

# INF302 – Integrative Approaches to Technology and Society

## Time/Location:

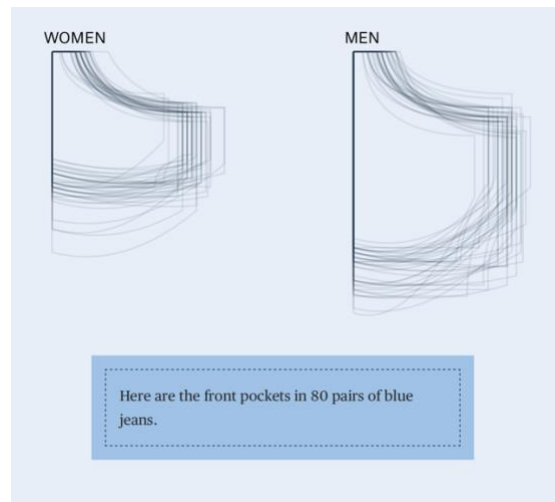
Thursdays, 9 am-12 pm, Bissell 507

**Instructor:** Gustavo Ferreira

**Contact:** [gustavo.ferreira@utoronto.ca](mailto:gustavo.ferreira@utoronto.ca)

## Office Hours:

Wednesdays, 10 am-11:30 pm, Bissell 616



Diehm, Jan, and Amber Thomas. 2018. "Women's Pockets Are Inferior." The Pudding. August 2018. <https://pudding.cool/2018/08/pockets/>.

Cruz, Sabrina, dir. 2024. *Why Women's Pockets Are Useless*. YouTube. Answer in Progress. [https://www.youtube.com/watch?v=jA\\_eEw-Oog](https://www.youtube.com/watch?v=jA_eEw-Oog).

## Acknowledgement of Traditional Land

We wish to acknowledge this land on which the University of Toronto operates. For thousands of years, it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

We also wish to acknowledge that we must *go beyond* recognition, take steps to learn more about and address Indigenous claims to sovereignty, and set a path toward decolonization.

## Course Description

This course explores how society, culture, and understanding of the human condition influence, and are influenced by technological development. It focuses on the study of interdependent and institutionalized systems of law, economics, culture and technology, exploring the conditions of stability and instability in these systems. We will survey the available theories and methods for understanding large scale socio-technological systems

## Contact and Conduct

For dialogue about the course's structure and assessments, students can do it directly during office hours and by email. You can drop in during office hours or book a timeslot through the MS Bookings link on Quercus. If you don't schedule beforehand, you might have to wait a while. You can direct other private inquiries by email or Quercus messages. You should expect an answer within two business days.

All course updates and official information will be posted on Quercus and/or discussed in class. You should check it for updates regularly—at least once a week.

### **Class Conduct**

When interacting with others, you should always be attentive to their well-being, use polite and non-aggressive language, justify your positions, and give sources of information. When expressing opinions, always reflect on how your thoughts align with different realities and perspectives. We value **solidarity as a learning practice**: make an effort to think and take your positions from a solidary position. You can do this by acknowledging how everyone, including instructors and classmates, has common goals and interests. Your actions should be focused on these common goals. Be open to help and be helped. We are allowed to disagree, and we should understand that more than one thing can be true.

### **Course Learning Outcomes (CLOs)**

Students who have successfully completed this course will be able to:

**CLO1:** Gain knowledge of dominant historical and contemporary theories and approaches to understanding the complex role of technology in society, including the shift from determinism to relativism; social constructivism; questions of power; and major paradigms that define the field of Science and Technology Studies (STS).

**CLO2:** Develop skills in recognizing and analyzing the socio-technical complexity of information practice, and methods for studying the integrated relationship between technology and society from multiple perspectives, including technology as practice, as applied science, as its own form of knowledge, as a site of struggle and power, and as source of democratic and agentic potential

<b>Relationship between BI Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)</b>		
BI Program Learning Outcomes (PLOs)	CLO 1 contributes to these PLOs	CLO 2 contributes to these PLOs
PLO 2: Analyze the complexity of information practices and the political, economic, technical, and cultural contexts in which they occur.	X	X
PLO 3: critique the conceptual and philosophical foundations of representation and computation.	X	

