

**UNIVERSITY OF TORONTO**  
**Department of Political Science**

**POL 467H / 2167H**  
**The Politics of Immigration and Multiculturalism in Canada**

**Winter 2016, Tuesdays, 10 a.m. – 12 p.m. (UC 248)**

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### **1. COURSE OVERVIEW AND OBJECTIVES**

Immigration and multiculturalism are more than just policies: they are also inherently political. In this class, we will discuss the normative foundations of immigration and multiculturalism, the current policy frameworks, and a number of key debates. Who should get in? What is the basis of Canadian citizenship? How are those decisions made? And are Canadians as accepting of diversity as we believe ourselves to be? We will assess these questions using theoretical, empirical and applied evidence, paying particular attention to contemporary case studies. By the end of this class, you will be able to:

- Describe Canada’s immigration and multiculturalism policy framework
- Identify the normative debates that underpin Canada’s approach to immigration and multiculturalism
- Understand how institutions have responded to immigration and multiculturalism, and the impact of this on political behaviour
- Apply an intersectional lens to issues related to immigration and multiculturalism
- Analyse the political implications of Canada’s approach to immigration and multiculturalism

### **2. COURSE REQUIREMENTS**

	<b>DUE DATE</b>	<b>WEIGHT</b>	<b>SUBMISSION</b>
<b>Class participation</b>	Cumulative	15%	In class
<b>Seminar presentation</b>	As assigned	15%	In class
<b>Weekly discussion outlines</b>	Weeks 2-12. Due by 10 a.m. on the day of class. On the week you present, you do not need to submit a discussion outline	3% each x 10 weeks = 30%	Electronic copy via Blackboard
<b>Research proposal</b>	Friday, February 5, 2016 @ 5 p.m.	10%	Electronic copy via Blackboard
<b>Research essay</b>	Friday, April 1, 2016 @ 5 p.m.	30%	Electronic copy via Blackboard

**Late penalties:** The seminar presentation and weekly discussion outline must be submitted on time, or you will receive a grade of zero. For all other assignments submitted after the deadline, I will assess a late penalty of 5% per day or part thereof, including weekends. Late assignments will not be accepted after 7 days. If you submit an assignment late, you must email me, and I will confirm receipt.

### 3. BRIEF OVERVIEW

Week	Date	Topic	Notes
1	January 12	Introduction & Expectations	<i>Seminar topics will be assigned</i>
2	January 19	Theoretical and Normative Perspectives	
3	January 26	Immigration Policy	
4	February 2	Refugee Policy	<i>Research proposal due Friday, February 5 at 5 p.m.</i>
5	February 9	Race, Gender and Intersectionality	
6	February 16	Policy Decisions and Discretion	
7	February 23	No class! Reading week	
8	March 1	Integration and Multiculturalism	
9	March 8	Citizenship	
10	March 15	Media Coverage	
11	March 22	Policing and Security	
12	March 29	Electoral Politics	<i>Research essay due Friday, April 1 at 5 p.m.</i>
13	April 5	The Backlash (and the Way Forward?)	

### 4. TOPICS AND READINGS

**Text** = Augie Fleras, 2015, *Immigration Canada* (Vancouver: UBC Press)

**Blackboard** = resource available through the Course Reserves module on Blackboard

**Journal** = Journal article available through the U of T Library catalogue

**eBook** = Electronic book available through the U of T Library catalogue

**Online** = Link to a document on the internet

#### Week 1: Introduction, Expectations and Assignment of Seminar Topics

1. Syllabus
2. Canadian Council for Refugees. 2010. [Refugees and immigrants: a glossary](#). **(online)**
3. Michael Dewing. 2013. [Canadian Multiculturalism](#). Ottawa: Library of Parliament. **(online)**

#### Week 2: Theoretical and Normative Perspectives

1. Augie Fleras. 2015. *Immigration Canada*. Vancouver: UBC Press. pp. 1-70. **(text)**
2. Will Kymlicka. 2010. Testing the Liberal Multiculturalist Hypothesis: Normative Theories and Social Science Evidence. *Canadian Journal of Political Science* 43(2): 257-271. **(journal)**

3. Peter Li. 2003. [Deconstructing Canada's Discourse of Immigrant Integration](#). PCERII Working Paper 04-03. Edmonton: Prairie Centre of Excellence for Research on Immigration and Integration. **(online)**

