

WITHOUT
COMMUNITY, THERE
IS NO LIBERATION.

AUDRE LORDE

COMM4610U: Communication & Conflict Nonviolent Communication and Peace

Dr. Sharon Lauricella
Winter 2020

Where to find me:

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Course Description

This course allows students to explore communication and peace at a variety of levels including intrapersonal, interpersonal, group, organizational, and global conflict. Students are exposed to issues such as personal conflict relating to beliefs, attitudes, values, and worldviews; how communication can help (or hinder) interpersonal relationships; communication and conflict in groups such as larger movements and or social collectives; and how communication strategies are meaningful in conflict amongst organizational systems such as business/economic institutions (including schools, healthcare and governments). The course considers communication and conflict on a broader level by examining political relationships between nations, and peoples' relationships with the natural world. Students are exposed to practical strategies for using communication to promote peace and build understanding at both the personal and global levels.



An Invitation

Most people agree that peace is a noble ideal, though few understand the role that nonviolent communication might play in creating peaceful relationships with ourselves, each other (interpersonally, in groups, organizations, among nations, and the greater environment). There is a rich history of nonviolent communication and peace issues that remains hidden from the typical university student's experience. Most students are familiar with names such as Gandhi, Mandela, Mother Theresa, and King, though how many know of Julia Butterfly Hill, Gene Sharp, Chimamanda Adichie, John Robbins, and a host of other peacemakers?



Global crises around the world, including issues such as poverty, hunger, economic and religious wars, environmental degradation, terrorism and materialism, need not be managed or resolved with only violent methods – there are other options. It is my hope that a course like this might provide some room in a student's life for exploring nonviolent and peaceful options to the world's many challenges, leaving the student with the choice of whether or not they will ultimately adopt these methods on one's own life.

This course will include reflective reading, introspection of values, creative writing, dialogue, activities, and "experiments" in everyday life. You may find that this may be the most difficult, challenging, and perhaps the most unique course you've taken at university. This is in part because the course is desire based, not fear based. Your desire to succeed and learn must come from within. In this course, success does not come from a quest to simply get a good mark. Your learning will be authentic when it comes from yourself. This desire to push yourself leads to inner growth that is difficult to measure with grades, tests, homework, or exams. I promise to guide you through this experience to the best of my ability, and aim to help you achieve excellence while extending yourself to explore and think critically. I conduct my courses such that students do not feel as if I have power over them; rather, I have power with you. We will work, learn, and grow together. I certainly expect excellence from both you and from myself. With these rigorous standards, it will be possible for us to succeed together.

Learning Outcomes



At the conclusion of the course, students should demonstrate:

- Academic autonomy by means of taking responsibility for your own learning process by making and defending ethical value-judgements about your own learning process and by using theory and research methods to identify and formulate solutions to intellectual problems;
- The ability to be informed about the society in which you live, which includes describing the causes, consequences, and possible solutions to a number of social problems;
- Active participation in class discussion, practices, and projects which aim to change society for the better, which also includes the ability to make and defend ethical value-judgements about communication with regard to a good and just society;
- The ability to take responsibility for your own development, including the ability to self-reflexively make and defend ethical value-judgements about the professional communication organizations, roles, processes, practices, and products to which you encounter and/or contribute;
- The advanced ability to write to a grammatical standard and style demanded by the university and a number of other professionally-relevant writing contexts in order to report, inform, persuade, debate, or tell a story;
- The advanced ability to clearly, confidently, and effectively communicate ideas to inform or persuade your classmates; and
- The advanced ability to exercise emotional intelligence, engage, and interact with people from circumstances unlike your own.

What You Need



All members of this class should treat one another with respect. This includes 22f hours and online.



Students engage in thoughtful reflection both 22f and online, so please do the readings carefully.

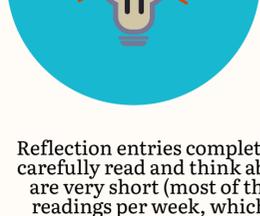


BlackBoard announcements, email, and text messaging may be used to communicate regularly.

