

## **GGR 1110H: Issues in Geographic Thought and Practice**

Thursdays at 10am-12 noon

Zoom and Quercus

### Instructor: Sharlene Mollett

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Office Hours: By appointment

### Course Description

How do geographers go about addressing the challenges and problems of the world? How does the wider context (social, institutional, environmental...geographical!) shape the kinds of issues geographers examine, how these issues are framed, and how they are addressed? How do broad intellectual currents influence the work that is done in geography (and vice versa), and how do we understand the relationships between the broad intellectual currents and the “world out there”? Consistent with current emphasis in critical geography, all geographers, whether explicit or not, are using both theory and so politics in their work, along with some implicit or explicit problem statement in framing what they look at and what are they trying to explain. Even the choice of phenomena to examine is a political choice. Thinking carefully about these issues helps to understand the relationship between scholarship (geographical or otherwise) and the “real world”, while at the same time facilitating reflexive and careful consideration of research topics and approaches. This is, in our view, preferable to relying uncritically on policy or academic discourses and their prevailing theories, debates, questions, and approaches.

### Learning Outcomes

In this course students will

- become familiar with geographic subfields and current debates in human geography via readings, oral and written assignments, and informal/formal presentations;
- begin to define disciplinary frameworks in relation to research interests
- strengthen oral and written communication skills via a commentary essay, article presentations, and a final writing assignment;
- become aware of disciplinary practices regarding journal publishing, conference presentations, writing abstracts; editing one’s own work, grant writing
- begin to think through and build comprehensive reading lists

### Course Organization

All readings (Except required text) will be accessible through Quercus, Library Course Reserves Tab and can also be located via google scholar while connected with your UTORID. We will meet on Zoom, each Thursday from 10am-12noon. Quercus will be used for regular communications and for assignment submission. However, for quick replies please write me directly at

[sharlene.mollett@utoronto.ca](mailto:sharlene.mollett@utoronto.ca)

## Assignments and Evaluation

### Assignment 1 – DISCUSSION LEAD

#### A. Discussion Lead (20%)

Each graduate student will lead class discussion on a single article twice (2x). Each presentation should fall between 15-20 minutes. The first presentation aims to focus on **one** article and can be informal. The second presentation must substantively link a primary article to **two** other readings (from previous weeks). This presentation is meant to be formal and presented with visuals (PowerPoint, Prezi etc). Students are free to design presentations but they should be informative, highlight overall themes and illustrate geographic perspectives. Presentations should aim to articulate the timeliness of the themes and scholarly debates covered by the readings i.e. news report, new policy announcement, new laws etc. Students will sign up for presentations the first week of class. A schedule will be posted on Quercus once complete. *Further instructions are forthcoming.*

### Assignment 2-RESEARCH COMMENTARY

#### B. Research Commentary (20%)

Due: October 12<sup>th</sup> 2020

Activist scholarship and public scholarship is a growing arm in the discipline of geography. There are many ways to engage as a scholar-activist. One way is through participation in public debates around your area of expertise. Commentaries are a creative and efficient way to “test out” an argument and make a polemical statement based on research. For this course, students are responsible for writing a commentary of 1200 words.

The objective of this assignment is as follows:

- Commentaries require that we follow global current events and link our research expertise to the “real world”;
- This assignment requires that students begin to think about a research paper topic early in the course as commentary topics are aimed to get you started on defining and framing research papers/areas of interest;
- Activist scholarship requires clarity in writing and communication; skilled commentary writers aim for clarity and accessible language as a way to reach the broader field of human geography.  
All submissions are expected to be well-written.
- Papers must be single-spaced, 12 Font and may not exceed 1200 words. (Further instructions forthcoming)

## Assignment 3-PARTICIPATION

### C. Class Participation 20%

Participation grades are earned through active engagement in class discussions. Discussion will comprise a great deal of class time. It is expected that students will contribute by posing questions, raising issues for commentary, using the text to inform your commentary and analysis, listen closely to others, and respectfully engage with their views. We will work together to become more fluent with the debates and insights embedded in the readings. It is a goal of this course to learn from one another. If you are unable to meet, it is expected that grads write a 500 word comment that attends to at least two articles for that particular week. These comments are to be submitted into our Discussion forum in Quercus so that others may respond accordingly.