Relationship between BI Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)		
BI Program Learning Outcomes (PLOs)	CLO 1 contributes to these PLOs	CLO 2 contributes to these PLOs
PLO 10: Develop, defend, and use methods of analysis of complex information practices and the political, economic, technical, and cultural contexts in which they occur.		X

### Assignments

Assessment category/assignment	Due date	% of final grade	CLO assessed
#1 Reports and Discussions	Most Weeks	20%	1 and 2
#2 Podcast Assignment	Feb 13 before class (Week 6)	20%	2
#3 Technology Anatomy Infographic	Apr 3 before class (Week 12)	35%	2
#4 Technology Anatomy Paper	Apr 11, 9am	25%	1 and 2

### Assessment

The stated *solidarity learning practice* and critical pedagogy will inspire the assessment of student performance. Hence, excellent performance translates into critical, creative, and intellectual production that results from collective engagement, critical dialogue and peer collaboration, and:

- accurately describes, problematizes, and expands on the course's topics.
- explicitly employs the concepts learned and skills developed in the course.

These will be translated into specific rubric criteria in separate sheets for each assignment available on Quercus. Feedback will be the indicated rubric criteria descriptions, plus specific short comments. For more in-depth feedback, the student needs to seek out office hours as described above.

**Final Grade Round-up:** I will round up your final grade if the difference is equal to or less than 3% (i.e. 87% rounded up to 90%) and you participated in *all* #1 Comments and Reports.

### **#1 Reports and Discussions (20%) – Most Weeks**

You will be asked to answer prompts relating to the weekly readings, in-class activities and your major assignments throughout the semester. These can take many forms, like questions or asking for comments and examples, and they will be assessed in varying and combined ways: online submission, in-class write-ups and spoken interventions. Marking will be pass/fail for task fulfillment of each prompt, leading to 20% of the grade if you participate in *all* of them.

### **#2 Podcast Assignment (20%) – Due 13 Feb, before class**

For the main assignment, groups of up to 3 students will choose a piece of technology to present its anatomy (Following the example of Crawford and Joler's piece from the first week). The first step is choosing the technology for your study. As a way to present this choice to the class, you will produce an episode of a podcast (of around 15 min) that tells the listener the history of this technology and at the end, explicitly hints at all the scientific, technological, economic and cultural dimensions that influenced its history and are influenced by its use. The show will be a production of the whole class, and each student or group will produce one episode. Alongside the episode, you will submit a transcript and a show notes sheet with all credits and references used. Grading criteria will be (1) historical accuracy based on (2) appropriate choice and use of sources, (3) coherence of your choice with the readings and (4) quality and formalities.

### **#3 Technology Anatomy Infographic (35%) - Due 3 Apr, before class**

The main project for this class is the production of a poster illustrating the anatomy of a piece of technology. This poster will present an infographic, visually organizing the information about the technology. Your focus should be on elucidating to the reader the complexity of technologies in its various dimensions, such as the labour and the material resources required for its production, the scientific theories and methods used to develop it, the cultural values and assumptions embedded in it, and the cultural values, practices and rituals involved in its uses.

If space is provided to us in the Learning Hub, you or your group will print out your poster and exhibit it to the faculty on the last day of class. During class hours, you will be available to discuss your anatomy with your classmates and the public in the faculty as preparation for the last submission (the paper described below).

Grading criteria will be (1) Care and professionalism in the infographic creation (not artistic skill), (2) analytical coherence with your sources and the readings, (3) clarity and information organization and (4) formalities.

### **#4 Technology Anatomy Paper (25%) – Due 11 Apr, 9 am.**

Following Crawford and Joler's example, you or your group will write a paper (1000 to 1500 words) to accompany your infographic. This text will explain your infographic or map and

provide more depth to the reader, mentioning the readings, data and other works, that inspired it and detailing your analysis and what motivated your choices in the graphic.

Grading criteria will be (1) accuracy of the representation of data and theories used to analyze your technology, (2) explanatory power and coherence with the contents of the infographic, (3) insight from your analysis and (4) quality and formalities.

## Referencing and Formatting

Other specific formatting will be described in the separate assignment sheets. Basic academic writing elements include using serif fonts (such as Times New Roman), double-spaced and 2.54 cm (1 inch) margins in a Letter sized page.

For referencing, you can choose between widely used styles like APA, MLA or Chicago. However, I strongly recommend you use the Chicago-style author-date. You can find more information and writing references in the [Chicago Manual of Style Online](#).