### **Week 3: Immigration Policy**

1. Augie Fleras. 2015. *Immigration Canada*. Vancouver: UBC Press. pp. 71-156. **(text)**
2. Vic Satzewich. 2015. *Points of Entry: How Canada's Immigration Officers Decide Who Gets In*. Vancouver: UBC Press. pp. 19-36 and 59-78. **(Blackboard)**
3. James Bissett. 2009. The current state of Canadian immigration policy. *The Effects of Mass Immigration on Canadian Living Standards and Society*. Herbert Grubel, ed. Vancouver: Fraser Institute. pp. 3-28. **(e-book)**

#### *Recommended:*

4. Ninette Kelley and Michael Trebilcock. 1998. *The Making of the Mosaic: A History of Canadian Immigration Policy*. Toronto: University of Toronto Press. pp. 3-20. **(e-book)**

### **Week 4: Refugee Policy**

1. Augie Fleras. 2015. *Immigration Canada*. Vancouver: UBC Press. pp. 157-199. **(text)**
2. Sean Rehaag. 2012. *The Luck of the Draw? Judicial Review of Refugee Determinations in the Federal Court of Canada (2005-2010)*. Research Paper No.9/2012. Toronto: Osgoode Hall Law School. **(e-book)**
3. Stephen Gallagher. 2008. Canada's Broken Refugee Policy System. *Immigration Policy and the Terrorist Threat in Canada and the United States*. Alexander Moens and Martin Collacott, eds. Vancouver: Fraser Institute. pp. 53-69. **(e-book)**

#### *Recommended:*

4. Ninette Kelley and Michael Trebilcock. 1998. *The Making of the Mosaic: A History of Canadian Immigration Policy*. Toronto: University of Toronto Press. pp. 404-440. **(e-book)**

### **Week 5: Race, Gender and Intersectionality**

1. Yasmeen Abu-Laban. 1998. Keeping 'em out: Gender, race, and class biases in Canadian immigration policy. *Painting the Maple: Essays on Race, Gender, and the Construction of Canada*. Veronica Strong-Boag, Sherrill Grace, Avigail Eisenberg, and Joan Anderson, eds. Vancouver: UBC Press. pp. 69-82. **(Blackboard)**
2. Nisha Nath. 2011. Defining Narratives of Identity in Canadian Political Science: Accounting for the Absence of Race. *Canadian Journal of Political Science* 44(1): 161-194. **(journal)**

3. Rita Dhamoon. 2009. *Identity / Difference Politics*. Vancouver: UBC Press. pp. 67-92. **(Blackboard)**
4. Susan Moller Okin. 1998. Feminism and Multiculturalism: Some Tensions. *Ethics* 108(4): 661-684. **(journal)**

### **Week 6: Policy-making and Discretion**

1. Vic Satzewich. 2015. *Points of Entry: How Canada's Immigration Officers Decide Who Gets In*. Vancouver: UBC Press. pp. 139-186. **(Blackboard)**
2. Andrew Griffith. 2013. *Policy Arrogance or Innocent Bias: Resetting Citizenship and Multiculturalism*. Ottawa: Anar Press. **(reserve or for purchase on iBooks / Lulu)**
3. National Film Board. 1989. [Who Gets In](#). Film. **(online)**

### **Week 7: Reading Week**

### **Week 8: Integration and Multiculturalism**

1. Michael Adams. 2007. *Unlikely Utopia: The Surprising Triumph of Canadian Multiculturalism*. Toronto: Penguin. pp. 110-151. **(Blackboard)**
2. Keith Banting and Will Kymlicka. 2010. Canadian multiculturalism: Global anxieties and local debates. *British Journal of Canadian Studies* 23(1): 43-72. **(journal)**
3. Phil Ryan. 2010. *Multicultiphobia*. Toronto: University of Toronto Press. pp. 29-64. **(Blackboard)**
4. Will Kymlicka. 2004. Marketing Canadian Pluralism in the International Arena. *International Journal* 59(4): 829-852. **(journal)**

### **Week 9: Citizenship**

1. Adam Chapnick. 2011. A 'Conservative' national story? The evolution of Citizenship and Immigration Canada's Discover Canada. *American Review of Canadian Studies* 41(1): 20-36. **(journal)**
2. Mireille Paquet. 2012. Beyond appearances: Citizenship tests in Canada and the UK. *International Migration and Integration* 13: 243-260. **(journal)**
3. Rudyard Griffiths. 2009. *Who We Are: A Citizen's Manifesto*. Vancouver: Douglas & McIntyre. pp. 1-26. **(Blackboard)**
4. Jan Wong. 2014. [Canada's birthright citizenship policy makes us a nation of suckers](#). *Toronto Life* (May). **(online)**

