

University of Toronto Mississauga – Sociology
SOC459H5S LEC0101 Winter 2018
Science, Technology, and Society (SSc)
Tuesdays, 3:00 PM – 5:00 PM, DV 3093

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Course Description

It is a common assumption that society is progressively transformed by scientific and technological innovation. The steam engine powered the Industrial Revolution, air conditioners produced the suburbs, and Facebook transformed human social interaction. Is the relationship between science, technology, and social change this simple? This course explores the emergence, development, and consequences of science and technology in the modern world. We will consider a wide array of topics, including artificial intelligence, simulation, genomics, surveillance, internet and social media, domestic technologies, warfare, nuclear technologies, etc. We will also bring assumptions about the import of science and technology into question where it is overstated, unwarranted, or problematic. The class will encourage you to think critically about what counts as scientific and technological, how science and technology are produced and disseminated, public understandings of science and technology, and how science and technology are deeply interlaced with politics, history, and culture.

Prerequisites, Exclusions, CSL Group

Prerequisite: SOC205H5/SOC231H5, SOC221H5, SOC222H5, 1.0 SOC credit at the 300 level
Distribution Requirement: SSc

It is your responsibility to ensure that the prerequisites for this course have been met. Students without the prerequisites can be removed at any time. No waivers will be granted.

Class/Seminar Format

A typical class will involve an interactive lecture with slides, occasional audio/visual material, questions and answers, 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.

Your 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.” Unfortunately, too much of the educational system is oriented to memorization. Although recall is a key part of learning, it is a fairly superficial one. Rather than “learning all the facts,” in this class we will try to use facts to build

up portable insights that help make sense of our 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

By the end of this course, you should be able to understand and engage critically with the main frameworks for analysis in the sociology of science and the transdisciplinary area of science and technology studies or STS, particularly in terms of the relation between science, technology, and social change. However, you should also leave this course with a set of critical thinking skills that should remain useful to you long after your memory for the details of these cases fade. You will also be able to use the key concepts and frameworks in the sociology of science and STS toward independent research and analysis. Finally, by working with peers in small groups you will learn critical skills of collaboration, consensus, and formal presentation of ideas.

Textbooks and Other Materials

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

- Sismondo, Sergio. 2010. *An Introduction to Science and Technology Studies. Second Edition*. West Sussex, United Kingdom: Blackwell Publishing, Ltd.
- Hird, Myra J. 2012. *Sociology of Science: A Critical Canadian Introduction*. Don Mills, Ontario: Oxford University Press.

Evaluation Components and Grading Policies

Type	Description	Date(s) Due	Weight
Class Participation	Engage with course content, class activities and discussions, and active listening.	ongoing	5%
Test 1	Short answer and multiple choice test.	2/12/19	20%
Test 2	Short answer and multiple choice test.	4/2/19	20%
Short assignments	Short in-class and take-home class assignments	ongoing	15%
Research Paper Proposal	Proposal of topic and plan for research paper.	2/26/19	5%
Research Poster:	Poster representation of research project.	3/19/19	10%
Research Paper:	Problem-driven research paper in the area of the sociology of science and technology	3/26/19	25%
		Total:	100%

Grading

Class Participation - Each class will allow time for questions and discussion. I highly value your input and feedback. Your ongoing engagement with the topical and methodological material, as well as sharing your insights into your research projects and sustainability initiatives, is essential to your success in this class. The overall participation points will be evaluated using the following criteria:

- 5** Student is always present, comes fully prepared, engages expertly, respectfully, and regularly with the materials and classmates, listens attentively, and always contributes to discussion.
- 4** Student is typically present, comes prepared, contributes respectfully and often with the material and classmates, listens attentively, and regularly contributes to discussion.
- 3** Student attends class sporadically, but is generally prepared, engages with course material and classmates, listens, and makes some efforts in discussion.
- 2** Student attendance and participation is marginal.
- 0-1** Student makes little to no contribution to class meetings or is disruptive.

Tests – There will be two in-class tests in this class. Both will involve 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.

Short Assignments – There will be a series of short in-class and take-home class assignments in this class, such as making a list of as many technologies you use in your day-to-day life. These are designed to be fairly short, easy, but evocative exercises.

Research Paper Proposal – A 1-2 page research proposal (no more than 550 words) that indicates the goals of your research, the theoretical case, the empirical case, the research question(s), and a brief outline of how you plan to answer the research questions.

