sup>th</sup> : last name B-C | 6. February 28 <sup>th</sup> : last name M-P |
| 3. January 24 <sup>th</sup> : last name D-H | 7. March 7 <sup>th</sup> : last name R-T     |
| 4. January 31 <sup>st</sup> : last name I-J | 8. March 21 <sup>st</sup> : last name U-Z    |

Tests – There will be two in-class tests. Both will involve essay, short-answer, and multiple-choice questions. The tests evaluate your critical and creative thinking skills along with your overall comprehension of the assigned readings, lectures, audio-video material, and class discussion topics.

Response Essays – You will write three response essays, 2-4 double-spaced pages in length. There are four opportunities to write response essays throughout the semester. Please choose whichever three you prefer. If you write a fourth response essay, the final one will not be graded.

These essays should demonstrate your mastery of course material and the topics they raise. Each essay will be a response to a question posted to Blackboard under “Assignments.” The response essays are designed give you experience writing concise reports that both synthesize the assigned readings, course material, and topics.

The response essays must be submitted through the Blackboard “Assignment” folder and within the Turnitin.com folder. Essays not submitted into both folders will not be graded. All essays are due before 3:00 PM on their ongoing due dates (see course schedule below). You do not need to submit a hard copy of the assignment.

You may consult additional academic sources when writing your essay, although it is not required. If you do cite additional sources, indicate the source in a footnote; use whatever formatting style you are comfortable with, but make sure to be consistent and comprehensive. Most importantly, refer to the assigned readings to substantiate your points in the RRs.

Every Response Essay should be formatted in the following fashion. (1-2 marks will be deducted for deviating from this format):

- |                                       |                                  |
|---------------------------------------|----------------------------------|
| ✓ Do not exceed four pages.           | ✓ One Inch margins on all sides. |
| ✓ FONT: Times New Roman<br>12 points. | ✓ NO COVER Page.                 |
| ✓ Double spacing.                     |                                  |

## Course Schedule

Notes: A/V material will be presented throughout the semester but are not listed below. If you miss any of this material, it is your responsibility to view them outside of class.

1/03 Introductions

1/10 Power

- “Power” 2006. *The Penguin Dictionary of Sociology*. Eds. Nicholas Abercrombie, Stephen Hill and Bryan S. Turner. USA: Penguin. Pp. 304-306.
- Vincent Roscigno. 2012. “Power, Sociologically Speaking.” *The Society Pages*. November 7: <https://thesocietypages.org/specials/power/>
- Discussion panel last name A

1/17 Power, Cultural Politics, and Social Movements

- Piven, Frances Fox. 2008. "[Can power from below change the world?](#)" *American Sociological Review*. 73, 1: 1-14.
- Ramos, Howard. 2006. "[What causes Canadian Aboriginal protest? Examining resources, opportunities and identity, 1951-2000.](#)" *The Canadian Journal of Sociology* 31 (2):211-234.
- Elisha Dacey. 2017. “Five years later: #IdleNoMore drives conversation forward, especially in Winnipeg.” *CBC News*. December 11: <http://www.cbc.ca/news/canada/manitoba/idle-no-more-winnipeg-forward-1.4442130>
- Watch “This River,” [https://www.nfb.ca/film/this\\_river/](https://www.nfb.ca/film/this_river/)
- Discussion panel last name B-C

1/24 Power, Cultural Politics, and Consumerism

- Meet at Blackwood Gallery for class tour of #callresponse exhibit: [http://blackwoodgallery.ca/exhibitions/2018/TakeCareC4\\_callresponse.html](http://blackwoodgallery.ca/exhibitions/2018/TakeCareC4_callresponse.html)
- Szasz, Andrew. 2008. *Shopping Our Way to Safety*. St Paul, MN: University of Minnesota Press: Intro, pp. 1-8, Ch. 3, “The Personal Commodity Bubble” and “Drinking,” 99-103, skim 105-123, read 123-133; Ch. 4, “Eating,” skim 134-147, read 147-152, Ch. 7, “Political Anesthesia,” 194-222
- Discussion panel last name D-H
- **Response Essay #1 Due**

1/31 Power, Cultural Politics, and Elections

- Noam Gidron and Peter A. Hall. 2017. “[The Politics of Social Status: Economic and Cultural Roots of the Populist Right.](#)” *British Journal of Sociology*. 68, S1: S57-S84.
- Michèle Lamont, Bo Yun Park and Elena Ayala-Hurtado. 2017. “[Trump’s Electoral Speeches and His Appeal to the American White Working Class.](#)” *British Journal of Sociology*. 68, S1: S153-S180.
- Discussion panel last name I-J