BONUS

I have decided not to require the purchase of any textbook for this course. There are very powerful and meaningful readings available to you for free. Our core list of common readings is available to you for free. Our core list of common readings is compiled by Coleman McCarthy for a "Class of Nonviolence" which he taught to over 7,000 students in high schools, universities, and prisons since the 1980s. These readings are available online and links are provided below. Supplemental readings sourced online are readily available and promote accessibility in this course.

EXPERIENCE



READING,
WRITING,
WATCHING,
OBSERVING

Reflection entries completed each week provide the opportunity for you to carefully read and think about the readings. Most of the assigned readings are very short (most of them are about 2-6 pages). I've selected about 2-5 readings per week, which allows you the opportunity to carefully think about the content. You are, of course, free to read more, especially if the topics are related to your individual peace project. The idea is to read, reflect, write and dialogue. Commitment to each of these elements will lead to great discovery, challenge, and meaningful discussion.

YOUR MARKS IN THIS COURSE

Here we go with the most radical practice you'll have seen in your undergraduate education. I'm going to do something creative, and disruptive, and rebellious in this course.

I don't like grades. A grade or "final mark" in a course standardizes learning such that students are measured or evaluated in a judgmental way. I struggle with this because I know that learning is not the same for everyone, and learning is most certainly not linear. People don't go from point A to point B in an uninterrupted, direct way when it comes to learning.

Some students think of grades and marks as a reward and/or punishment given by an instructor. In this case, grades and marking invoke fear. I don't see it that way. I like to think that we engage in the learning process together. I create a safe and fun place in class, so why would working toward a judgmental grade "fit" with this kind of teaching environment and philosophy?

Grades, I think, should be based on a student's reading, thinking, speaking, listening, interaction, writing, growth/progress, curiosity, feelings and attitudes about the course, and so on. Grades should reflect how much a person has changed, grown, and genuinely learned. Rather, students often follow a grid to achieve the best mark possible. I have seen students lose their minds over the difference between an 80 and a 90 (which is basically nothing) -- they've cried, blamed, threw tantrums, etc. This is because students generally see grades as a judgment. When we are judged, we feel bad.

Instead, I seek to create an environment of openness, vulnerability, respect, trust, and a willingness to engage each other in our attempts to embrace the learning process. The most important thing that you can get from this class is to learn about new concepts, wrestle with them, and engage with others (your colleagues and me). I also want to give you the opportunity to do a project on something you've always wanted to do, and totally slay it.

To this end, I intend that the work that you do in class will be open and shared. You will help one another to reflect and engage. I won't be grading weekly assignments and assigning grades. I will read and offer comments, though I won't offer you a grade. All assignments will be submitted via a shared class GoogleDrive folder (unless you have something to say that is extremely personal and you can't possibly share it with the class, and wish to share it directly with me; this can be done via email).

I will provide to you information on all of the assignments for this course which includes deadlines and expectations. I will include the rubric that I used in the past so that you can see what you're not experiencing anymore. What I want is for you to be motivated from WITHIN, not by fear. I want you to want to learn from your own desire, and not be threatened by getting a bad grade.

At the end of term, I have to enter a grade into the university system that will go on your transcript. I have to do this. So I will give you a document that outlines again all of the assignments, and you will grade yourself. I want you to think about what you learned in the class. Did you meet new people? Did you do all of the readings and think about them in ways that helped you to grow? Did you write and enter your work into the GoogleDrive? Did you show up to class? Did you engage and participate with your peers? Did you do a project that is rigorous and meaningful? I will then ask you to explain what grade you think you deserve in the course and why.

CLASS PARTICIPATION

The most important aspect of this course is that we create a sense of community whereby everyone shows up, engages, and learns to care about one another. After taking this course, I hope that you remember the nonviolent principles of Gandhi and different methods of nonviolence. However, what I hope most is that you leave this course with new friends, deepen your relationships with those you already know, and are able to see your classmates as real humans through a lens of respect and care.

I hope that you have the courage to move beyond your comfort zone, and I will help to facilitate that. I would like to see us engage in authentic dialogues with each other, and have online and 22f conversations that explore and respect differences. I intend that we can have discussions that challenge each other on occasion. I aim to engage in listening that shows a genuine interest in others' worlds by asking thoughtful questions that get at deeper layers of meaning. Given that this course is offered in the final semester of your final year of university, it provides a meaningful opportunity to focus on creating quality connections that are sincere, challenging, and fun.