5. Debra Black. [Immigration experts say Bill C-24 discriminatory and weakens citizenship](#). *Toronto Star*. 27 June. **(online)**
6. Citizenship and Immigration Canada. 2012. [Discover Canada: The Rights and Responsibilities of Canadian Citizenship](#). Study guide for the Canadian citizenship test. Ottawa: Citizenship and Immigration Canada. **(online)**

### **Week 10: The Media**

1. Augie Fleras. 2011. *The Media Gaze: Representations of Diversities in Canada*. Vancouver: UBC Press. pp. 140-155. **(Blackboard)**
2. Maryse Potvin. 2014. The Reasonable Accommodations Crisis in Quebec: Racializing Rhetorical Devices in Media and Social Discourse. *International Journal of Canadian Studies* 50: 137-161. **(journal)**
3. Victoria Esses, Stelian Medianu, and Andrea S. Lawson. 2013. Uncertainty, Threat, and the Role of the Media in Promoting the Dehumanization of Immigrants and Refugees. *Journal of Social Issues* 69(3): 536-578. **(journal)**
4. Sean P. Hier and Daniel Lett. 2013. Racism, media, and analytical balance. *Communication in Question: Competing Perspectives on Controversial Issues in Communication Studies*. Joshua Greenberg and Charlene Elliot, eds. Toronto: Nelson. pp. 123-130. **(Blackboard)**
5. Erin Tolley. 2016. *Framed: Media and the Coverage of Race in Canadian Politics*. Vancouver: UBC Press. pp. 164-185. **(Blackboard)**

### **Week 11: Policing and Security**

1. Scot Wortley and Akwasi Owusu-Bempah. 2011. The usual suspects: police stop and search practices in Canada. *Policing and Society* 21(4): 395-407. **(journal)**
2. Yasmeen Abu-Laban and Nisha Nath. 2007. From Deportation to Apology: The Case of Maher Arar and the Canadian State. *Canadian Ethnic Studies* (39)3: 71-98. **(journal)**
3. Sherene H. Razack. 2007. "Your Client has a Profile": Race and National Security in Canada After 9/11. *Studies in Law, Politics and Society*. Austin Sarat, ed. Volume 40. pp. 3-40. **(Blackboard)**
4. James Bissett. 2008. Security Threats in Immigration and Refugee Policies. *Immigration Policy and the Terrorist Threat in Canada and the United States*. Alexander Moens and Martin Collacott, eds. Vancouver: Fraser Institute. pp. 75-91. **(eBook)**

#### *Recommended:*

5. Desmond Cole. 2015. [The skin I'm in: I've been interrogated by police more than 50 times—all because I'm Black](#). *Toronto Life* (April). **(online)**

## Week 12: Electoral Politics

1. Antoine Bilodeau. 2014. Is Democracy the Only Game in Town? Tension Between Immigrants' Democratic Desires and Authoritarian Imprints. *Democratization* 21 (2): 359-381. **(journal)**
2. Karen Bird. 2015. 'We are not an ethnic vote!' Representational perspectives of minorities in the Greater Toronto Area. *Canadian Journal of Political Science* 48(2):249-279. **(Blackboard)**
3. Myer Siemiatycki. 2008. Reputation and representation: Reaching for political inclusion in Toronto. *Electing a Diverse Canada: The Representation of Immigrants, Minorities and Women*. Caroline Andrew, John Biles, Myer Siemiatycki and Erin Tolley, eds. Vancouver: UBC Press. pp. 23-45. **(Blackboard)**
4. Erin Tolley. 2016. Political players or partisan pawns? Immigrants, minorities and Conservatives in Canada. Working paper. **(Blackboard)**

## Week 13: The Backlash (and the Way Forward?)

1. Phil Ryan. 2010. *Multicultiphobia*. Toronto: University of Toronto Press. pp. 171-196. **(Blackboard)**
2. Megan Gaucher. 2014. Attack of the marriage fraudsters!: An examination of the Harper government's antimarriage fraud campaign. *International Journal of Canadian Studies* 50: 187-205. **(journal)**
3. Gérard Bouchard and Charles Taylor. 2008. *Building the Future: A Time for Reconciliation*. Quebec City: Gouvernement du Québec. Skim pp. 43-60; Read pp. 63-76. **(Blackboard)**
4. Frank Graves. 2015. Are Canadians Getting More Racist? *iPolitics*. 12 March. **(Blackboard)**
5. Will Kymlicka. 2012. [Multiculturalism: Success, Failure and Future](#). Washington: Migration Policy Institute. **(online)**
6. John Biles, Erin Tolley and Humera Ibrahim. 2005. Does Canada have a multicultural future? *Canadian Diversity* 4(1): 23-28. **(Blackboard)**

