

**University of Toronto**  
**Department of Political Science**  
**POL 490H: Public Education as Truth and/or Reconciliation?**  
**Winter 2019**  
**Mondays 12:00-2:00**

**Instructor:** Dr. Evan J. Habkirk

**Office:** SS 3058

**Office Hours:** Mondays 9:30-11:30 and 2:00-3:30 (by appointment)

**E-mail:** [evan.habkirk@utoronto.ca](mailto:evan.habkirk@utoronto.ca) (preferred method of communication)

**Class:** Monday 12-2pm, in OI 7192

**COURSE DESCRIPTION:**

This course investigates the intersection of public education and politics in Canada. It will focus on the historical use of state sponsored education systems as a tool of oppression in Canada with reference to Indigenous education (including residential and day schools) and the Truth and Reconciliation Commission's Calls to Action 6-12 regarding education as a way forward in healing the relationship between Indigenous peoples and the Canadian state. A key question for the course is whether publicly-funded education systems are equipped to handle the social and political challenges of the TRC's recommendations.

**COURSE OBJECTIVES**

Throughout this course, students will examine state education systems, residential schools, and the challenges of living in a post-TRC world. Although the federal government has made a commitment on behalf of the Canadian state to ensure that the TRC's Calls to Action are implemented, what happens when these obligations cross federal/provincial lines? This course also centers itself around the debate of whether or not the people of Canada are ready for a post-TRC world. Did the people of Canada think that an official apology and TRC was enough in reconciling with Indigenous people and are they committed to implementing the TRC's recommendations for reconciliation? The education system seems to be the testing ground for both the jurisdictional obligations and people's willingness to participate in reconciliation. With the conservative backlash in Ontario, the election of premier Doug Ford, and his cancellation of the Ontario Ministry of Education's new Indigenous education curriculum, concerns have arisen over Ontario's long-term reconciliation efforts and whether or not other conservative provinces will follow the path of Ontario.

Students will grapple with these issues. They will explore the true nature of and the rationale for residential schools, state and Indigenous responses to the TRC and educational and curriculum development efforts of the Ontario ministry of Education to evaluate whether or not the state sponsored education system is currently equipped or the best place to handle the TRC's Calls to Action. Upon completion of the course, successful students will be able to:

1. Engage respectfully with Indigenous thought and worldviews.
2. Identify what a residential school is and how and why they operated.
3. Identify the concerns of Indigenous people, Canadians, and churches regarding the reconciliation process.
4. Examine how the state constructed their and Indigenous school systems and note the differences between the two.
5. Examine how educational policy and curriculum is developed and taught.
6. Analyze and evaluate the interplay between history, politics, and memory in Indigenous-state relations.
7. Analyze the intersection between federal, provincial, and civilian ideas surrounding reconciliation with Indigenous people.
8. Evaluate whether or not the state sponsored education system is currently equipped to handle Canadian and Indigenous reconciliation
9. Evaluate what approaches could be tried to overcome the gap from state regulated to authentic reconciliation between Canadians and Indigenous people.
10. Understand the difference between roles of truth and reconciliation in the reconciliation process in Canada

#### **REQUIRED TEXTS:**

John Bloom, *To Show What an Indian Can Do: Sports at Native American Boarding Schools* (Minneapolis: University of Minnesota Press, 2000).

*Available online at the University of Toronto Library*

Elizabeth Furniss, *Victims of Benevolence: The Dark Legacy of the Williams Lake Residential School* (Vancouver: Arsenal Pulp Press, 2011).

*Available online at the University of Toronto Library*

Amy von Heyking, *Creating Citizens: History and Identity in Alberta's Schools 1905-1980* (Calgary: University of Calgary Press, 2006).

*Available online at the University of Toronto Library*

Various On-line Readings and Journal Articles: See Class and Lecture and Reading Schedule

#### **ASSIGNMENTS & EVALUATION:**

20% Class Participation: Students are expected to come to every seminar prepared, ready to engage with the issues identified in the readings, and extend the readings by linking them to other materials/discussions from previous classes. This participation mark is based on your class attendance and participation in class.