The course activities are integral to class participation. This is an experiential course and is activity-based. It is a rare (if non-existent) moment when I will be standing before you and "lecturing." Please do not come to class expecting to multi-task, work on another project or paper, or talk with your friends online. We will move around, discuss, talk, and work on activities in class. Attendance will be taken during each class meeting for security purposes and recordkeeping. While you will assess your own commitment to attendance, please be prepared to fully "show up" for class.

In and out of class readings and reflections:

- Please see the Reading Response template in BlackBoard.
- Once you do the readings, please make a submission into the class GoogleDrive. This is done so that everyone can see each other's responses and make comments if you like.
- Please submit your entries by WEDNESDAY AT 5PM. As you will see from the template, the entry should contain:
 1. The title of the reading;
 2. One sentence or quote from the article;
 3. Explain why this quote is meaningful to you;
 4. How you might apply something you learned from this reading to your everyday life?
 5. One thoughtful question for class discussion.
- Please do this for each of the readings every week (there are usually 2-3 brief readings every week)
- In the past, the total of responses constituted 40% of a student's grade.
- It is important that all students read and reflect. It is not enough to just show up to class without doing the readings. I really do need student questions in order to fuel our in-class discussion, so please understand that this is a matter of importance.

NVC project

We will introduce the NVC Project on the first day of class. In week 2, you'll share your idea(s) for your NVC project with your colleagues. You can spend 1-3 minutes describing your topic, and you'll receive feedback f2f from me and/or from your colleagues. A formal written project proposal is submitted the following week. After your proposal, you'll have about 7 weeks to complete your project. You'll then present the "results" of your project during the last few weeks of class. I'll create a sign-up sheet with names and dates a couple of weeks before the presentations. Criteria for the written project proposal will be discussed in class and are outlined in the NVC project information sheet posted in BlackBoard. A final submission of your choosing will be made at the end of term.

Week	Date	Readings	Planned activities	Assignment due dates
1	Jan 10	No readings	Introduction to the course Syllabus Building community NVC Project Other course related documents	Do the readings for next week and response entry for Wednesday (due 15 January) Discussion about NVC project idea next class
2	Jan 17	Guinan, If we listen: http://peacecenterbooks.com/if-we-listen-well/ Julie Bacha's TED talk: https://www.ted.com/talks/julia_bacha_how_women_wage_conflict_without_violence	Discuss NVC project ideas What is "violent" and "nonviolent" communication?	Written NVC project proposal due next week Do the readings for next week and response entry for Wednesday (due 22 January)
3	Jan 24	Vanderhaar, Nonviolent Response to Assault: http://peacecenterbooks.com/nonviolent-response-to-assault/ Kohn, Human nature: http://peacecenterbooks.com	Fight, Flight, Freeze, and Nonviolence Definitions Case study Roles in NVC Everyday nonviolent communication	Written NVC project proposal due 27 January before 5pm in the GoogleDrive. Do the readings for next week and response entry for Wednesday (due 29 January)

		/human-nature-isnt-inherently-violent/ Luvvie Ajayi's TED Talk: https://www.ted.com/talks/luvvie_ajayi_get_comfortable_with_being_uncomfortable		
4	Jan 31	Easwaren, Family: http://peacecenterbooks.com/family-satyagraha/ Easwaren, Ahimsa: http://peacecenterbooks.com/ahimsa/ Gandhi, Love: http://peacecenterbooks.com/love/	Ahimsa/Circle of care What is truth? Nine steps of Conflict Resolution (Gandhi) Optical Illusions	Do the readings for next week and response entry for Wednesday (due 12 Feb)
5	Feb 7	NO CLASS I will be in an all-day faculty meeting		Work on NVC project!