## 5. ASSIGNMENTS AND ASSESSMENT

### (a) Seminar participation

Engagement, critical reflection, and discussion are not only integral parts of the political process, they are essential to your success in a seminar course. Participation can be thought of as a combination of **presence + purpose**. You need to attend to receive any participation mark at all, but mere presence is insufficient. You must also make a purposeful contribution to the seminar. This might mean any or all of the following:

- Initiating discussion
- Providing information, defining a concept or clarifying a fact
- Giving an informed opinion or reaction
- Providing an example for illustration

- Asking a question or seeking clarification
- Raising potential weaknesses or inaccuracies in an argument
- Drawing a connection with other course concepts or discussions
- Seeking out the opinion of another student or encouraging others to participate
- Synthesizing or summarizing part of the discussion

Effective participants neither dominate nor “win” the discussion. While active listening is an important part of effective participation, you cannot remain silent for the entire seminar and expect to receive a grade for your contribution. In short: you must speak, but should not speak all the time.

Your participation will be graded each week, and the top ten weeks will be used to calculate your participation mark. Because there are 12 weeks of classes, this effectively means you can miss 1-2 classes (or have an off day). In other words, if you miss a class, please don’t write to me to ask how you can “make it up.” The policy of only grading your 10 top weeks provides the fail-safe.

### **(b) Seminar presentation**

You will be required to complete **one seminar presentation**. Your presentation is not just a summary, but rather a cohesive analysis of that week’s readings. In your presentation, you must do the following:

1. Identify the main debate(s) that are raised by, and connect, these readings.
2. Take a decisive stand on the contribution of the readings to our understanding of immigration and multiculturalism in Canada.
3. Present evidence from the readings in support of your position.
4. Where applicable, highlight the research design or approach that was used to arrive at the results presented in each of the readings and evaluate its strengths and weaknesses.
5. Evaluate the persuasiveness of each reading.
6. Assess how these readings complement or contradict with previous readings.
7. Discuss the implications of the results presented in these readings and what they mean for Canadian politics and policy. Are the results an empirical, theoretical or applied contribution?

Presentations must be 15-20 minutes in length. Your presentation should help kick-start discussions for that week’s topics. You will be graded by your professor and by your peers. Your peers will complete an anonymous peer feedback form.

Your grade will be based on the content of your presentation (how effectively you draw on and analyze the week’s readings according to the metrics outlined above), your presentation style (how well you communicate to the class), and your audience interaction (how you respond to questions after your presentation and help generate discussion).

### **(c) Weekly discussion outlines**

Between weeks 2-12, you will submit a brief outline of the discussion points that you could contribute to that week’s seminar. *You do not need to submit a weekly discussion outline on the week that you do your presentation.* Your outline can be a series of bullet points or questions that you hope to raise. You are not aiming for a summary here, but rather an analysis of the main debates, contributions or approaches used in the articles. You are looking not to describe the content of the readings, but rather to help explain it. What is your take on the readings? What do the readings tell us about immigration and multiculturalism? How

are the readings related to each other or not? Anyone can summarize a reading. Your unique contribution to the summary is to help us understand and analyze the readings.

Your weekly discussion outlines will each be worth 3% of your total grade. Each will be graded out of a score of 3. If you aren't going to be in class, you can still submit a weekly discussion outline, but you have to do so before 10 a.m. on the day of class. Late discussion outlines will not be accepted. Discussion outlines are to be submitted via Blackboard.

#### **(d) Research proposal and essay**

A research essay provides you with the opportunity to engage deeply with a topic, formulate a logical argument, refute competing perspectives, support it with evidence from a number of sources, and convince your audience of your thesis in a compelling and engaging manner.

##### Topics:

The research essay should be a significant piece of scholarly writing that engages with an issue related to the course content. Your research essay must have a Canadian focus, although you may bring in research and comparisons from other countries.