The discussion forum in Quercus is also a useful place to post relevant news articles and reports that are relevant to the course/program and can be a subject of discussion during our meetings.

#### Keeping up with readings

It is expected that grads will keep on track with the work. A good strategy for class readings discussions is to focus on the purpose and stated intent of the author. Did the author successfully address what they stated that they would? Are the supporting examples convincing? Why and why not? Why is the argument important?

You may also critically analyze the literature. However, please keep in mind it is not enough to say the writing is poor and “I don’t understand the author’s argument”. You have to explain what you did understand and what makes the author’s argument less compelling to you. A good way to evaluate the readings is to discuss the way the readings help you understand or explain a topic/event/concept that you are interested in pursuing in your own work/research/general interest etc. Critique is important and I am open to student critique of the readings, however, I urge students to work hard to understand the author’s positioning first, before you embrace and/or dismiss the readings. We cannot critically analyze the literature if we do not understand the argument.

In addition, to develop critical reading skills often requires reading articles more than once. I suggest reading an article and taking notes at the same time. Then re-read either the entire article again, or the introduction and conclusion. Ask, what is the author’s main argument, what is the author’s lens (framework) and strategy to illustrate the arguments, and what are the main lines of evidence? For books, try to do a close reading the first time (with note taking) but read the introduction and conclusions twice.

## Assignment 4 – FINAL PAPER

D. Final Paper—Due December 28th (40%)

My philosophy for this assignment is that students write on a topic and format that is not only of interest, but that can serve to bolster intellectual development in the program. For this course, grads may choose between writing a literature review and research paper. If you want to suggest another format, feel free.

Final Papers will aim to be roughly 7000 words—detailed instructions will be forthcoming.

ALL FORMATS MUST BE APPROVED BY SHARLENE MOLLETT

### Late Penalties

There is a 2.5 % late penalty for late submissions. Extension requests should be avoided. However, extensions may be granted without penalty for reasons of accommodation, illness or emergencies when appropriate documentation is submitted to the instructor. Reweighting of assignments/grades is not permitted.

### Required Text

Maynard, R. 2017. *Policing Black lives: State violence in Canada from slavery to the present*. Fernwood Publishing.

(Library course reserves and available for purchase at [Amazon.ca/Fernwood Publishing](https://www.amazon.ca/Fernwood-Publishing))

### Course Schedule

#### Week 1 – September 10th

Welcome and Introductions

#### Week 2 – September 17<sup>th</sup>

Political Geographies

Gregory, D., 1995. Imaginative geographies. *Progress in human geography*, 19(4), pp.447-485.

Power, M. and Kirshner, J., 2019. Powering the state: The political geographies of electrification in Mozambique. *Environment and Planning C: Politics and Space*, 37(3), pp.498-518.

Akhter, M., 2018. Geopolitics of the belt and road: Space, state, and capital in China and Pakistan. In *Logistical Asia* (pp. 221-241). Palgrave Macmillan, Singapore.

#### Indigenous Geographies

Coulthard, G.S., 2007. Subjects of empire: Indigenous peoples and the ‘politics of recognition’ in Canada. *Contemporary political theory*, 6(4), pp.437-460.

Simpson, A., 2016. The state is a man: Theresa Spence, Loretta Saunders and the gender of settler sovereignty. *Theory & Event*, 19(4).

### Optional

Agnew, J., 2016. Political geography. *International Encyclopedia of Geography: People, the Earth, Environment and Technology*, pp.1-21.