				Mid-term assessment of NVC project due on 25 Feb before 5 p.m.
6	Feb 14	<p>L4</p> <p>King, Loving: http://peacecenterbooks.com/loving-your-enemies/</p> <p>Sharp, Technique: http://peacecenterbooks.com/the-techniques-of-nonviolent-action/</p> <p>Sharp, Method: http://peacecenterbooks.com/the-methods-of-nonviolent-protest-and-persuasion/</p> <p>NOTE: Just do ONE entry for both Sharp readings this week. Therefore this week will have two entries only.</p>	<p>6 principles & 6 steps</p> <p>Racism</p> <p>Different kinds of love</p> <p>198 Methods</p> <p>Great Nonviolence March</p>	<p>Mid-term assessment of NVC project due on 25 Feb before 5 p.m.</p> <p>Do the readings for next week and response entry for Wednesday (due 26 Feb)</p> <p>Work on NVC project!</p>

Feb 21	BREAK	Work on NVC project!		Mid-term assessment of NVC project due on 25 Feb before 5 p.m. Work on NVC project!
7	Feb 28	<p>Choose two of these 3 readings:</p> <p>Gaard, Ecofeminsm, pages 1-10 only – (this is just the intro to the book, which is posted in BB for you)</p> <p>Robbins, Diet: http://peacecenterbooks.com/diet-for-a-new-america/</p> <p>OPTIONAL: Akers, Vegetarian: http://peacecenterbooks.com/a-vegetarian-sourcebook/</p>	<p>The True Cost of Food</p> <p>Mindful eating</p> <p>Could you kill the chicken?</p> <p>How are retailers making better food available to consumers?</p> <p>Sign up for final project presentations</p>	<p>Do the readings for next week and response entry for Wednesday (due 4 March)</p> <p>Work on NVC project!</p>
8	March 6	Leslie Feinberg:	"I was following orders" Paper cranes	Prepare for your presentation

		http://www.lesliefeinberg.net/self/ CeCe MacDonald: http://www.rollingstone.com/culture/news/the-transgender-crucible-20140730		Work on NVC project!
9	March 13	NVC project presentations		Respond to colleagues (anonymously if desired) in Week 9 GoogleDoc
10	March 20	NVC project presentations		Respond to colleagues (anonymously if desired) in Week 10 GoogleDoc
11	March 27	NVC project presentations		Respond to colleagues (anonymously if desired) in Week 11 GoogleDoc
12	April 3	NVC project presentations		NVC Project (written/final) due 6 April by noon. Self-reflection due 8 April by noon. Please see BB for self-reflection information.

Academic Integrity

Students and faculty at UOIT share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aims and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with UOIT's regulations on Academic Conduct (Section 5.16 of the Academic Calendar) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, and other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a written reprimand to permanent expulsion from the university. A lack of familiarity with UOIT's regulations on academic conduct does not constitute a defense against its application.

Further information about academic misconduct can be found in the Academic Integrity link on your laptop. Extra support services are available to all UOIT students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found in the Academic Calendar (Section 8).

Individual Needs and Diversity

If you have any concerns about the course as a result of any special needs, please talk to me as soon as possible. I have designed this course in an effort to meet the various ways that individuals learn. We will be using different formats including instructor-led meetings, workshops, group and individual activities, and group discussions. Class outlines will be posted prior to each meeting to aid in your note-taking. Because this is a university-level course, you are required to do a substantial amount of reading each week and

complete many writing assignments. Plan your time accordingly. Make-up assignments will only be given to those with medical notes (or other similar documentation).

For any disability-related support, you may contact the Student Experience Centre (SEC) Disability Services located on the 2nd floor, 61 Charles Street. Accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. Office hours are 8:30am-4:30pm, Mon-Fri. For more information on services provided, you can visit the website at http://uoit.ca/sites/csd/downtown_students/index.php

Students may contact the SEC Disability Services by calling 905-721-8668 x 5634, or email downtowndisability@uoit.ca

Matters Relative to Assignments

1. Please use APA style as outlined in our university library's guidebook: <http://www.uoit.ca/assets/Section~specific/Current~students/Academic~resources/Library/PDF/APA.pdf>
2. PLAGIARISM is an extremely serious academic offence and carries penalties varying from failure in an assignment to suspension from the University. Definitions, penalties and procedures for dealing with plagiarism are set out in the UOIT's "Academic Conduct Policy" which is printed in section 5.15 of the UOIT Calendar. It outlines what Academic Misconduct and Professional Unsuitability means and the penalties for violating this policy.
3. For your protection: because assignments sometimes get lost, and because questions of authorship sometimes arise, it is essential that you be able to document your creative process in producing assignments. You **should keep your research notes and rough drafts** for essays and assignments, even after the finished work has been graded and returned. When composing on a computer, preserve copies of work in progress at regular intervals so that you

have a track record of how the assignment evolved. Print hard copies of the work at different stages, or use the 'save as' function on the computer to record successive drafts. The sequence of drafts should be carefully noted. An inability to provide these materials, if requested, will constitute grounds for failure on the assignment and will result in a report kept on file in the Faculty of Education.