20% Book Review: Each student will complete a review of one of four residential school texts: John Milloy's *A National Crime*, J.R. Miller's *Shingwauk's Vision*, David Wallace Adams' *Education for Extinction*, or the Truth and Reconciliation Commission of

Canada's *A Knock at the Door*. This paper should be of publishable quality and be three to five pages in length. Students are encouraged to research a specific journal they would wish to publish in and format their reviews to that journal's style guide. Students will hand in a print out of the style guide or a published review from their selected journal that they used as their template. **Due 4 February 2019.**

- 15% Paper Proposal: In pairs, students will submit a three to four-page proposal for their final paper. This proposal will begin with the students selecting one teachable subject from the social science and arts and the humanities elementary or high school curriculum that they wish to explore in depth (found at <http://www.edu.gov.on.ca/eng/teachers/curriculum.html>). The proposal shall also include an explanation of why they wish to explore the topic and their methodology for assessing if their selected subject's curriculum is designed to meet the needs of reconciliation as outlined in the TRC's Calls to Action 6-12. This proposal will also include five sources that the student is planning to use in the paper formatted in an annotated bibliography. **Due 25 February 2019.**
- 45% Final Research Paper and Presentation: Expanding on their paper proposal, the pair of students will write a ten to twelve-page paper examining whether their selected teachable subject's curriculum is designed to meet the needs of reconciliation as outlined in the TRC's Calls to Action 6-12. Note: The subject and methodology must be approved by the instructor (see paper proposal assignment). Papers will include at least 10 academic sources. Students will also be required to present their paper and research findings in a 20-minute presentation during the last two weeks of class. Students will email a draft of their papers to their fellow students a week before their presentations to allow time to comment on their peer's written work. **Presentations due 18 or 25 March 2019; Final Paper due 1 April 2019.**

## LECTURE/SEMINAR AND READING SCHEDULE

### Class 1: 7 January 2019 – The Apologies

- Canadian Public Opinions on Aboriginal Peoples: Final Report (2016)  
*Available at* [http://nctr.ca/assets/reports/Modern%20Reports/canadian\\_public\\_opinion.pdf](http://nctr.ca/assets/reports/Modern%20Reports/canadian_public_opinion.pdf)
- Sheryl Lightfoot, "Settler State Apologies to Indigenous Peoples: A Normative Framework and Comparative Assessment" *NAIS: Journal of the Native American and Indigenous Studies Association* 2, 1 (2015): 15-39.  
*Available online at the University of Toronto Library*
- Sherry Smith, "Reconciliation and Restitution in the American West" *Western Historical Quarterly* 41, 1 (2010): 4-25.  
*Available online at the University of Toronto Library*
- Apology to Former Students of Indian Residential Schools given in the House of Commons, June 11, 2008  
Anglican Church of Canada: Residential Schools: The Living Apology  
Anglican Church of Canada's Apology to Native People

Royal Canadian Mounted Police: Apology for RCMP Involvement in Residential Schools  
Presbyterian Church in Canada: Confessions and Apologies  
Apology on Residential Schools by the Catholic Church  
United Church: Apology to Former Students of United Church Indian Residential Schools,  
and to Their Families and Communities (1998)  
*See Quercus for your copy:* See Residential School Apologies document in your Readings  
module

- TRC's Calls to Action

*Available at* [https://nctr.ca/assets/reports/Calls\\_to\\_Action\\_English2.pdf](https://nctr.ca/assets/reports/Calls_to_Action_English2.pdf)

### **Class 2: 14 January 2019 – Making the Canadian Education System**

- W.S. Milner, “The Higher National Life” in *Canada and its Provinces* vol. XII: The Dominion Missions, Arts, and Letters, Part II, edited by Adam Shortt and Arthur G. Doughty (Toronto: Publisher's Association of Canada, 1913/1914), 403-426 and 429-431.

*Available online at the University of Toronto Library:*

<https://archive.org/details/canada12shoruoft/page/n13>

- Robert Stamp, “Ontario at Philadelphia: The Centennial Exhibition of 1876” in *Egerton Ryerson and His Times: Essays on the History of Education*, edited by Neil McDonald and Alf Chaiton (Toronto: MacMillan Company, 1978), 302-317.

*See Quercus for your copy*

- Amy von Heyking, *Creating Citizens: History and Identity in Alberta's Schools 1905-1980* (Calgary: University of Calgary Press, 2006): Chapters 1-4 and Appendix 1.