Desbiens, C., 2016. Imaginative geographies. *International Encyclopedia of Geography: People, the Earth, Environment and Technology: People, the Earth, Environment and Technology*, pp.1-6.

## Week 3 – September 24<sup>th</sup>

### Economic Geographies

Lowe, L. 2015. *Intimacies of Four Continents*. Duke University. Pgs 1-41(chapter 1)

Crane, A., Elwood, S. and Lawson, V., 2020. Re-Politicising Poverty: Relational Re-conceptualisations of Impoverishment. *Antipode*, 52(2), pp.339-351.

Sheppard, E., Sparks, T. and Leitner, H., 2020. World class aspirations, urban informality, and poverty politics: A North–South comparison. *Antipode*, 52(2), pp.393-407.

Yeh, E.T. and Wharton, E., 2016. Going West and Going Out: discourses, migrants, and models in Chinese development. *Eurasian Geography and Economics*, 57(3), pp.286-315.

### *Optional*

Lee, S.O., Wainwright, J. and Glassman, J., 2018. Geopolitical economy and the production of territory: The case of US–China geopolitical-economic competition in Asia. *Environment and Planning A: Economy and Space*, 50(2), pp.416-436.

Paudel, D., Rankin, K. and Le Billon, P., 2020. Lucrative Disaster: Financialization, Accumulation and Postearthquake Reconstruction in Nepal. *Economic Geography*, pp.1-24.

Barnes, T. and Christophers, B. 2018. Why Economic Geography is good for you? In *Economic Geography*, John Wiley and Sons. p. 1-22

## Week 4 – October 1<sup>st</sup>

### Historical and Cultural Geographies

Saldaña-Portillo, M.J., 2016. *Indian given: Racial geographies across Mexico and the United States*. Duke University Press. 1-31

De Leeuw, S., 2016. Tender grounds: Intimate visceral violence and British Columbia's colonial geographies. *Political geography*, 52, pp.14-23.

Bonilla, Y., 2020. The coloniality of disaster: Race, empire, and the temporal logics of emergency in Puerto Rico, USA. *Political Geography*,

Domosh, M., 2013. Geoeconomic imaginations and economic geography in the early twentieth century. *Annals of the Association of American Geographers*, 103(4), pp.944-966.

### Optional

Lovell, W.G., 2020. From Columbus to Covid-19: Amerindian Antecedents to the Global Pandemic. *Journal of Latin American Geography*, 19(3), pp.177-185.

Van Sant, L., Hennessy, E., Domosh, M., Arefin, M.R., Hennessy, E., McClintock, N., Mollett, S. and Van Sant, L. eds., 2020. Historical geographies of, and for, the present. *Progress in Human Geography*, 44(1), pp.168-188.

## Week 5 – October 8<sup>th</sup>

### Feminist Geographies

Silvey, R. and Parreñas, R., 2019. Precarity chains: Cycles of domestic worker migration from Southeast Asia to the Middle East. *Journal of Ethnic and Migration Studies*, pp.1-15.

Smith, S.H., 2009. The domestication of geopolitics: Buddhist-Muslim conflict and the policing of marriage and the body in Ladakh, India. *Geopolitics*, 14(2), pp.197-218.

McDowell, L. and Harris, A., 2019. Unruly bodies and dangerous spaces: Masculinity and the geography of 'dreadful enclosures'. *Urban studies*, 56(2), pp.419-433.

Naylor, L., Daigle, M., Zaragocin, S., Ramírez, M. M., & Gilmartin, M. (2018). Interventions: Bringing the decolonial to political geography. *Political Geography*, 66, 199–209.

### *Optional*

Bonds, A., 2020. Race and ethnicity II: White women and the possessive geographies of white supremacy. *Progress in Human Geography*, 44(4), pp.778-788.

Elwood, S. and Leszczynski, A., 2018. Feminist digital geographies. *Gender, Place & Culture*, 25(5), pp.629-644.

