



**SOC352H1F L0101**  
**COMPARATIVE SOCIAL POLICY AND GENERALIZED HEALTH**  
**Monday 12:10pm-3:00pm EST<sup>1</sup>**  
**Sidney Smith Hall, Room SS 1072, St. George Campus**  
**Fall 2022**

<b>Instructor</b>	Dr. Valerie G. Damasco
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<b>Office hours</b>	TBD

## **COURSE INFORMATION**

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### **Course Description**

This course takes on a comparative social policy approach to examine the effect of social policies on both physical and mental health. To do so, we will focus on theoretical models that explain the social determinants of health across the life course at the individual level and map these determinants to key policy areas that intervene on generalized health at the beginning, middle, and end of the life course.

### **Goals and Learning Objectives**

- Critically read, analyze, discuss, and develop arguments pertaining to how social policies impact health across the life course.
- Analyze the intersection of how ideologies, values, expectations, discourses, actors, institutions, and structures influence social policy and health.
- Apply the theories, frameworks, principles, and concepts from the course to authentic social policy and health concerns in society and across the world and assess these issues from a comparative perspective.
- Critically analyze a broad range of research studies on major trends in inequality and health and identify alternative policy responses and collective processes to these developments.

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<sup>1</sup> The course will be delivered during Eastern Standard Time (EST). Weekly classes and assignment deadlines adhere to this time zone.

### Prerequisite and Exclusion Criteria

This course serves an opportunity for students to explore new topics in sociology. Topics vary from year to year based on the instructor. Please consult the department website: [New Topics in Sociology | Department of Sociology \(utoronto.ca\)](#). This is a program-only course and is restricted to sociology majors and specialists.

Prerequisite: SOC201H1, SOC202H1, SOC204H1 and 1.0 credit from SOC251H1, SOC252H1, SOC254H1. Students who do not meet this requirement will be removed by the department without notice.

### Course Delivery and Organization

This course is delivered in person on **Mondays from 12:10pm-3:00pm EST**.

The course page on Quercus, for example, contains the syllabus, announcements, weekly readings, lecture slides, assignment guidelines, and grades. Moreover, all other course information, documents, resources, assignment information, and electronic copies of handouts will be posted on Quercus.

### Accessing the Course Page on Quercus

Please follow the instructions below to access the SOC352H1F course page on Quercus:

- Go to <https://q.utoronto.ca>
- Use your UTORid and password to log in.
- Once you have logged in, you will be in your dashboard.
- You should see a course card for each of the courses in which you are enrolled.
- Click on the SOC352H1F course card to access the course.
- If you do not see your courses listed, try [activating your UTORid](#) and/or [verifying your UTORid](#)

### Course Structure

We will learn together through:

- Course materials
- In-person Lectures
- In-person Guest lectures (where applicable)
- In-person Weekly class discussions and activities during class tutorial hour
  - Weekly class discussions will reflect theories, principles, and concepts, and applying them to health concerns faced by individuals across the life course as a result of particular social policies.

### Course Readings

Prior to the start of each class, please complete [only the required readings](#) assigned for the week. You are not required to read the supplementary readings. The supplementary readings serve as resources for those interested in reading more deeply about a particular theme/topic(s) and can be used as sources for assignments.

On the Quercus course page, under each weekly module, supplementary readings (e.g., news articles) and media sources (e.g., documentaries, YouTube videos, TED/TEDx talks), which offer additional content on certain themes or topics, may be posted by the instructor and/or teaching assistant.

### **My Approach to Teaching and Responsibilities of SOC352H1F Class Members**

My role as instructor is to act as a guide and facilitator for your learning experience this term in relation to the subject area.

We will each contribute to a [conducive and respectful learning atmosphere](#) by:

- Reading and engaging with the assigned weekly materials and being fully prepared to discuss them with peers.
- Sharing analyses, critiques, thoughts, and observations in a respectful manner.
- Maintaining confidentiality. Sensitive information that is contributed is to be respected as confidential.
- Helping others learn and accepting assistance from others in our own learning.