*Available online at the University of Toronto Library*

### **Class 3: 21 January 2019 – Motivations of Church and Government**

- Report of Dr. Egerton Ryerson on Industrial Schools, May 1847

*Available at* <http://nctr.ca/assets/reports/Historical%20Reports/Ryerson%20Report.pdf>

- 1879 Report on Industrial Schools for Indians and Half Breeds (Davin Report)

*Available at* <http://nctr.ca/assets/reports/Historical%20Reports/Davin%20Report.pdf>

- A Story of a National Crime, by Dr. P.H. Bryce, 1922

*Available at* <https://archive.org/details/storyofnationalc00brycuoft/page/n3>

- Alfred J. Johnston, “The Church Organized for Its Task” in *A Larger Fellowship: A Book for Young People on the Nature, Doctrine, Policy and Task of the United Church of Canada* (Toronto: Ryerson Press, 1926), 109-124.

*See Quercus for your copy*

- IMG2122 and IMG2124 (Missionary Society Recruitment Pamphlet)

*See Quercus for your copy*

- John S. Milloy, “Introduction: Suffer the Little Children...” in *A National Crime: The Canadian Government and the Residential School System, 1879-1986* (Winnipeg: University of Manitoba Press, 1999), xi-xix.

*Available online at the University of Toronto Library*

- Timothy J. Stanley, “White Supremacy and the Rhetoric of Educational Indoctrination: A Canadian Case Study” in *Making Imperial Mentalities: Socialisation and British Imperialism*, edited by J.A. Mangan (London: Routledge, 2012), 144-162.  
*Available online at the University of Toronto Library*
- Janice Forsyth, “Bodies of Meaning: Sports and Games at Canadian Indian Residential Schools” in *Red and White: Aboriginal People and Canadian Sport*, edited by Janice Forsyth and Audrey Giles (Vancouver: University of British Columbia Press, 2012), 15-34.  
*Available online at the University of Toronto Library*
- Aroha Harris and Mary Jane Logan McCallum, “‘Assaulting the Ears of the Government’: The Indian Homemakers’ Club and the Maori Women’s Welfare League in their Formative Years” in *Indigenous Women and Work: From Labor to Activism*, edited by Carol Williams (Urbana: University of Illinois Press, 2012), 225-239.  
*See Quercus for your copy*

#### **Class 4: 28 January 2019 – The Schools**

- *Directory of Residential Schools in Canada* (Ottawa: Aboriginal Healing Foundation, 2007).  
*Available at* <http://www.ahf.ca/downloads/residential-school-directory.pdf>
- Elizabeth Furniss, *Victims of Benevolence: The Dark Legacy of the Williams Lake Residential School* (Vancouver: Arsenal Pulp Press, 2011).  
*Available online at the University of Toronto Library*
- Evan J. Habkirk, “Book Review: Victims of Benevolence: The Dark Legacy of the Williams Lake Residential School, by Elizabeth Furniss” *Native American and Indigenous Studies Journal* 1, 2 (2014): 182-183.  
*Available online at the University of Toronto Library*

#### **Class 5: 4 February 2019 - The Messy Story**

- John Bloom, *To Show What an Indian Can Do: Sports at Native American Boarding Schools* (Minneapolis: University of Minnesota Press, 2000).  
*Available online at the University of Toronto Library*
- Evan J. Habkirk, “From Indian Boys to Canadian Men? The Use of Cadet Drill in the Canadian Indian Residential School System.” *British Journal of Canadian Studies* 30, 2 (2017): 227-248.  
*Available online at the University of Toronto Library*

#### **Class 6: 11 February 2019 – Official Responses**

- Royal Commission on Aboriginal Peoples, “Chapter 5: Education” *Report of the Royal Commission on Aboriginal People*, Vol. 3: Gathering Strength, 433-577 (published edition) (Pages 404-538 on on-line version)  
*Available at:* <https://www.bac-lac.gc.ca/eng/discover/aboriginal-heritage/royal-commission-aboriginal-peoples/Pages/final-report.aspx>

- The Truth and Reconciliation Commission, “Chapter 4: Education for Reconciliation” *The Final Report of the Truth and Reconciliation Commission of Canada*, Vol. 6: Reconciliation, 117-155.