## Late Submission Policy

Assignment due dates are set to reflect my deadlines and to provide a reasonable time for assessment and feedback. To guarantee full mark consideration, you should submit your assignments on time. If you miss the deadline by hours or one full day, you *may* still receive full consideration, but it is not guaranteed. This is dependent on whether I have initiated marking or not.

The major assignments can be submitted *one week late for any reason* with no penalty, provided you alert me at least *two days before the deadline*. This contact is necessary to track who is submitting on an extended timeline.

Late submissions, after the original or extended due date, will receive a penalty of 5% per day for a maximum of one week. Submissions will not be accepted after one week.

Presentations and activities done in class or weekly comments or posts *will not* have extensions. The purpose of these is to encourage dialogue and debate during the course's schedule.

I encourage you to read about *Accessibility Services* below to seek other accommodations for your assignments if you need them.

## Grading Policies

Please consult the Faculty of Information's resources that will form the basis for grading in the course.

[Undergraduate Grading Scale](#)

[University Assessment and Grading Practices Policy](#)

[Non-Grade Symbols](#)  
[Faculty Undergraduate Grade Guidelines](#)

## **Accessibility Services**

Students with diverse learning styles and/or accessibility needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me, Student Services and/or the Accessibility Services office as soon as possible. Students who believe they require accommodations and are unsure where to begin can speak to an Academic Advisor in Student Services for guidance and referrals at [inquire.ischool@utoronto.ca](mailto:inquire.ischool@utoronto.ca). The [Accessibility Services](#) website also has comprehensive info on its main page about the registration process, including an instructional video and FAQs.

Accessibility Services staff are available by appointment and/or drop-in to discuss and assess specific needs, provide referrals to supportive services, and arrange appropriate accommodations. The sooner you let us know your needs, the quicker we can assist you in removing barriers to accessing your education more equitably. Once you have obtained an accommodation plan from Accessibility Services, please share your Letter of Accommodation with your instructors and Student Services.

Students who have already obtained accommodations from the Accessibility Services office are encouraged to share their letter with their instructors, and with Student Services in the first week of class (or as soon as possible). Students should discuss potential accommodations in consultation with their Accessibility Advisor and instructor to understand what may be possible, and how the instructor wishes to be informed when an accommodation needs to be actioned. It is the student's responsibility to discuss any extension requests, where possible, in advance of course deadlines.

To book an appointment with an Accessibility Advisor, please connect with the Accessibility Services front desk via email at [accessibility.services@utoronto.ca](mailto:accessibility.services@utoronto.ca) or call (416) 978-8060. Consultation appointments with Accessibility Services staff are available to discuss any questions about the registration process and/or potential accommodation support.

## **Academic Integrity**

Please consult the University's website on [Academic Integrity](#). The Faculty of Information has a zero-tolerance policy on plagiarism as defined in section B.I.1.(d) of the [University's Code of Behaviour on Academic Matters \(PDF\)](#). You should acquaint yourself with the Code. Please review the material in "Cite it Right" and if you require further clarification, consult the resource [How Not to Plagiarize \(PDF\)](#).

"Cite it Right" covers relevant parts of the U of T [Code of Behaviour on Academic Matters \(2019\)](#). It is expected that all Faculty of Information students complete the [Cite it Right module and the online quiz](#) prior to the second week of classes of their first term (typically in September).

## Plagiarism Detection Tool

Normally, students will be required to submit their course essays 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 website (<https://uoft.me/pdt-faq>).

You will have the right and opportunity to opt out of using the tool. Students who opt-out will not be punished or treated differently.

## Generative AI Policy

Although I strongly advise against the use of Generative AI, students *may choose* to use generative artificial intelligence tools as they work through the assignments in this course; this use must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, and how the results from the AI were incorporated into the submitted work.

## Academic Dates & Deadlines and Religious Observances

### [Academic Dates & Deadlines](#)

Conflicts with religious observances should be brought to the attention of the course instructor and the Office of the Registrar and Student Services no later than the second week of classes. For more information, please see the [Policy on Scheduling of Classes and Examinations and Other Accommodations for Religious Observances](#).

## Course Schedule and Materials

*Readings are programmed for after class, not before.* For more details on each class, consult Quercus.