[We must always conduct ourselves in a collegial and respectful manner in all teaching and learning environments, which includes online formats. Please note that language or behaviour that is combative, abusive, or offensive will not be accepted.](#)

## EVALUATION CRITERIA

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Following are the course deliverables and their relative weights for the final grade.

COURSE DELIVERABLES	%	DUE DATE
Critical Reading Responses and Questions (Total of 5 per term; 4% each)	20%	Mondays by 9:00am EST (Dates chosen by student)
Mid-Term Assignment Policy Brief and Analysis of Health-Related Issue	25%	October 24 <sup>th</sup>
Final Assignment Analysis of Social Policy and Health Issue (25%) Knowledge Mobilization Strategy (10%)	35%	December 7 <sup>th</sup>
Participation, Group Discussions, and Activities during In-Class Tutorial Hour (Total of 10 per term; 2% each)	20%	Ongoing throughout term

### **Critical Reading Responses and Questions (20%)**

Students are to submit 5 critical reading responses (each worth 4%) throughout the term, anytime between WEEK 2 and WEEK 12. Each response should be followed by 2 critical questions.

Each critical reading response should be ~300 words excluding references. Students should move away from descriptive writing and instead infuse analytical and critical accounts in their responses. The word count is exclusive of the 2 critical questions.

The critical response should answer at least some of the questions below:

- What do you perceive to be important insights or ideas from the assigned readings?
  - Do they provide different or new perspectives?
- What are your critical reactions to the readings?
  - What are their strengths? What are their weaknesses?
  - What issues did you find particularly interesting?

In developing the two critical questions, students may consider the following:

- What questions do the readings raise?
  - What issues are left unanswered by the article(s)?
  - What needs greater clarification?

Please upload your critical responses with the accompanying 2 questions to the designated board on Quercus no later than by Monday 9:00am EST (the day of class). This gives your instructor(s) an opportunity to review them before the start of class. Students can choose which 5 dates they will submit a response.

The purpose of these critical responses is to prepare students for an engaging in-class

discussion and group activities during the in-class tutorial hour. Therefore, late responses will not be accepted. Responses should reflect the readings assigned for the week, demonstrate thoughts and critiques about them, and raise discussion points for the class discussion.

## **MID-TERM ASSIGNMENT**

### **Policy Brief and Analysis of Health-Related Issue (25%)**

Drawing on the readings and course materials from WEEK 1 to WEEK 6, students will be required to apply the course materials (i.e., theories, frameworks, concepts, etc.) into their analysis of a social policy and health-related issue, in the form of a policy brief. Examples of social policy and health-related issues can be identified by reviewing traditional sources (e.g., online news articles, news broadcast, etc.), journal articles, book chapters, technical research reports, working papers, websites, etc.

The analysis should be 2000 words excluding references and should focus on a contemporary policy issue that has occurred anytime between since the beginning of the COVID-19 lockdown restrictions in March 2020 and the current.

The assignment is due by October 24<sup>th</sup> by 11:59pm EST. More details about the assignment (i.e., questions, structure, format) will be provided during the first week of the term.

## **FINAL ASSIGNMENT**

### **Analysis of Social Policy and Health Issue and Knowledge Mobilization Strategy (35%)**

The final assignment will comprise two parts:

- (i) Critical Analysis of Social Policy and Health Issue (2500 words) (25%)
- (ii) Knowledge Mobilization Strategy (any creative format of your choice) (10%)

Drawing upon the readings and course materials from throughout the term, students will draft a paper on a social policy and health issue of their choice, which could be an extension of the topic they chose for the first assignment. The assignment will draw upon a comparative social policy analysis and integrate learning from throughout the course.

The paper should be 2500 words excluding references. Building upon or emphasizing a connection with the first assignment, the final assignment will be essay format. The objective of this assignment is to encourage a deep critical and comparative analysis about how social policy impacts health. Students will be required to draw on materials from throughout the course.

The discussion in the paper should be translated into a creative piece, in a format and length appropriate to genre and communication strategy. That is, this component of the assignment involves extracting key information from your paper and turning into a creative format (e.g., infographic, collage, slideshow, photo essay, brief digital podcast, slideshow, etc.), as a knowledge mobilization strategy. Please note that for this component, this is all you need to do. It is not a separate paper but instead is a creative piece.