**Available at:**

[https://nctr.ca/assets/reports/Final%20Reports/Volume\\_6\\_Reconciliation\\_English\\_Web.pdf](https://nctr.ca/assets/reports/Final%20Reports/Volume_6_Reconciliation_English_Web.pdf)

### Winter Reading Week: No Class

#### Class 7: 25 February 2019 – What Indigenous People Want to See

- Royal Commission on Aboriginal Peoples, “Chapter 4: The Search for Belonging: Perspectives of Youth” *Report of the Royal Commission on Aboriginal People*, Vol. 4: Perspectives and Realities, 147-197 (published edition) (Pages 138-185 on on-line version).  
**Available at:** <https://www.bac-lac.gc.ca/eng/discover/aboriginal-heritage/royal-commission-aboriginal-peoples/Pages/final-report.aspx>
- Regna Darnell, Tracy Vanek, and Paul Hogan, “Reframing the Representation of ‘the Canadian Indian’ in the Ontario Academic Credit Curriculum” *Papers of the Twenty-Sixth Algonquin Conference*, edited by David H. Pentland (Winnipeg: University of Manitoba, 1995), 67-84.  
**Available at:** <https://ojs.library.carleton.ca/index.php/ALGQP/article/view/583/483>
- Freida Hjartarson, “Traditional Algonquin Education” *Papers of the Twenty-Sixth Algonquin Conference*, edited by David H. Pentland (Winnipeg: University of Manitoba, 1995), 151-168.  
**Available at:** <https://ojs.library.carleton.ca/index.php/ALGQP/article/view/579/479>
- Barbara Burnaby, Marguerite MacKenzie, and Luci Bobbish Salt, “Factors in Aboriginal Mother Tongue Education: The Cree School Board Case” *Papers of the Thirty-Ninth Algonquin Conference*, edited by David H. Pentland (Winnipeg: University of Manitoba, 1998), 62-73.  
**Available at:** <https://ojs.library.carleton.ca/index.php/ALGQP/article/view/470/372>
- John S. Long, “Local Control of First Nations Education: The Event and Process” *Papers of the Thirty-First Algonquin Conference*, edited by John D. Nichols (Winnipeg: University of Manitoba, 2000), 211-233.  
**Available at:** <https://ojs.library.carleton.ca/index.php/ALGQP/article/view/1101/983>
- John S. Long, “Finding and Keeping Teachers in First Nation Schools in Northeastern Ontario” *Papers of the Thirty-Fifth Algonquin Conference*, edited by H.C. Wolfart (Winnipeg: University of Manitoba, 2004), 265-279.  
**Available at:** <https://ojs.library.carleton.ca/index.php/ALGQP/article/view/386/290>
- John S. Long, “An Idea Ahead of its Time: Vernacular-Language Education for Northern Ontario” *Papers of the Thirty-Sixth Algonquin Conference*, edited by H.C. Wolfart (Winnipeg: University of Manitoba, 2005), 237-253.  
**Available at:** <https://ojs.library.carleton.ca/index.php/ALGQP/article/view/359/263>

### **Class 8: 4 March 2019 – Past Ontario Education Solutions Part 1**

- Government of Ontario (Ministry of Education). *Equality and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation*. Toronto: Queen’s Printer, 2014.  
*Available at:* <http://www.edu.gov.on.ca/eng/policyfunding/equity.pdf>
- Government of Ontario (Ministry of Education). *Ontario First Nations, Métis and Inuit Education Policy Framework*. Toronto: Queen’s Printer, 2007.  
*Available at:* <http://www.edu.gov.on.ca/eng/aboriginal/fnmiFramework.pdf>
- Government of Ontario (Ministry of Education). *Implementation Plan: Ontario First Nation, Métis and Inuit Education Policy Framework*. Toronto: Queen’s Printer, 2014.  
*Available at:* <http://www.edu.gov.on.ca/eng/aboriginal/OFNImplementationPlan.pdf>
- Also see Indigenous education in Ontario website  
*Available at:* <http://www.edu.gov.on.ca/eng/aboriginal/supporting.html>