Research Poster – Develop a research poster that summarizes the main analytic topic, case, and key findings of your class research project. Posters should be oriented to generating discussion and will be displayed and discussed at the 1st Annual UTM Science, Technology, & Society Research Poster Session.

Research Paper - Everyone will prepare a final research paper on a problem-driven research paper in the area of the sociology of science and technology. The specific topical area should be drawn from array of topics discussed in class (see weekly topics). The problem that drives the specific issues of the paper will be up to the student. Final papers should be no more than 3,500 words or between 8-12 double-spaced, 12-point font pages in length.

Course Schedule

Week 1 (1/08): Introduction

- [James Surowiecki “Technology and Happiness: Why more gadgets don’t necessarily increase our well-being”, from *MIT Technology Review* Jan. ‘05](#)

Week 2 (1/15): The Makings of Science and Technology Studies

- Hird, Ch. 1: “Science, Technology, and the Sociological Imagination,” from *Sociology of Science: A Critical Canadian Introduction*.
- Sismondo, Ch. 2: “The Kuhnian Revolution,” from *An Introduction to Science and Technology Studies*.
- *Short Class Assignment*: A list of technologies in your everyday life.

Week 3 (1/22): The Social Construction of Facts and Artifacts

- Hird, Ch. 2: “Science is Social Relations, Part I” & ch. 4: “How Science is Social”
- Latour, Bruno. 1999. “Give me a laboratory and I will raise the world.” pp. 258-275 in *The Science Studies Reader*. Edited by Mario Biagioli. New York, NY: Routledge.

Week 4 (1/29): Technology and Social Change

- Quan-Haase, Anabel. 2013. Ch. 3: “Theoretical Perspectives on Technology” from *Technology & Society: Social Networks, Power and Inequality*. Don Mills, Ontario: Oxford University Press.
- [Mumford, Lewis. 1934. “The Monastery and the Clock,” from *Technics and Civilization*](#)
- *Short Class Assignment*: Life-changing technologies

Week 5 (2/5): Inequalities in Science and Engineering

- Hird, Ch. 5: “Science and/as Power”
- [Seron, Carroll, Susan S Silbey, Erin Cech, and Brian Rubineau. 2016. "Persistence is cultural: Professional socialization and the reproduction of sex segregation." *Work and Occupations* 43:178-214.](#)
- Eubanks, Virginia. 2018. “The Digital Poorhouse.” *Harpers Magazine*. January.
- *Short Class Assignment*: Racialized and Gendered Images of Science and Engineering

Week 6 (2/12): Test 1

Week 7 (2/19): READING WEEK, NO CLASS

Week 8 (2/26): Science, Technology, and the Civil Sphere

- Hird, Ch. 6: “Values, Trust, and Public Engagement with Science and Technology.”
- Sismondo Ch. 15: The Public Understanding of Science & Ch. 16: Expertise and Public Participation.
- [Motta, Matthew. 2018. “The Enduring Effect of Scientific Interest on Trust in Climate Scientists in the United States.” *Nature Climate Change*. 8\(6\), 485-488.](#)
- Research paper proposal due

Week 9 (3/5): Scientific and Technological Controversy

- Sismondo Ch. 11: “Controversies”
- [Kinchy, Abby and Guy Schaffer. 2018. "Disclosure Conflicts: Crude Oil Trains, Fracking Chemicals, and the Politics of Transparency." *Science, Technology, & Human Values*. 43, 6: 1011-1038.](#)
- Short Class Assignment: Science and technology controversies in “Food, Inc.”

Week 10 (3/12): Political Economies of Knowledge Production

- [Kleinman, Daniel Lee. 2010. “The Commercialization of Academic Culture and the Future of the University.” Pp. 24-64 in *The Commodification of Academic Research: Science and the Modern University*. Edited by In Hans Radder. Pittsburgh, PA: University of Pittsburgh Press.](#)
- Short Class Assignment: Political Economies of University Life

Week 11 (3/19): 1st Annual UTM Science, Technology, & Society Research Poster Session

- Research Poster Due (be prepared to discuss poster and project)

Week 12 (3/26): Projection, Anticipatory Technology, and Imagined Futures

- [Mische, Ann. 2009. "Projects and Possibility: Researching Futures in Action." *Sociological Forum*. 24, 3: 694-704.](#)
- [Wiertz, Thilo. 2016. "Visions of Climate Control: Solar Radiation Management in Climate Simulations." *Science, Technology, & Human Values*. 41, 3: 438-460.](#)
- [Hoffman, Steve G. 2016. "The Practical Use of Other Realities: Taking Berger and Luckmann into the Wild." *Cultural Sociology* 10:109-124.](#)
- Final Research Paper Due

Week 13 (4/2): Test 2

Procedures and Rules

Missed Tests/Quizzes or Late Assignments

Students who miss a term test or submit an assignment after the deadline will be assigned a mark of zero for the test, or will lose a percentage of the assignment mark for each late day.