The assignment is due by December 7<sup>th</sup> by 11:59pm EST. More details about the assignment (i.e., questions, structure, format) will be provided during the first week of the term.

**Participation, Group Discussions, and Activities during In-Class Tutorial (20%)**

Students are expected to attend class each week and participate in group discussions and activities during the in-class tutorial (last hour of class from 2:00pm-3:00pm). That is, students are expected to complete the assigned required readings and be prepared to actively participate in discussions and activities regarding the weekly theme(s)/topic(s) during the in-class tutorial.

The purpose of these in-class group discussions and group activities is to build skills in critical thinking and analysis, as well as to engage in active and collaborative learning with peers. Group discussions and activities should reflect upon, engage, and contextualize practical issues in community/work settings, which you may have experienced, witnessed, or are seeking further understanding.

Class attendance is mandatory. Proper documentation is required to justify an absence. If students are unable to attend due to illness or serious personal reasons, they must provide verification of illness and/or discuss with the instructor in advance.

## **COURSE SCHEDULE AND READINGS**

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Every attempt will be made to follow this course schedule. However, it is subject to change at the discretion of the instructor. Any adjustments to topics or readings will be announced on Quercus.

Prior to the start of each class, please complete **only the required readings** assigned for the week. Supplementary readings serve as resources for further reference on each theme or topic.

All the readings below can be downloaded from a shared folder which will be uploaded to the Quercus course page entitled, **SOC352H1F Fall 2022 Library**. The shared folder is organized according to weekly themes as follows:

### **WEEK 1**

**SEPTEMBER 12**

#### **Introduction to Comparative Social Policy and Generalized Health: Addressing Health Inequalities and Inequities**

During our first class, I will provide an overview of the main themes of the course. We will begin by reviewing how social policies affect health, discussing current social policy and health-related issues, and examining the relationship between sociology, social policy, and health inequality.

I will also review the course policies, course deliverables (i.e., assignments, participation), and my expectations for your success in the course. [Please read the course outline thoroughly.](#)

### **WEEK 2**

**SEPTEMBER 19**

#### **Relationship Between Social Policy, Social Determinants, and Health Inequality: Welfare-State Theory and Intersectional Approaches**

#### **Required Readings**

Olafsdottir, Sigrun and Jason Beckfield. 2011. "Health and the Social Rights of Citizenship: Integrating Welfare-State Theory and Medical Sociology." Pp. 101-15 in *Handbook of the Sociology of Health, Illness, and Healing: A Blueprint for the 21st Century*, edited by B. A. Pescosolido, J. K. Martin, J. D. McLeod and A. Rogers. New York, NY: Springer New York.

Brown, Tyson H. 2018. "Racial Stratification, Immigration, and Health Inequality: A Life Course-Intersectional Approach." *Social Forces* 96(4):1507-40.

**WEEK 3  
SEPTEMBER 26**

**Social Determinants of Health, Physical Health, and Mental Health:  
Considering Other Determinants**

**Required Readings**

- Erving, Christy L., Lacey A. Satcher and Yvonne Chen. 2021. "Psychologically Resilient, but Physically Vulnerable? Exploring the Psychosocial Determinants of African American Women's Mental and Physical Health." *Sociology of Race and Ethnicity (Thousand Oaks, California)* 7(1):116-33.
- Priest, Naomi, Tamara Mackean, Elise Davis, Elizabeth Waters and Lyn Briggs. 2012. "Strengths and Challenges for Koori Kids: Harder for Koori Kids, Koori Kids Doing Well - Exploring Aboriginal Perspectives on Social Determinants of Aboriginal Child Health and Wellbeing." *Health Sociology Review* 21(2):165-79.