### **Class 9: 11 March 2019 – Past Ontario Education Solutions Part 2**

- Government of Ontario (Ministry of Education). *Aboriginal Perspectives: A Guide to the Teachers Tool Kit*. Toronto: Queen’s Printer, 2009.  
*Available at:* [http://www.edu.gov.on.ca/eng/aboriginal/Guide\\_Toolkit2009.pdf](http://www.edu.gov.on.ca/eng/aboriginal/Guide_Toolkit2009.pdf)
- Also see the Aboriginal Perspectives: A Guide to the Teacher's Toolkit website  
*Available at:* <http://www.edu.gov.on.ca/eng/aboriginal/toolkit.html>
  - Please read all documents under the Elementary Expectations, Secondary Expectations, Elementary Teaching Strategies, and Secondary Strategies

### **Class 10: 18 March 2019 – Student Presentations**

- Student Presentations @ 20 mins each

### **Class 11: 25 March 2018 – Student Presentations**

- Student Presentations @ 20 mins each
  - Based on your final assignment

### **Class 12: 1 April 2019 – Student Presentations**

- Remaining Student Presentations @ 20 mins each
  - Based on your final assignment
- Bonnie Schiedel, “Why Our Kids Need to Learn about Residential Schools” *Today’s Parent* (15 May 2018)  
*Available at:* <https://www.todayparent.com/kids/school-age/why-our-kids-need-to-learn-about-residential-schools/>
- Mike Crawly, “Ontario Cancels Curriculum Rewrite that Would Boost Indigenous Content” *CBC News* (9 July 2018)  
*Available at:* <https://www.cbc.ca/news/canada/toronto/ontario-education-truth-and-reconciliation-commission-trc-1.4739297>

- Theodore Christou, “Why Cutting Indigenous Revisions to Ontario’s Curriculum is a Travesty” *Maclean’s Magazine* (18 July 2018)  
*Available at:* <https://www.macleans.ca/news/canada/why-cutting-indigenous-revisions-to-ontarios-curriculum-is-a-travesty/>
- Jennifer Yang, “How a High School Brawl Exposed and Ugly Divide on Manitoulin Island” *The Toronto Star* (12 October 2018)  
*Available at:* <https://www.thestar.com/news/canada/2018/10/12/how-a-high-school-brawl-exposed-an-ugly-divide-on-manitoulin-island.html>
- The Truth and Reconciliation Commission, “Chapter 6: We are all Treaty People: Canadian Society and Reconciliation” *The Final Report of the Truth and Reconciliation Commission of Canada*, Vol. 6: Reconciliation, 193-221.  
*Available at:* [https://nctr.ca/assets/reports/Final%20Reports/Volume\\_6\\_Reconciliation\\_English\\_Web.pdf](https://nctr.ca/assets/reports/Final%20Reports/Volume_6_Reconciliation_English_Web.pdf)
- Also see the Woodland Cultural Centre website ([www.woodlandculturalcentre.ca](http://www.woodlandculturalcentre.ca))
- Also see the Where are the Children website (<http://wherearethekids.ca/en/>)
- Also see Opening the Doors to Reconciliation website (<https://canadacouncil.ca/spotlight/2017/01/opening-doors-to-reconciliation>)
- Also see the Opening the Doors to Dialogue Facebook page (<https://www.facebook.com/doors2dialogue/>)

## **COURSE POLICIES:**

### **Lecture Notes:**

Students are responsible for taking their own lecture notes. Instructor’s notes or outlines will not be posted on Quercus. If you need help with note taking, contact the University of Toronto Writing Centre for mentoring or Accessibility Services ([accessibility.services@utoronto.ca](mailto:accessibility.services@utoronto.ca)).

### **Office Hours and E-mail Policies:**

Students are encouraged to bring questions to office hours (scheduled on Mondays). As I do not live in Toronto and teach at different universities, best practice is to e-mail me before you would like an appointment to ensure I will be physically in the office. E-mail queries will be answered within two working days of message receipt (i.e., if an email is received Friday at 6 pm will receive an answer by Wednesday at 9 am).

Information will be communicated to students mainly through Quercus or during lecture. You are responsible for attending lecture and checking Quercus regularly (at least before each class). You also must check your University of Toronto e-mail regularly for course information.