Week 1 – Introductions	9 Jan 2025
<p>We start by introducing ourselves, and I will present the course's structure, assignments and policies. Then we move on to basic assumptions and proposals of the course addressing the question of why and how we need to study the relationship between science, technology and society.</p>	
<p><b>In-Class Reading</b></p>	
<p>Crawford, Kate, and Vladan Joler. 2019. "Anatomy of an AI System." <i>Virtual Creativity</i> 9 (1): 117–20. <a href="https://doi.org/10.1386/vcr_00008_7">https://doi.org/10.1386/vcr_00008_7</a>.</p>	
<p><b>After-Class Required Readings</b></p>	

Winner, Langdon. 2010. "Technologies as Forms of Life." In *The Whale and the Reactor: A Search for Limits in an Age of High Technology*, by Langdon Winner, 19–39. University of Chicago Press. <https://doi.org/10.7208/9780226902098>.

Pinch, Trevor, and Wiebe E. Bijker. 2012. "The Social Construction of Facts and Artifacts: Or How the Sociology of Science and the Sociology of Technology Might Benefit Each Other." In *The Social Construction of Technological Systems: New Directions in the Sociology and History of Technology*, by Wiebe E. Bijker, Thomas P. Hughes, and Trevor Pinch, 11–44. The MIT Press. <https://muse-jhu-edu.proxy3.library.mcgill.ca/book/19813>.

### Week 2 – How to question our assumptions about knowledge, science and technology?

16 Jan 2025

Science and Technology Studies address our capacity of achieving knowledge, the evidences of the knowledge provided by engineering and technological development and how both them are linked to societal and cultural structures. This week we focus on the philosophical problem of knowledge, science and technology, not to provide and a definitive answer, but to sharpen our skills of how to critically reflect on, claims of truth, success and development put forth by rationality, science and technology.

#### After-Class Required Readings

Latour, Bruno. (1999). "A Collective of Humans and Non-Humans." In *Pandora's Hope: Essays on the Reality of Science Studies*. Cambridge, MA: Harvard University Press, pp. 174 – 215.

Sismondo, Sergio. 2010. "Actor-Network Theory." In *An Introduction to Science and Technology Studies*. Malden, MA: Wiley-Blackwell.

### Week 3 – What does the relationship between humans and technology mean?

23 Jan 2025

If humans are technological beings, what does that mean to our daily lives? In this class we focus on the notion of Cyborg as a symbolically charged descriptor of our relationship with technology. Our goal is to highlight how culture is an integral part of this relationship. Haraway's recommended, but not required reading, is classic you should read, even if on your time.

#### After-Class Required Readings

Forlano, Laura, and Danya Glabau. 2024. "A Manifesto for Cyborgs." In *Cyborg*, 113–35. The MIT Press. <https://doi.org/10.7551/mitpress/13864.001.0001>.

DeCook, Julia R. 2021. "A [White] Cyborg's Manifesto: The Overwhelmingly Western Ideology Driving Technofeminist Theory." *Media, Culture & Society* 43 (6): 1158–67. <https://doi.org/10.1177/0163443720957891>.

#### Recommended Reading

Haraway, Donna. 2006. "A Cyborg Manifesto: Science, Technology, and Socialist-Feminism in the Late 20th Century." In *The International Handbook of Virtual Learning Environments*, edited

by Joel Weiss, Jason Nolan, Jeremy Hunsinger, and Peter Trifonas, 117–58. Dordrecht: Springer Netherlands. [https://doi.org/10.1007/978-1-4020-3803-7\\_4](https://doi.org/10.1007/978-1-4020-3803-7_4).

<b>Week 4 – What are the relationships between science, technology, race and colonialism?</b>	30 Jan 2025
<p>If cultural and societal structures are linked to technological development, this means longstanding social practices and systems, such as colonialism and racism are part of these links. The goal of this week is to provide alternative engagements with the study of science, technology and society, which address elements that underexplored by the hegemonic classes and identities in our society.</p>	
<p><b>After-Class Required Readings</b></p>	
<p>Kolopenuk, Jessica. 2020. “Miskâsowin: Indigenous Science, Technology, and Society.” <i>Genealogy</i> 4 (1): 21. <a href="https://doi.org/10.3390/genealogy4010021">https://doi.org/10.3390/genealogy4010021</a>.</p> <p>Chun, Wendy Hui Kyong. 2011. “Race and/as Technology or How to Do Things to Race.” In <i>Race After the Internet</i>. Routledge.</p>	