4. All assignments must be original, produced by you, and prepared for this course alone. An essay prepared for or used in another course will be failed automatically. If you are drawing from assignments done for previous or current courses, please discuss this before submission.

Assignments

- **Non-negotiated Late Assignment**

This is an assignment that has been handed in late, after the first ten minutes of class without a prior agreement between the student and the professor to extend the time for submission of the assignment. Such assignments will be considered late and will be assigned a grade of zero.

- **Negotiated Late Assignment**

This is an assignment that has been handed in late with the permission of the professor. The professor and student, through discussion, have mutually agreed on the time/extension and penalty (if applicable) that the student will receive.

- **Extenuating Circumstances**

The professor will consider individual, rare extenuating circumstances that may cause an assignment to be late. The student must provide documentation to validate the extenuating circumstance which might include hospitalization, death of a family member or significant other. The professor will have the discretion to determine any extension in such situations.

Missed Course Work

If a student has missed coursework (e.g., quizzes, in-class exercises, assignments) that is less than 26% of the final grade due to physical or psychological illness, she or he must submit a UOIT Medical Statement Form directly to the course instructor within 3 days of the missed due date. Note: The medical statement form must be signed by the treating physician or licensed practitioner within 24hrs of the missed date or deadline. If a student has missed coursework (e.g., quizzes, in-class exercises, assignments) that is less than 26% of the final grade due to exceptional circumstances, the student must submit a UOIT Academic Consideration Form, along with supporting documentation, directly to the course instructor within 3 days of the missed due date. Course instructors will review the documentation and inform the student of the outcome of their request in writing via email or blackboard. All missed coursework worth less than 26% will be handled directly by the course instructor for consideration and resolution. It will be at the course instructor's discretion to determine how the missed work will be addressed and resolved (e.g., penalties, re-writes, make-ups, extension, alternate assignment, etc.).

If a student has missed coursework (e.g., quizzes, in-class exercises, assignments) that is equal to or higher than 26% of the final grade due to physical or psychological illness, the student must submit a UOIT Medical Statement Form to the FSSH Academic Advising Office within 3 working days of the missed due date. Note: The medical statement form must be signed by the treating physician or licensed practitioner within 24hrs of the missed date or deadline. If a student has missed coursework (e.g., quizzes, in-class exercises, assignments) that is equal to or higher than 26% of the final grade due to exceptional circumstances, she or he must submit an Academic Consideration Form, along with supporting documentation, to the FSSH Academic Advising Office within 3 days of the missed due date. The Academic Advising Office will review the documentation and inform the student of the outcome of his or her request in writing via email. It will be at the course instructor's discretion to determine how the missed in-term exam will be addressed and resolved (e.g., make-ups). The most recent version of all forms can be found on MyCampus under the 'UOIT Documents' tab or on the website at www.uoit.ca/studentforms. The UOIT grading policy can be found at the following:

<https://usgc.uoit.ca/policy/policy-library/policies/academic/examination-and-grading-policy.php>

Missed In-Term Exams and Tests

If a student has missed a scheduled in-term exam (irrespective of weight) due to physical or psychological illness, she or he must submit a UOIT Medical Statement, along with supporting documentation, to the FSSH Academic Advising Office within 3 days of the missed exam date. Note: The medical statement form must be signed by the treating physician or licensed practitioner within 24hrs of the missed date or deadline. If a student has missed a scheduled in-term exam (irrespective of weight) due to exceptional circumstances, she or he must submit an Academic Consideration Form, along with supporting documentation, to the FSSH Academic Advising Office within 3 days of the missed exam date. The Academic Advising Office will review the documentation and inform the student of the outcome of his or her request in writing via email. It will be at the course instructor's discretion to determine how the missed in-term exam will be addressed and resolved (e.g., make-ups).