However, students may request special consideration from the department (not the instructor)* for missed tests/quizzes or late assignments late due to reasons beyond the student's control, including:

- Illness or injury
- Disability
- **Religious observances** (i.e., holy days)
- Other unplanned circumstances entirely beyond the student's control (e.g., a court subpoena, a funeral, a car accident).

Reasons such as holidays, pre-purchased plane tickets, family plans (unless critical, such as death of an immediate family member), attending a wedding, lack of preparation, technology failure, or too many commitments are not considered to be beyond a student's control and will not be accommodated.

***Please note:**

- **You may not submit a special consideration request to re-write a test/quiz once the test has begun. If you are feeling ill, you must leave the room before starting your test/quiz and seek medical attention immediately.**
- **If you miss an item of term work and do not complete the missed item or any make-up by the examination period, you must submit a petition for an extension of time beyond end of term through the Office of the Registrar: <https://www.utm.utoronto.ca/registrar/current-students/petitions>.**

Missed Test Special Consideration Process

If you miss a test due to circumstances beyond your control, please complete the following steps in order to be considered for academic accommodation:

1. Submit an online special consideration request form within three (3) days (including weekends and holidays) of the missed test date via <https://app.utm.utoronto.ca/SpecialRequest/>.
2. Submit appropriate supporting documentation within three (3) days (including weekends and holidays) of the missed test date via email to socscr.utm@utoronto.ca or the dropbox for supporting documentation located in the Department of Sociology. All documentation must be in its original form. If you submit documentation electronically (as a PDF or JPEG attachment ONLY), ensure it is legible and retain the original copy in case you are asked to present it later.

1. If illness/injury is cited as the reason for the missed test, you must submit a [U of T Verification of Student Illness or Injury form](#) (VOI) stating you were examined and diagnosed on the day of the test or immediately after (i.e., the next day), and indicating a serious degree of incapacitation on academic functioning (e.g., unable to complete an assignment, unable to write a test/examination). The VOI must also include a statement by the physician that explicitly notes you are unable to write the test on the date concerned. A statement from a physician that merely confirms a report (after the fact) of illness/injury made by the student is not acceptable.
2. If you missed a test for a reason connected to your registered disability, the department can only accept documentation provided by Accessibility Services.
3. Other documentation can include, but is not limited to: a [U of T Verification of Extenuating Circumstances form](#); automobile collision or police reports; a death certificate; and supporting documentation from employers, lawyers and other professional persons. When in doubt, consult the [sociology academic counsellor](#) regarding appropriate supporting documentation for your special consideration request.
4. The department may request additional documentation in order to assess your case fully.

The department evaluates special consideration requests carefully and approval is not guaranteed.

- **If there is concern about your special consideration request(s), your request may be refused and/or you may be asked to meet with an Associate Chair.**
- **If you have multiple special consideration requests (excluding requests pertaining to a documented disability with appropriate supporting documentation), your request may be refused.**
- **If you do not comply with the above instructions and timelines, or if your special consideration request is deemed unacceptable, your request will be denied and you will receive a grade of zero for the item you missed.**
- **If the department approves your special consideration request, the instructor will determine whether you will be required to complete an oral test, an extended assignment or an alternative online test in lieu of the original test; the instructor's determination is non-negotiable.**
- **If you do not complete the make-up as and when required, you will receive a grade of zero for the original missed test; further special consideration is not permitted.**

The department (not the instructor) will inform you of the decision on your special consideration request via email to your U of T email account typically within one (1) week. However, you must be prepared for a make-up at any point after your original missed test.

Please note:

- **Make-up tests may be scheduled during study break**

- **Make-up tests may be scheduled during reading week, only if mutually agreed upon by instructor and student**
- **Make-up tests are not held during the examination periods**

False statements and/or documentation will be treated as academic offences and handled accordingly.

Extension of Time Special Consideration Process

If you are registered with Accessibility Services and want to request an extension of time for an assignment in advance of the due date (based on an accommodation letter already provided to your instructor), please email **both** your instructor **and** your Accessibility Advisor directly in order to obtain approval.