<b>Week 5 – What ideologies technologies can have?</b>	06 Feb 2025
<p>If last week we kept our scale of analysis large and wide while specifying societal systems, we now shift the scale to a specific practice while generalizing a worldview. Our focus is on classifying culture as ideology (a dominant and hegemonic view of the world) that is advanced by the dominant class in today’s society – a capitalist “tech class”. More specifically, we will discuss technological solutionism. Once again, the recommended, but not required text (Winner, 1980) is classic you should read at some point.</p>	
<p><b>After-Class Required Readings</b></p>	
<p>Cunningham, Jay, Gabrielle Benabdallah, Daniela Rosner, and Alex Taylor. 2023. “On the Grounds of Solutionism: Ontologies of Blackness and HCI.” <i>ACM Transactions on Computer-Human Interaction</i> 30 (2): 20:1-20:17. <a href="https://doi.org/10.1145/3557890">https://doi.org/10.1145/3557890</a>.</p> <p>Sætra, Henrik Skaug, and Evan Selinger. 2024. “Technological Remedies for Social Problems: Defining and Demarcating Techno-Fixes and Techno-Solutionism.” <i>Science and Engineering Ethics</i> 30 (6): 60. <a href="https://doi.org/10.1007/s11948-024-00524-x">https://doi.org/10.1007/s11948-024-00524-x</a>.</p> <p>Richterich, Annika. 2024. “Can’t Fix This? Innovation, Social Change, and Solutionism in Design Thinking.” <i>Media and Communication</i> 12 (0). <a href="https://doi.org/10.17645/mac.7427">https://doi.org/10.17645/mac.7427</a>.</p>	
<p><b>Recommended Reading</b></p>	
<p>Winner, Langdon. 1980. “Do Artifacts Have Politics?” <i>Daedalus</i> 109 (1): 121–36. <a href="https://www.jstor.org/stable/20024652">https://www.jstor.org/stable/20024652</a>.</p>	

<b>Week 6 – Science, Technology and Culture – Your technologies</b>	13 Feb 2025
This week we discuss the readings on solutionism and then listen to clips of your podcast episode to introduce your technology of choice to your classmates.	

## 20 Feb 2025 - Reading Week: Post Pictures of your pet. Or palm trees

<b>Week 7 – How is culture more than meaning?</b>	27 Feb 2025
We explored before how in our approach culture refers to the meaning of technologies in their production and use. This week we introduce the idea of material culture and ways of life are actually manifested and composed of physical objects and context, not only ideas.	
<b>After-Class Required Readings</b>	
Sterne, Jonathan. 2006. "The Mp3 as Cultural Artifact." <i>New Media &amp; Society</i> 8 (5): 825–42. <a href="https://doi.org/10.1177/1461444806067737">https://doi.org/10.1177/1461444806067737</a> .	
De Laet, Marianne, and Annemarie Mol. 2000. "The Zimbabwe Bush Pump: Mechanics of a Fluid Technology." <i>Social Studies of Science</i> 30 (2): 225–63. <a href="https://doi.org/10.1177/030631200030002002">https://doi.org/10.1177/030631200030002002</a> .	

<b>Week 8 – How do infrastructures carry power?</b>	6 Mar 2025
Shifting scales again, the study of materiality leads us to the larger material and technological material elements in society: infrastructures. These studies are an important standpoint to understand how power (politics) is exerted through technological adoption.	
<b>After-Class Required Readings</b>	
Ruiz, Rafico. 2014. "Arctic Infrastructures: Tele Field Notes." <i>communication +1</i> 3 (1). <a href="https://doi.org/10.7275/R5D21VHD">https://doi.org/10.7275/R5D21VHD</a> .	
Appel, Hannah. 2018. "Infrastructural Time." In <i>The Promise of Infrastructure</i> , edited by Hannah Appel, Nikhil Anand, and Akhil Gupta, 41–61. Duke University Press. <a href="https://doi.org/10.1215/9781478002031">https://doi.org/10.1215/9781478002031</a> .	