- 2/07 Power, Cultural Politics, and “Post Truth”
- Brown, Phil. 1992. "[Popular Epidemiology and Toxic Waste Contamination: Lay and Professional Ways of Knowing.](#)" *Jrnl of Health and Social Behavior*. 33, 3: 267-281
  - “Word of the Year 2016 is...post-truth.” [Oxford Dictionaries.](#)  
<https://en.oxforddictionaries.com/word-of-the-year/word-of-the-year-2016>
  - Paul Waldman. 2016. “How Donald Trump Is Turning the GOP into a Postmodernist Party.” *The American Prospect*. December 5: <http://prospect.org/article/how-donald-trump-turning-gop-postmodernist-party>
  - Andrew Perrin. 2017. “[Stop Blaming Postmodernism for Post Truth Politics.](#)” *Chronicle of Higher Education*. Aug. 4.
  - Jennifer Delton. 2017. “[Letter to the Editor: Don’t Absolve Postmodernism So Quickly.](#)” *The Chronicle of Higher Education*, Aug. 15.
  - Discussion panel last name K-L
  - **Response Essay #2 Due**
- 2/14 Test #1
- 2/21 READING WEEK, NO CLASS
- 2/28 Power, Cultural Politics and Fact Making: Health and Illness
- Michelle Murphy. 2006. [Sick Building Syndrome and the Problem of Uncertainty. Environmental Politics, Technoscience, and Women Workers.](#) Durham, NC: Duke University Press. Introduction (1-18), Ch. 1: Man in a Box (19-34), Ch. 3: Feminism, Surveys, and Toxic Details (57-80), Ch. 4: Indoor Pollution at the Encounter of Toxicology and Popular Epidemiology (81-110) and Ch. 7: How to Build Yourself a Body in a Safe Space (151-177).
  - Discussion panel last name M-P
- 3/07 Power, Cultural Politics, and Fact Making: Climate Change
- Candis Callison. 2014. [How Climate Change Comes to Matter: The Communal Life of Facts.](#) Duke University Press. Introduction (1-38), Ch. 2: Reporting on Climate Change (81-120), Ch. 4: Negotiating Risk, Expertise, and Near-Advocacy (162-200), and Epilogue (243-252).
  - Discussion panel last name Q-T
  - **Response Essay #3 Due**
- 3/14 Power, Cultural Politics, and Fact Making: Producing Ignorance
- Jacques, Peter J., Riley E. Dunlap, and Mark Freeman. 2008. "[The Organisation of Denial: Conservative Think Tanks and Environmental Scepticism.](#)" *Environmental Politics* 17 (3):349-385.
  - Kleinman, Daniel L. and Sainath Suryanarayanan. 2013. "[Dying Bees and the Social Production of Ignorance.](#)" *Science, Technology & Human Values* 38, 4: 492-517

3/21 Power, Cultural Politics, and Canadian Society

- Carroll, Bill. 2017. "[Canada's Carbon-Capital Elite: A Tangled Web of Corporate Power.](#)" *Canadian Journal of Sociology*. 42, 3: 225-260.
- Jeffrey S. Denis. 2015. "[Contact Theory in a Small-Town Settler-Colonial Context: The Reproduction of Laissez-Faire Racism in Indigenous-White Canadian Relations.](#)" *American Sociological Review*. 80, 1: 218-242.
- Discussion panel last name U-Z
- **Response Essay #4 Due**

3/28 Test #2



## Procedures and Rules

### Accommodation for Missed Tests or Late Assignments

Students who miss a term test or hand in an assignment after the due date will be assigned a mark of zero for the test, or will lose a percentage of the assignment mark for each day late (the percentage varies from course to course). However, UTM will make an exception and provide accommodation for tests missed, or assignments late, for reasons beyond the student's control.

In particular:

- Illness
- Religious observances (i.e., holy days)
  - <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, a car accident).

Reasons such as “too much work”, technology failure, attending a wedding, family vacations, or not adding the class in time will not be considered to be beyond a student's control and will not be accommodated.

### Missed Tests

Please observe the detailed instructions and timelines stipulated at [http://www.utm.utoronto.ca/sociology/missed\\_tests](http://www.utm.utoronto.ca/sociology/missed_tests). Failure to follow these instructions and timelines will result in your missed test special consideration request being denied.

Please note students may not submit a special consideration request to re-write a test once the test has begun. If you are feeling ill, you must leave the room before starting your test and seek medical attention immediately.