##### Research proposal requirements:

Good research doesn't happen overnight; it takes planning. Early on in the term, you must submit a 4-5 page proposal (typed, 12-point font, double spaced) that provides an overview of your research essay. This should include:

- A title for your project
- A research question on a topic related to the course content
- A tentative thesis statement
- A description of the points you will make to defend your argument (i.e., an outline)
- An overview of the evidence upon which you will rely
- An identification of any research problems you have encountered or foresee
- An annotated bibliography that includes, for each source, its title, the main argument it makes, how it will be used to support the arguments in your paper, and a critical reflection on that source.
  - Undergraduate students must include at least 6 scholarly sources beyond course readings
  - Graduate students must include at least 10 scholarly sources beyond course readings

The proposal not only encourages you to start thinking about your essay, but it also gives me a chance to provide feedback on the direction you are taking and help direct you to other useful resources. I would strongly encourage you to visit me during my office hours to discuss. You must submit an electronic copy of your research proposal on Blackboard.

##### Research essay requirements:

A grading rubric will be posted on Blackboard, but in the general, the requirements include:

**Write the essay in your own words.** Do not rely on lengthy quotations, closely paraphrased passages, or a series of pasted-together quotes from several sources. Instead, synthesize the arguments that others make into a single central thesis of your own creation. See below for tips on avoiding plagiarism.

**State the thesis clearly** at the outset of your essay, and use the remainder of your essay to present evidence that supports this thesis. Your thesis and the evidence that you provide should be logical, persuasive, and well reasoned.

Abide by the **word limits**. Undergraduate students are required to submit an essay that is approximately 4000 words in length, while graduate students are required to submit an essay that is approximately 6000 words in length. These word limits do not include the bibliography.

**Cite sources** using the author-date system (parenthetical in-text citations, not footnotes or endnotes. I prefer the author-date system in the [Chicago Manual of Style](#) (see section 15, “Author-Date References”). Note that if you quote directly from a source, you must include the page number from which you drew your quotation.

Include a **bibliography** that lists all of the sources you have used in your essay. Although you may cite the course texts, you should not cite lecture notes or non-academic sources such as dictionaries, Wikipedia or blog posts. Your bibliography must include the appropriate number of scholarly sources to which you refer substantively and directly in the text of your essay. Undergraduate students must use at least 6 scholarly sources beyond course readings; graduate students must use at least 10 scholarly sources beyond course readings.

**Proofread your essay**. It should be free of grammatical and typographical errors. Your writing should be clear and fun to read (yes, fun!) Do not obscure your meaning by using jargon or being overly wordy. Use punctuation properly and introduce quotations with preceding text (e.g., “As Martin (2008, 23) argues”).

**Format** your essay appropriate using a 12-point font, double-spaced with 2.5 cm margins.

**Include** a title, your name and your student number at the top of your essay. You need to create a separate cover page.

**Submit** an electronic copy of your essay to Blackboard.

## 6. COURSE POLICIES

### Course Communications

You are required to have a valid UTOR email address and to ensure it is properly entered in ROSI. Email will sometimes be used to communicate with students. Forwarding your utoronto.ca email to Gmail, Hotmail or some other account is not advisable, as the message may be filed as “junk” and you will not receive it.

I welcome students to speak with me about the course and assignments. I am available before and after class as well as during my office hours and by appointment. Students may also email me, although I should emphasize that not all issues can be dealt with effectively through this medium; some may require an in-person meeting. Please read the syllabus before you send me an email with a question about due dates or course policies. If you send me an email with a question that is answered in the syllabus, you will more than likely receive “See syllabus” as a response.

I check my email regularly during working hours (weekdays from 9 a.m. to 5 p.m.) and you can generally expect a reply within 24 hours during this time period. If contacting me by email, please put the course code (e.g., POL 467) in the **subject line** and use your UTOR email address. A valid UTOR email address

should be maintained throughout the course, as email will sometimes be used to communicate with students.

Please remember that the university is a professional environment. Email correspondence should include an appropriate salutation (“Hello Dr. Tolley” or “Dear Professor Tolley” not “Hey” or “Hiya” or “Mrs. Tolley”). Please sign off using your full name (there are lots of Michaels, Yasmeens, Omars and Sarahs). Be polite (“please” and “thank you” still go a long way), proofread what you’ve written, and OMG use real words and sentences.

### **Statement on the Use of *turnitin.com***

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.