**WEEK 4  
OCTOBER 3**

**Approaches to Examining the Effect of Social Policies on Health:  
Social Capital Theory, Life Course Approach, and Cross-Cultural Perspectives**

**Required Readings**

- Cui, Jialiang, Kari Lancaster and Christy E. Newman. 2019. "Making the Subjects of Mental Health Care: A Cross-Cultural Comparison of Mental Health Policy in Hong Kong, China and New South Wales, Australia." *Sociology of Health & Illness* 41(4):740-54.
- Habibov, Nazim N. and Elvin N. Afandi. 2011. "Self-Rated Health and Social Capital in Transitional Countries: Multilevel Analysis of Comparative Surveys in Armenia, Azerbaijan, and Georgia." *Social Science & Medicine (1982)* 72(7):1193-204.
- Plass-Christl, Angela, Ulrike Ravens-Sieberer, Heike Hölling and Christiane Otto. 2021. "Trajectories of Health-Related Quality of Life in Children of Parents with Mental Health Problems: Results of the Bella Study." *Quality of Life Research* 30(7):1841-52.

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**MONDAY, OCTOBER 10**  
**University of Toronto, Faculty of Arts and Science**  
**NO CLASSES – THANKSGIVING HOLIDAY**

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**WEEK 5**  
**OCTOBER 17**

**Employment, Income, and Workplace Assistance:  
Effects of Work, Citizenship, and Legal Status on Health**

**Required Readings**

Baranowska-Rataj, Anna and Mattias Strandh. 2021. "When Things Go Wrong with You, It Hurts Me Too: The Effects of Partner's Employment Status on Health in Comparative Perspective." *Journal of European Social Policy* 31(2):143-60.

Hamilton, Erin R., Jo Mhairi Hale and Robin Savinar. 2019. "Immigrant Legal Status and Health: Legal Status Disparities in Chronic Conditions and Musculoskeletal Pain among Mexican-Born Farm Workers in the United States." *Demography* 56(1):1-24.

**WEEK 6**  
**OCTOBER 24**

**Educational Policies and Social Inequality:  
Implications on Mental Health and Well-Being**

**Required Readings**

Eyllon, Mara, Carmel Salhi, John L. Griffith and Alisa K. Lincoln. 2022. "Exclusionary School Discipline Policies and Mental Health in a National Sample of Adolescents without Histories of Suspension or Expulsion." *Youth & Society* 54(1):84-103.

Hogberg, Bjorn. 2019. "Educational Policies and Social Inequality in Well-Being among Young Adults." *British Journal of Sociology of Education* 40(5):664-81.

**WEEK 7**  
**OCTOBER 31**

**Family Policy, Separation, Care Responsibilities, and Housing:  
Intergenerational Effects on Health**

**Required Readings**

Fenelon, Andrew, Natalie Slopen, Michel Boudreaux and Sandra J. Newman. 2018. "The Impact of Housing Assistance on the Mental Health of Children in the United States." *Journal of Health and Social Behavior* 59(3):447-63.

Van de Velde, Sarah, Clare Bambra, Koen Van der Bracht, Terje Andreas Eikemo and Piet Bracke. 2014. "Keeping It in the Family: The Self-Rated Health of Lone Mothers in Different European Welfare Regimes." *Sociology of Health & Illness* 36(8):1220-42.

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**NOVEMBER 7-11**  
**University of Toronto, Faculty of Arts and Science**  
**READING WEEK**

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**WEEK 8**  
**NOVEMBER 14**  
**Mental Health Policy and Social Support:**  
**Implications on Health and Quality of Life**

**Required Readings**

Caqueo-Urizar, Alejandra, Diego Atencio, Jerome Flores, Marigen Narea, Alfonso Urzúa and Matías Irarrázaval. 2020. "Mental Health in Immigrant Children and Adolescents in Northern Chile Mental Health in Immigrant Children and Adolescents." *Journal of Immigrant and Minority Health* 23(2):280-88.

Zhang, Baiyang, Kyaien O. Conner, Hongdao Meng, Naidan Tu, Danping Liu and Yeli Chen. 2021. "Social Support and Quality of Life among Rural Family Caregivers of Persons with Severe Mental Illness in Sichuan Province, China: Mediating Roles of Care Burden and Loneliness." *Quality of Life Research* 30(7):1881-90.