**Make-up Tests:** If your special consideration request for a missed test is approved by the department (not the instructor), and the accommodation takes the form of a make-up test (rather than re-weighting future tests), you will write the make-up test in accordance with the dates set out at [http://www.utm.utoronto.ca/sociology/missed\\_tests](http://www.utm.utoronto.ca/sociology/missed_tests).

### Missed Final Examinations

Final exams are scheduled, administered, and governed by the policies set out by the Office of the Registrar (see the UTM Calendar). If you are late for, or miss, a final exam, follow procedures posted on the Registrar's website.

### Late Assignments

To request accommodation for a **late assignment** you must present your case to Professor Hoffman via email.

- In order not to be considered late, assignments must be submitted by the due date listed on the syllabus in hard copy at the beginning of class and/or via the course website and/or Turnitin.com. ***You are expected to keep a back-up, hard copy of your assignment in case it is lost.***
- For lateness *beyond your control*, the documentation must indicate that you were unable to engage in school work *on the due date of the assignment* for a ONE day extension.
  - For a longer extension you must prove that you were unable to engage in school work for a longer period or provide documentation that you encountered an exceptional, unforeseen circumstance. Note that all term work must be submitted *on or before the last day of classes*. Students who for reasons beyond their control wish to seek an extension of this deadline must obtain approval from their instructor for an extension of the deadline. This extension may be for no longer than the end of the final examination period. If additional time beyond this period is required, students must petition through the Office of the Registrar for a further extension of the deadline.
- Late assignments for reasons that are *within your control* will be penalized 5% marks per day. The penalty will run from the day the assignment was due until the day it is submitted to the instructor, via the course website, or by email. You are still required to submit a hard copy at the next class/office hour; the electronic copy must be identical to the hard copy submitted. The penalty period includes weekends but not holidays. Assignments that are more than 7 days late will not be accepted.
- Given multiple opportunities to submit Reaction Cards, and because you can miss 2 reaction cards without penalty, late submissions will not be accepted.

### **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 teaching assistant of the error.
- In the case of more substantive appeals, you must:
  1. Wait at least 24 hours after receiving your mark.
  2. Carefully re-read your assignment, all assignment guidelines and marking schemes and the grader's comments.
  3. Students have up to one month from the date of return of an item of term work or from the date the mark was made available to inquire about the mark and file for an appeal. For example, should the work be returned or the mark be made available on March 3<sup>rd</sup>, the student has until April 3<sup>rd</sup> to inquire in writing and start the re-marking process.

If you wish to appeal:

- A. 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.
- B. Attach the original assignment (with marker’s comments) to your written explanation. Submit a hardcopy of the package to the instructor either during office hours or in class.

### **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. **Note: Emails that do not follow these guidelines will not receive a response.**

- Assignments will 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., SOC463) 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 24 hours of receipt.
- Treat emails as you would any other professional communication. Proofread. Use appropriate language.
- 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.

### **Classroom Etiquette**

Students are expected to arrive at class on time having read the assigned readings and ready to engage in discussion about them. Please refrain from using your laptop, phone, or other communication technology for any purpose that is not directly related to the class, such as note taking or translation. If you insist on using a laptop, cell phone, or other communication device for non-approved or non-class related work, you will be asked to leave and will not have an opportunity to make up any work from that day.

- 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.

- Students are expected to cite sources in all written work and presentations. See these links for department citation formats and tips for how to use sources well  
<http://www.utm.utoronto.ca/sociology/resources/resources-students>  
(<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>)
- By enrolling in this course, you agree to abide by the university's rules regarding academic conduct, as outlined in the Calendar. You are expected to be familiar with the "Code of Behaviour on Academic Matters" ([www.governingcouncil.utoronto.ca/policies/behaveac.htm](http://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 required 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 Services and 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 905-569-4699 or e-mail at: [access.utm@utoronto.ca](mailto:access.utm@utoronto.ca). See also <http://www.utm.utoronto.ca/access>.

**The Robert Gillespie Academic Skills Centre** offers workshops, seminars and individual appointments to help students identify and develop their skills. It is located in Rm 390 of the Library, online at <http://www.utm.utoronto.ca/asc/undergraduate-students> and can be reached at (905) 828-3858.

A variety of **other student resources** can be found on the UTM website under "Current Students," <http://www.utm.utoronto.ca/sas/>, including academic services, registrar and registration services, diversity & equity, administrative services, and others.

### **Equity & Diversity**

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 UTM Equity and Diversity officer at [edo.utm@utoronto.ca](mailto:edo.utm@utoronto.ca) or the University of Toronto Mississauga Students' Union Vice President Equity at [ypequity@utmsu.ca](mailto:ypequity@utmsu.ca).