### **Policy on Late and Missed Work:**

All assignments are to be handed **in electronically via Quercus and in hard copy** before the beginning of lecture. Assignments will be considered late if the student is absent from class on the due date without making prior arrangements; late assignments will lose 5 points per day. No assignments will be accepted after the last day of class.

If you need to hand in an assignment late, you can submit it to the Political Science Main office, Room 3018 where there is a drop off box that will be open to students who come after 4:30 p.m. The assignment will be date stamped the next day and placed in my mailbox.

Missed work will result in a grade of zero unless there are extenuating circumstances. If work is missed to illness, a doctor's note will be required no later than a week after the missed assignment. If you need an extension, please contact me and we will discuss if there are grounds for such an extension. Note: Work overload is not grounds for an extension and will not be considered.

Students are strongly advised to keep rough and draft work and hard copies of their essays and assignments before handing in to the Instructor or Department. All essays/assignments should be kept by the student until the marked essays/assignments have been returned to them and the grades are posted on ACORN.

### **Grade Appeals:**

If you have concerns regarding your grade of a specific assignment, you can submit a grade appeal. No appeal will be considered unless it is accompanied by a detailed ½ to 1-page written explanation, with reference to the grading criteria, of why you feel the grade is unjustified.

Once an appeal is submitted, the professor will reexamine the entire assignment, not just the question or paragraph mentioned in the appeal. The appeal process can result in one of three outcomes: no change to the original grade, a higher grade, or a lower grade. If you wish to submit a written appeal, you must submit it within one week of the grade being given.

The final grades are final and will not be rounded up. If you need help with any of the assignments, make an appointment with the professor during their office hours.

### **Electronic Device Policy:**

All cellphones and computers must be muted. You may bring laptops in order to take class notes; however, please do not use your laptop to peruse websites not associated with the course. This is distracting to those around you and rude to the instructor. If a complaint is lodged with the professor and the offender's behavior continues, the professor has the right to ask that the laptop be put away and the student will be required to take notes by hand.

Please do not text during class; again, it is distracting and rude. If you have an emergency and need to take a phone call, please take the call in the hallway.

Recording of any kind will not be permitted unless you are granted special privileges by accessibility services.

### **Accessibility Needs:**

Students with diverse learning styles and needs are welcome in this course. If you have an accessibility issue or health consideration that may require accommodations, please contact Accessibility Services at [accessibility.services@utoronto.ca](mailto:accessibility.services@utoronto.ca) (<http://www.studentlife.utoronto.ca/as/contact-us>)

### **Academic Integrity:**

*The University of Toronto treats cases of academic misconduct very seriously. Academic integrity is a fundamental value of learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that your University of Toronto degree is valued and respected as a true signifier of your individual academic achievement.*

The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic misconduct, the processes for addressing academic offences, and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes working in groups on assignments that are supposed to be individual work).
- Submitting an altered assignment for re-grading.

On tests and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers.
- Letting someone else look at your answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.
- Falsifying institutional documents or grades.
- Provide unauthorized assistance to another student. This includes showing another student completed work.

There are other offences covered under the Code, but these are the most common. Please respect these rules and the values which they protect. For further clarification and information, see the University of Toronto's policy on plagiarism at [www.utoronto.ca/academicintegrity](http://www.utoronto.ca/academicintegrity) or [www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize](http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize).

All suspected cases of academic dishonesty will be investigated following the procedures outlined in the Code of Behaviour on Academic Matters. If you have questions about appropriate research and citation methods, you are expected to seek out additional information or other available campus resources:

- Writing Centres: <http://writing.utoronto.ca/writing-centres/>
- Academic Success: <http://www.studentlife.utoronto.ca/asc>

### **Use of Turnitin.com:**

Normally students will be required to submit their course assignments (Film Review, Paper Proposal and Final Paper) 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 website.

Use of Turnitin.com is voluntary. If you do not wish to submit your work through Turnitin.com, an alternative arrangement for the submission of your written assignments will be made available. You will be required to: 1) Meet the instructor for a brief discussion about the research process prior to the assignment due date, and 2) submit all your rough work (earlier drafts) and notes with the final copy of your written work. Students must also inform the instructor by e-mail that they wish to exercise this option at least two weeks before the assignment's due date.