<b>Week 9 – How is everything translated into information?</b>	13 Mar 2025
Another important source of power: information. This week we look at how information, data and knowledge can work as technologies of power legitimation and control	
<b>After-Class Required Readings</b>	
Murphy, Michelle. 2017. "Infrastructures of Counting and Affect." In <i>The Economization of Life</i> , 59–72. Duke University Press. <a href="https://doi.org/10.1215/9780822373216">https://doi.org/10.1215/9780822373216</a> .	

TallBear, Kim. 2013. "The DNA Dot-Com - Selling Ancestry." In *Native American DNA: Tribal Belonging and the False Promise of Genetic Science*, 67–103. Minneapolis, UNITED STATES: University of Minnesota Press.

### Week 10 – What is intelligent about Artificial Intelligence?

20 Mar 2025

The technological hype of the moment is AI. We had a glimpse of the implications of this technology in our guiding AI System anatomy. This week we go deeper. To understand the assumptions about intelligence (human and non-human) these technologies embed.

#### After-Class Required Readings

Crawford, Kate. 2021. "Introduction." In *Atlas of AI: Power, Politics, and the Planetary Costs of Artificial Intelligence*, 1–22. Yale University Press. <https://doi.org/10.12987/9780300252392>.

### Week 11 – What is Artificial General Intelligence, and what ideology drives it?

27 Mar 2025

As our last topic, we go further on AI ideologies. Beyond notions of intelligence, AI development is led by a group with a consistent view for the future of humanity. Solutionism, determinism and other ideas compose this dangerous composite of ideologies we need to be able to understand and provide alternatives to.

#### After-Class Required Readings

Gebru, Timnit, and Émile P. Torres. 2024. "The TESCREAL Bundle: Eugenics and the Promise of Utopia through Artificial General Intelligence." *First Monday*, April. <https://doi.org/10.5210/fm.v29i4.13636>.

### Week 12 – Engineering the Future and Infographic Presentation

3 Apr 2025

We gather to review the whole course and exhibit your infographics.

## Learning Hub

The Faculty of Information Learning Hub can support your learning in this course in a range of ways. We offer programs, workshops, and services, as well as a physical place – on the 4<sup>th</sup> floor of Bissell – for gathering, seeking help, finding resources, studying, creative making, relaxing, playing and collaborating. Additionally, we provide a [Virtual Learning Hub](#) that provides resources and sign-ups for services and events. Below is an abbreviated list of our services:

- **Tutors:** The Learning Hub offers one-on-one tutoring services to support writing, research, and technical skills. You can learn more about our tutors' specific areas of expertise, how they can support you, and how to sign up for individual tutoring on our [Writing, Research & Technical Skills Support](#) page. Tutors can help you with assignments for this course at any stage – conceptualizing and planning, drafting,

refining, and even after you have received your mark, to help you understand your instructor's comments and plan for your next assignment.

- **iSkills Workshops:** The iSkills co-curricular workshop series is an expansive program that addresses scholarly, professional, and technical competencies aligned with Faculty of Information academic programs. Visit the [iSkills information website](#) to view the current roster of workshops and learn more about the program.
- **TechLoans:** We offer an extensive roster of technology equipment ([list of technology](#)) that you can check out on a temporary basis for academic purposes.
- **Sandbox:** Look for activities, games, and mindfulness resources in the Sandbox area of the Learning Hub. We hope these provide a productive and rejuvenating distraction, when you need a break from your work!

**“Cite it Right”:** All incoming students must complete the [Cite it Right online workshop and quiz](#) within the month of September. “Cite it Right”, with its focus on academic integrity, was designed to familiarize students with the University's *Code of Behaviour on Academic Matters* and, more generally, help them build confidence as they work with sources. Both the workshop and quiz are located in the Virtual Learning Hub. Please note that the Dean's Office monitors the completion of these modules, as well as quiz scores.