In all other cases, if you miss an assignment deadline due to circumstances beyond your control and seek an extension of time beyond the due date, please complete the following steps in order to be considered for academic accommodation:

1. Submit an online special consideration request form within three (3) days (including weekends and holidays) of the assignment due date via <https://app.utm.utoronto.ca/SpecialRequest/>.
2. Submit appropriate supporting documentation within three (3) days (including weekends and holidays) of the assignment due date via email to socscr.utm@utoronto.ca or the dropbox for supporting documentation located in the Department of Sociology. All documentation must be in its original form. If you submit documentation electronically (as a PDF or JPEG attachment ONLY), ensure it is legible and retain the original copy in case you are asked to present it later.
 1. If illness/injury is cited as the reason for the missed deadline, you must submit a [U of T Verification of Student Illness or Injury form](#) (VOI) stating you were examined and diagnosed on the day of the missed deadline or immediately after (i.e., the next day), and indicating a serious degree of incapacitation on academic functioning (e.g. unable to complete an assignment, unable to write a test/examination). The VOI must include a statement by the physician that notes the precise period that you are unable to complete your assignment. A statement from a physician that merely confirms a report (after the fact) of illness/injury made by the student is not acceptable. If you need additional extensions for the same assignment, you must follow the aforementioned procedures with the same physician.
 2. If you missed a deadline for a reason connected to your registered disability (and your instructor did not grant approval in advance based your accommodation letter), the department can only accept documentation provided by Accessibility Services.
 3. Other documentation can include, but is not limited to: a [U of T Verification of Extenuating Circumstances form](#); automobile collision or police reports; a death certificate; and supporting documentation from employers, lawyers and other professional persons. When in doubt, consult the [sociology academic](#)

[counsellor](#) regarding appropriate supporting documentation for your special consideration request.

4. For an extension, supporting documentation must specify the exact period that you were unable to complete your assignment. The department will then determine if any extension is merited and if so, the period of extension approved. For extensions of time beyond the examination period, you must submit a [petition for an extension of time beyond end of term through the Office of the Registrar](#).
5. The department may request additional documentation in order to assess your case fully.

The department evaluates special consideration requests carefully and approval is not guaranteed.

- **If there is concern about your special consideration request(s), your request may be refused and/or you may be asked to meet with an Associate Chair.**
- **If you have multiple special consideration requests (excluding requests pertaining to a documented disability with appropriate supporting documentation), your request may be refused.**
- **If you do not comply with the above instructions and timelines, or if or if your special consideration request is deemed unacceptable, your request will be denied and you will receive a grade of zero for the item you missed.**
- **If the department approves your special consideration request, you will be notified of the period of extension permitted.**

The department (not the instructor) will inform you of the decision on your special consideration request via email to your U of T email account typically within one (1) week. However, you must submit your assignment per the instructions below as soon as you are able to do so; do NOT wait for the outcome of your special consideration request.

Late assignments must be submitted to the instructor via Quercus.

False statements and/or documentation will be treated as academic offences and handled accordingly.

Late Assignments

- In order not to be considered late, assignments must be submitted by the due date listed on the syllabus via Quercus and/or Turnitin.com. ***You are expected to keep a back-up, hard copy of your assignment in case it is lost.***
- 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 Quercus and/or Turnitin.com.
- The penalty period includes weekends and holidays.
- Assignments that are more than seven (7) days late will not be accepted.
- Given multiple opportunities to submit the weekly assignments and that they are worth less than 5% each, such as discussion board posts or in-class exercises, late assignments

will not be accepted even for a reason beyond your control. You can miss one discussion post without penalty.

Late assignments must be submitted in accordance with the instructions above; other faculty and staff within the department cannot and will not accept late assignments

Re-marking Pieces of Term Work

General

A student who believes that their written term work has a substantive error in grading may ask the person who marked the work for re-evaluation. 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 an appeal. For example, should the work be returned or the mark be made available on March 3rd, the student has until April 3rd to inquire in writing and start the remarking process. Instructors must acknowledge receipt of a student request for remarking within **3-working days**, and decisions should be provided in a timely fashion.

If an academic misconduct case is in progress for the piece of term work in question, a student may not appeal until the matter is resolved.