Note to instructor: If a student has missed an in-term exam, the deferral to the final exam should be no more than 25%. If there is a need for a higher percentage to be reweighted to the final examination, the course instructor must obtain approval from the Associate Dean of the FSSH.

Missed Final Exam

If a student has missed a scheduled final examination due to physical or psychological illness, she or he must apply for a deferral using the Application for Deferred Final Examination within 3 working days of the missed exam date. A UOIT Medical Statement, along with supporting documentation and a \$45 examination fee (per exam), must be submitted to the Registrar's Office. If a student has missed a scheduled final examination due to exceptional circumstances, she or he must apply for a deferral using the Application for Deferred Final Examination within 3 working days of the missed exam date. An Academic Consideration Form, along with supporting documentation, must be submitted to the Registrar's Office. The most recent version of all forms can be

found on MyCampus under the 'UOIT Documents' tab or on the website at www.uoit.ca/studentforms.

Religious Observance

If a student is requesting consideration for a religious observance for missed coursework (e.g., quizzes, in-class exercises, assignments) that is less than 26% of the final grade, she or he must submit a UOIT Academic Consideration Form directly to the course instructor 7 working days prior to the due date. Course instructors will review the form and inform the student of the outcome of their request in writing via email or blackboard. All missed coursework worth less than 26% will be handled directly by the course instructor for consideration and resolution. It will be at the course instructor's discretion to determine how the missed work will be addressed and resolved.

If a student is requesting consideration for a religious observance for any in-term exam (irrespective of weight) or missed coursework (e.g., quizzes, in-class exercises, assignments) that is equal to or higher than 26% of the final grade, she or he must submit a UOIT Academic Consideration Form to the FSSH Academic Advising Office 15 working days prior to the exam date. The Academic Advising Office will review the form and inform the student of the outcome of his or her request in writing via email. It will be at the course instructor's discretion to determine how the missed in-term exam will be addressed and resolved (e.g., make-ups).

If a student is requesting consideration for a religious observance for a final exam, she or he must apply for a deferral using the Application for Deferred Final Examination and a UOIT Academic Consideration Form 15 working days prior to the first final examination date. The most recent version of all forms can be found on MyCampus under the 'UOIT Documents' tab or on the website at www.uoit.ca/studentforms.

Professional Conduct

Please note that emails to the professor should be properly written, including salutation, proper use of English, punctuation, spelling, capitalization, etc.

I am happy to reply to text messages of an urgent nature. If you are texting, please be sure to explain your situation clearly. I invite students to provide their cell numbers as a means of being contacted or so that you may contact me in case of emergency or urgent issues. Sometimes I may need to contact students as a group in the event that class must be cancelled, or sometimes students need to contact me if there is an issue which requires immediate attention. Please note that participating in text communication is ENTIRELY OPTIONAL and NOT REQUIRED in this course. You do not need to provide your cell number if you do not wish to do so.

Please see the FSSH Professional Guidelines Document in BlackBoard. This document assists with your preparation as a student and professional.

Use of technology

You may use technology (computer, laptop, tablet, etc.) in class to take notes and/or participate in online activities. If you misuse technology, you will be dismissed from class. In a course of this size, it is difficult to enforce illicit behaviour during lecture. I therefore ask you all to be responsible, mature individuals and exercise respect for me and for one another.

Freedom of Information and Protection of Privacy Act

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Social Science & Humanities.

UOIT is governed by the *Freedom of Information and Protection of Privacy Act* ("FIPPA"). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that UOIT not disclose the personal information of its students without their consent.

FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Social Science & Humanities encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that UOIT will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact the UOIT Chief Privacy Officer at accessandprivacy@uoit.ca.

Course feedback

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of UOIT's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News and signage around campus.

Disclaimer

This outline documents the instructor's intentions for this course. Over the period of the academic year, it may become clear that some modifications may be necessary. Any modifications that may influence student success or the marking scheme will be made only after discussion with the students and the prior approval of the dean.