## Equity, Diversity, and Inclusion (EDI)

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

The **Equity, Diversity, and Inclusion Unit (EDIU) at the School of Information**, in collaboration with U of T community members, works to promote and encourage an equitable and inclusive work and classroom environment, free from discrimination and/or harassment based on any of the code grounds. The EDI Unit is responsible for developing and delivering EDI programs and services, works with all stakeholders, and provides confidential services. Key areas of services include:

- Training and educational opportunities
- Community building and engagement
- Systemic change initiatives
- Providing confidential advice/consultations
- Provide a variety of EDI Resources
- Supports with resolving concerns of discrimination and/or harassment

### **EDIU Complaints Resolution Assistance Process**

- Meet with individuals (all stakeholders) to listen and discuss concerns or questions related to any of the human rights protected grounds
- A complaint is not necessary to approach the EDI Director with questions or to seek information
- Talk about options available for resolution assistance, including informal and formal complaint options
- Provide referrals or liaise with other departments or stakeholders where necessary
- Maintain confidentiality of queries that people bring forward as legally required. Limitations to confidentiality are discussed if safety is raised
- No steps are taken to address a complaint without consent

Please note, there will be changes to this process in the near future; however, if you do have any questions/concerns, feel free to reach out to [ediu.ischool@utoronto.ca](mailto:ediu.ischool@utoronto.ca).

### **U of Toronto Tri-Campus Equity Offices**

Our [Equity Offices](#) play a pivotal role in fulfilling the University of Toronto's commitment to equity and excellence. Unique to our institution, these specialized Equity Offices stand as a testament to our dedication.

- [Accessibility For Ontarians With Disabilities Act Office \(AODA\)](#)
- [Anti-Racism & Cultural Diversity Office \(ARCDO\)](#)
- [Family Care Office \(FCO\)](#)
- [Office of Indigenous Initiatives \(OII\)](#)
- [Sexual & Gender Diversity Office \(SGDO\)](#)
- [Sexual Violence Prevention & Support Centre \(SVPSC\)](#)

### **Related Offices**

- [Community Safety Office](#)
- [First Nations House - UofT Student Life](#)
- [Wellness – The Division of People Strategy, Equity & Culture](#)
- [Multi-Faith Centre for Spiritual Study & Practice - UofT Student Life](#)

### **Declaring an Absence in ACORN**

Students who miss an academic obligation and wish to seek academic consideration in a course may declare an absence using the ACORN Absence Declaration Tool. Students who declare an absence in ACORN should expect to receive reasonable academic consideration from their instructor without the need to present additional supporting documentation. Students can only use the ACORN Absence Declaration Tool once per academic term (e.g., the winter term) for a maximum period of 7 consecutive calendar days.

The ACORN Absence Declaration Tool requires students to select the course(s) in which they wish to have academic consideration granted, as well as provide the email address(es) for those in their course syllabus identified as being the student's contact (e.g., instructor, advisor). A record of the absence is sent to the self-provided email(s) at the time of submission, and a receipt of the absence declaration is also sent to the student's University of Toronto email address.

Submitting an absence declaration does not initiate the process of academic consideration. It is the student's responsibility to arrange for academic consideration by contacting the course instructor using the contact information provided in the syllabus.

Students who have already used one absence declaration in a term will be restricted from declaring any further absences using the ACORN Absence Declaration Tool. Students are required to arrange any further academic consideration directly with their instructor and / or student services advisor. Students may be asked to provide supporting documentation as evidence of their absences such as the University approved verification of illness form (VOI).

## **Health and Wellness**

The Faculty of Information has a Wellness Counsellor & Coordinator available to its students. Appointments are available Monday-Friday during the academic year.

Contact Health & Wellness, 416-978-8030 ext. 5, to book an appointment with a Wellness Counsellor or for questions about the counselling service. Students can request that they would like to meet with the "iSchool Counsellor" to access counselling on campus.

Students can also choose to see a counsellor during the academic year and over the summer at the Health & Wellness Centre, located at 700 Bay St., during its [hours of operation](#).

Numerous additional health, wellness and counselling services are offered through the University of Toronto's Health and Wellness Centre.

You can access free mental health and wellbeing services at [Health & Wellness](#) such as [same day counselling](#), grief counselling, medical care, [skill-building workshops](#) and [drop-in peer support](#). You can also meet with a Wellness Navigation Advisor who can connect you with other campus and community services and support.

Call the mental health clinic at 416-978-8030 ext. 5 to book an appointment or learn more at [uoft.me/mentalhealthcare](https://uoft.me/mentalhealthcare)

The Health & Wellness Centre's Medical Services Clinic provides a wide range of medical services for U of T students. These services include routine health care services, such as [sexual and reproductive health counselling](#), [allergy care](#), [nutrition consultation](#), and support with many other health concerns. Call the medical services clinic at 416-978-8030 ext. 2 to schedule an appointment or [explore services online](#).

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