Details

Regrade requests for term work worth less than 20% of the final mark may be submitted to the person who marked the work for re-evaluation. The student must submit (1) the original piece of work and (2) a written explanation detailing why they believe the work was unfairly/incorrectly marked. If the student is not satisfied with this re-evaluation, he or she may appeal to the instructor in charge of the course if the work was not marked by the instructor (e.g., was marked by a TA). In those instances where the instructor was not the one who marked the work, the student must now submit to the instructor (1) the original piece of work, (2) the written reasons as to why they believe the work was unfairly/incorrectly marked, and (3) communications from the original marker as to why no change in mark was made. If a remarking is granted by an instructor, the student must accept the resulting mark as the new mark, whether it goes up or down or remains the same. Continuing with the remark or the appeal means the student accepts this condition. Instructors and TAs should ensure all communication with the student is in writing (e.g. follow-up email) and keep a copy for later reference.

Only term work worth at least 20% of the course mark may be appealed beyond the instructor. Such appeals must first follow the same guidelines as those mentioned directly above for work worth less than 20%. To escalate an appeal beyond the instructor, the student must submit to the [academic counsellor](#) (1) all previous communications between the student, original marker, and the instructor (2) the detailed reason(s) documenting why the mark for the work was inappropriate and (3) the original piece of work. If the department believes that re-marking is justified, the department shall select an independent reader. The student must agree in writing to be bound by the results of the re-reading process or abandon the appeal. Again, the student must

accept that the mark resulting from the appeal may be higher or lower or the same as the original mark.

Where possible, the independent reader should be given a clean, anonymous copy of the work. Without knowing the original assigned mark, the reader shall determine a mark for the work. The marking of the work should be considered within the context of the course of instruction for which it was submitted. If the new mark differs substantially from the original mark, the department shall determine a final mark taking into account both available marks.

The final level of appeal is to the [Dean's Office](#). Appeals must already have been considered at the two previous levels (Instructor followed by Department), with the decision reviewed by the head of the academic unit, before they will be considered by the [Dean's Office](#). **Appeals must be submitted in writing, and include all previous correspondence, as soon as possible after the student receives the final response from the academic unit, but no later than one month after.** Appeals to the [Dean's Office](#) about the marking of term work will be reviewed to ensure that appropriate procedures have been followed in earlier appeals, that the student has been treated fairly, and that the standards applied have been consistent with those applied to other students doing the assignment. Any mark resulting from such an appeal will become the new mark, whether it is higher or lower or the same as the previous one.

This process applies only to term work; appeals for re-reads of final examinations are handled directly by the [Office of the Registrar](#).

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 3rd, the student has until April 3rd 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 must be submitted to the instructor via Quercus and/or Turnitin.com.
- Assignments will not be accepted via email. See above for how to submit them.
- All course communication should be conducted through Quercus or your U of T email account.
- All emails must include the course code (e.g., SOC459) 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 (or 1 working day) 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 Quercus Discussions.

Classroom Etiquette

Students are expected to arrive at class on time.

Students are expected to come to class prepared by having read the assigned readings and ready to engage in discussion about them. If and when (at the instructor's discretion) laptop usage is allowed in class, they should be used for notes only. Other uses (e.g., emailing, web surfing) will result in the student being required to turn off the laptop and it may affect their participation mark.

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) 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

Accessibility

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code, including those who have a physical, sensory, or learning disability, mental health condition, acquired brain injury, or chronic health condition, be it visible or hidden.

If you have a disability or health consideration that may require accommodations, please approach Accessibility Services as soon as possible. The Accessibility staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

To register with Accessibility, please call the centre at 905-569-4699 or e-mail access.utm@utoronto.ca.
<http://www.utm.utoronto.ca/access>

Robert Gillespie Academic Skills Centre

The centre offers wide-ranging support to help students identify and develop the academic skills they need for success in their studies, including: understanding learning styles; essay and report writing; time management; lecture-listening; note-taking; and studying for tests and exams. <http://www.utm.utoronto.ca/asc>

UTM Library (Hazel McCallion Academic Learning Centre)

The UTM library provides access to a vast collection of online and print resources to faculty, staff, and students. Various services are available to students, including borrowing, interlibrary loans, online references, research help, laptop loans and the RBC Learning Commons.
<http://library.utm.utoronto.ca>

A variety of **other student support services and resources** can be found at <http://www.utm.utoronto.ca/current-students>, including academics, health, wellness and student services

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 or the University of Toronto Mississauga Students' Union Vice President Equity at vpequity@utmsu.ca.