### **Extensions**

Extensions for written work will only be granted in exceptional circumstances; in general, medically documented reasons or severe family or personal crises are the only grounds for extensions. If you require an extension, please contact me as soon as possible. Extensions are at the discretion of the instructor; they are not a right. A medical certificate or other written documentation is required. Medical certificates should establish that the physician examined and diagnosed you at the time of your illness, not after the fact. You cannot be excused for medical reasons after the assignment is due, and you have already missed the due date. Falsified or altered medical notes are considered forgery. Note that computer problems, theft, Internet failure or conflicting course obligations are not legitimate excuses requesting an extension.

### **Grade Appeals**

You are entitled to the mark that your work merits. Marks cannot be raised because you think you “deserve” a higher mark, you “tried hard,” want to remain on scholarship or are trying to get into law school. These are not valid reasons to appeal. There is a “cooling off” period of 72 hours (3 days) after the assignment has been returned to you; you may not lodge a grade appeal in that time. **Grade appeals must be accompanied by a half-page explanation of the basis of your appeal.** Note that a re-read of written work may result in a raising OR lowering of a mark. There are no provisions for re-writing or “making up” assignments.

### **Statement on Academic Integrity**

I am committed to the principles of academic integrity and reward those who uphold them. In other words, a student who works hard and plays by the rules will not receive a lower grade than someone who cheats. As is noted in the Course Calendar:

“Honesty and fairness are considered fundamental to the university’s mission, and, as a result, all those who violate those principles are dealt with as if they were damaging the integrity of the university itself. When students are suspected of cheating or a similar academic offence, they are typically surprised at how formally and seriously the matter is dealt with – and how severe the consequences can be if it is determined that cheating did occur. The University of Toronto treats cases of cheating and plagiarism very seriously. Examples of offences for which you will be penalized include (but are not limited to):

- Using any unauthorized aids on an exam or test (e.g., "cheat sheets," cell phones, electronic devices, etc.)
- Representing someone else's work or words as your own – plagiarism
- Falsifying documents or grades
- Purchasing an essay
- Submitting someone else's work as your own
- Submitting the same essay or report in more than one course (without permission)
- Looking at someone else's answers during an exam or test
- Impersonating another person at an exam or test or having someone else impersonate you
- Making up sources or facts for an essay or report.

As a student it is your responsibility to ensure the integrity of your work and to understand what constitutes an academic offence. If you have any concerns that you may be crossing the line, always ask your instructor. Your instructor can explain, for example, the nuances of plagiarism and how to use secondary sources appropriately; he or she will also tell you what kinds of aids – calculators, dictionaries, etc. – are permitted in a test or exam. Ignorance of the rules does not excuse cheating or plagiarism.

This information is taken from the brochure, *Academic Honesty*, part of a series of University of Toronto publications to help students understand the university's rules and decision-making structures. To view this publication online, please go to [www.governingcouncil.utoronto.ca/policies.htm](http://www.governingcouncil.utoronto.ca/policies.htm). All of the policies and procedures surrounding academic offences are dealt with in one policy: 'The Code of Behaviour on Academic Matters.' The full text is located in the back of this calendar" (UTM Course Calendar 2013-2014, 28).

### **Plagiarism**

Plagiarism is a serious academic offence, and perpetrators will be dealt with accordingly. Laziness, careless note-taking, and close paraphrases (i.e., changing a few words or rearranging a quote) are the principle sources of plagiarized material. The University of Toronto's Writing Centre has published a useful document, entitled [How Not to Plagiarize](#). If you are not sure if you are plagiarizing, please ask me.

### **Accessibility and Accommodation**

The University of Toronto is committed to accessibility. If you require accommodation or have any accessibility concerns, please contact [Accessibility Services](#) as soon as possible so that arrangements can be made. Accessibility Services can be reached at [accessibility.services@utoronto.ca](mailto:accessibility.services@utoronto.ca) or 416-978-8060.

### **Privacy and the Protection of Personal Information**

The University of Toronto respects your privacy. The information on medical certificates is collected pursuant to section 2(14) of the *University of Toronto Act, 1971*. It is collected for the purpose of administering accommodations for academic purposes based on medical grounds. The Department will maintain a record of all medical certificates received. At all times it will be protected in accordance with the *Freedom of Information and Protection of Privacy Act*. If you have questions, please refer to [www.utoronto.ca/privacy](http://www.utoronto.ca/privacy) or contact the University's Freedom of Information and Protection of Privacy Office at 416-946-5835. The address is Room 201, McMurrich Bldg., 12 Queen's Park Crescent, Toronto ON, M5S 1A1.