**WEEK 9**  
**NOVEMBER 21**  
**Immigration and Refugee Policy:**  
**Minority Health, Inequality, and Access to Healthcare Systems**

**Required Readings**

Bakhtiari, Elyas, Sigrun Olafsdottir and Jason Beckfield. 2018. "Institutions, Incorporation, and Inequality: The Case of Minority Health Inequalities in Europe." *Journal of Health and Social Behavior* 59(2):248-67.

LeBrón, Alana M. W., Amy J. Schulz, Cindy Gamboa, Angela Reyes, Edna A. Viruell-Fuentes and Barbara A. Israel. 2018. "'They Are Clipping Our Wings': Health Implications of Restrictive Immigrant Policies for Mexican-Origin Women in a Northern Border Community." *Race and Social Problems* 10(3):174-92.

**WEEK 10**  
**NOVEMBER 28**

**Sexuality, Health, and Disability Policy:  
Inequities in Care and Health Vulnerabilities**

**Required Readings**

Mackinnon, Kinnon R., Daniel Grace, Stella L. Ng, Suzanne R. Sicchia and Lori E. Ross. 2020. "I Don't Think They Thought I Was Ready": How Pre-Transition Assessments Create Care Inequities for Trans People with Complex Mental Health in Canada." *International Journal of Mental Health* 49(1):56-80.

Mladenov, Teodor and Ciara Siobhan Brennan. 2021. "Social Vulnerability and the Impact of Policy Responses to COVID-19 on Disabled People." *Sociology of Health & Illness* 43(9):2049-65.

**WEEK 11**  
**DECEMBER 5**

**Older Adults and Aging  
Effects on Health and Social Participation**

**Required Readings**

Högberg, Björn, Mattias Strandh, Anna Baranowska-Rataj and Ingemar Johansson Sevä. 2018. "Ageing, Health Inequalities and the Welfare State: A Multilevel Analysis." *Journal of European Social Policy* 28(4):311-25.

Lakomý, Martin. 2021. "Differences in Social Participation of Older Adults across European Welfare Regimes: Fourteen Years of Share Data Collection." *International Sociology* 36(6):906-25.

**WEEK 12**  
**DECEMBER 8 (Thursday)**

**Social Policy, Health, and Other Considerations**

(\*Please note that this is a make-up for the class missed due to the Thanksgiving holiday)

Lau, P. Y. F. (2020). Fighting COVID-19: social capital and community mobilisation in Hong Kong. *International Journal of Sociology and Social Policy*, 40(9/10), 1059-1067.

McCartney, G., Dickie, E., Escobar, O., & Collins, C. (2021). Health inequalities, fundamental causes and power: towards the practice of good theory. *Sociology of Health & Illness*, 43(1), 20-39.

## **COURSE POLICIES AND RESOURCES**

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### **Communication**

The instructor and TA will respond to e-mail correspondence within one to two business days. Students should bear this in mind if last-minute questions or issues arise, especially before any assignment deadlines. In the subject line of the email, please kindly include the course code SOC352. Adhering to policy at the University of Toronto, please ensure that all correspondence is sent from a University of Toronto email address.

If students have any questions regarding illness, special accommodations, missed assignments, deadline extensions, grading inquiries, or any other matters they would like to discuss privately, they are to email the instructor.

Students are to set their notifications on Quercus to receive announcements. The instructor or TA will send out announcements through Quercus rather than delivering individual e-mails. Students will receive a notice from the instructor or TA via the *Announcements* section on Quercus. Students are to check their University of Toronto e-mail address regularly for official communication from the Faculty of Arts and Science (or your associated faculty) and their instructor(s).

### **Office Hours**

The instructor and TA will hold office hours by appointment. If students wish to meet with the instructor, please kindly send them an e-mail to schedule an appointment.

Please note that for simple and concise questions, email is the preferred method of communication. However, for more in-depth questions, students should book office hours and/or schedule an appointment to meet with me.

### **Missed Sessions, Deadline Extensions, and Late Penalties**

Students who are unable to attend classes are responsible for obtaining notes on all material covered, as well as information regarding administrative announcements.

Electronic copies of assignments are due on Quercus by the designated time on the scheduled due dates, unless otherwise stated. Please note that the instructor and TA will NOT accept electronic copies of assignments via email.

Late assignments will be penalized at a rate of 5% per day (24-hour period, including weekends and holidays). After 10 days, the late assignment will no longer be accepted. Exceptions for late penalties will only be considered in cases that align with declared absences or accessibility accommodations.

The process for requesting deadline extensions are as follows:

- Students must use the Absence Declaration tool on ACORN to formally declare an absence from academic participation on the day of the assignment submission.
- Students must also inform the instructor in writing within 3 days of the missed assignment.
- Students eligible to get an extension will be informed by email.
- For extensions on the basis of family or other personal reasons, students should have their College Registrar email their instructor within 3 days on the missed deadline. Students eligible to receive an extension will then be informed by email.
- For extensions on the basis of accessibility accommodations, students should contact the instructor as soon as possible.

### **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. In the case of a mathematical error, please simply alert the instructor or the TA of the error.

For more substantive appeals students must adhere to the following policies. To appeal a grade and have work re-assessed, students must provide written justification to the instructor explaining the basis for this reconsideration and, where relevant, attach original assignment with comments. Students should specifically address how they believe their assignment better met the criteria from the assignment guidelines, while also considering the individual comments or community feedback.

To start this re-assessment process, students must wait 24 hours following the return of the grades and comments—any grade appeals sent within this timeframe will not be considered. Please note that as per FAS policy, once work has been re-assessed, the grade can go up, down, or remain the same based on this second evaluation. Subsequent appeals will go to the course instructor. Furthermore, no requests for grade appeals will be granted after two weeks following the return of the assignment's grade and feedback.

### **Academic Integrity**

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in the academic community ensures that the University of Toronto degree that a student earns will be valued as a true indication of their individual academic achievement and will continue to receive the respect and recognition it deserves.

Students should familiarize themselves with the [University of Toronto Code of Behaviour on Academic Matters](#). To avoid issues related to plagiarism, students should refer to the advice on documentation format and methods of integrating sources on the [University of Toronto Writing Advice webpage pertaining to Using Sources](#).

## Ouriginal

Sometimes, students will be required to submit their assignments to the University's plagiarism detection tool 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 tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

For some of your assignments, we will be using the software Ouriginal. It uses text matching technology as a method to uphold the University's high academic integrity standards to detect any potential plagiarism. Ouriginal is integrated into Quercus. For the assignments set up to use Ouriginal, the software will review your paper when you upload it to Quercus. To learn more about Ouriginal's privacy policy please review its [Privacy Policy](#).

Students not wishing their assignment to be submitted through Ouriginal will not be assessed unless a student instead provides, along with their work, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submit is truly their own.

## Accessibility

The University of Toronto is committed to accessibility. If students require accommodations or have any accessibility concerns, they should contact their instructor as soon as possible to discuss how best to assist them in the course. Furthermore, if students are registered with Accessibility Services, they will need to provide the appropriate documentation, or their accessibility advisor/counselor will need to send an email message on behalf of the student. For further information, please visit [Accessibility Services - UofT Student Life \(utoronto.ca\)](#).

## Writing Support

Students are encouraged to make use of the available writing support at the University of Toronto. All seven [writing centres](#) will be operating during this session, and all will be offering remote instruction. The modality may differ by college. Students should visit each individual centre's site for information on how to make an appointment. There are also more than 60 advice files on all aspects of academic writing available from [University of Toronto Writing Advice webpage pertaining to Advice on Academic Writing](#). Furthermore, students can take advantage of the offerings through the [English Language Learning \(ELL\) Program](#).

## Accommodation of Religious Observances

It is the policy of the University of Toronto to arrange reasonable accommodation of the needs of students who observe religious holy days other than those already accommodated by ordinary scheduling and statutory holidays. Students have a responsibility to alert members of the teaching staff in a timely fashion to upcoming religious observances and anticipated absences. [www.viceprovoststudents.utoronto.ca/policies-guidelines/accommodation-religious](http://www.viceprovoststudents.utoronto.ca/policies-guidelines/accommodation-religious)

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