## Week 6 – October 15<sup>th</sup>

## Political ecologies I: Land and Water Frontiers

Blomley, N. (2008). Simplification is Complicated: Property, Nature, and the Rivers of Law. *Environment and Planning A: Economy and Space*, 40(8), 1825–1842. <https://doi.org/10.1068/a40157>

Gururani, S., 2019. Cities in a world of villages: agrarian urbanism and the making of India's urbanizing frontiers. *Urban Geography*, pp.1-19.

Peluso, N.L., 2017. Plantations and mines: Resource frontiers and the politics of the smallholder slot. *The Journal of Peasant Studies*, 44(4), pp.834-869.

### Feminist political ecologies

Mollett, S., 2017. Irreconcilable differences? A postcolonial intersectional reading of gender, development and Human Rights in Latin America. *Gender, Place & Culture*, 24(1), pp.1-17.

Sultana, F., 2020. Embodied Intersectionalities of Urban Citizenship: Water, Infrastructure, and Gender in the Global South. *Annals of the American Association of Geographers*, pp.1-18.

### Optional

Mollett and Faria, Messing with Gender in Feminist Political Ecology. *Geoforum*, (45): 116-125

## Week 7 – October 22<sup>nd</sup>

### Urban Geographies

Cowen, D., 2019. Following the infrastructures of empire: Notes on cities, settler colonialism, and method. *Urban Geography*, pp.1-18

Muñoz, L., 2018. Tianguis as a possibility of autogestion: street vendors claim rights to the city in Cancún, Mexico. *Space and Culture*, 21(3), pp.306-321.

Bhan, G. Caldeira, T. Gillespie, K., AbdouMaliq, S., 2020. The Pandemic, Southern urbanisms and Collective Life. [Society and Space](#).

### Urban political ecologies

Heynen, N., 2016. Urban political ecology. *International Encyclopedia of Geography: People, the Earth, Environment and Technology: People, the Earth, Environment and Technology*, pp.1-9.

Doshi, S., 2019. Greening displacements, displacing green: Environmental subjectivity, slum clearance, and the embodied political ecologies of dispossession in Mumbai. *International Journal of Urban and Regional Research*, 43(1), pp.112-132.

### Optional

Roy, A., 2016. Who's afraid of postcolonial theory? *International Journal of Urban and Regional Research*, 40(1), pp.200-209.

Ramírez, M. M. 2020. “City as Borderland: Gentrification and the Policing of Black and Latinx Geographies in Oakland.” *Environment and Planning D: Society and Space* 38 (1): 147–66.

Faria, C. et al. 2020. “You Rise Up...They Burn You Again”: Market Fires and the Urban Intimacies of Disaster Colonialism. *Transactions for the Institute of British Geographers*.

## Week 8 – October 29<sup>th</sup>

### Black Geographies

McKittrick, K., 2011. On plantations, prisons, and a black sense of place. *Social & Cultural Geography*, 12(8), pp.947-963.

Shabazz, R., 2012. So High You Can't Get Over It, So Low You Can't Get Under It. In *Black Genders and Sexualities* (pp. 157-172). Palgrave Macmillan, New York.

Bledsoe, A. and Wright, W.J., 2019. The anti-Blackness of global capital. *Environment and Planning D: Society and Space*, 37(1), pp.8-26.

Hirsch, L.A., 2020. In the wake: Interpreting care and global health through Black geographies. *Area*, 52(2), pp.314-321.

### Optional

Pulido, L., 2017. Geographies of race and ethnicity II: Environmental racism, racial capitalism and state-sanctioned violence. *Progress in Human Geography*, 41(4), pp.524-533.

Woods, C., 2005. Do you know what it means to miss New Orleans?: Katrina, trap economics, and the rebirth of the blues. *American Quarterly*, 57(4), pp.1005-1018.

McKittrick, K., 2019. Rift. *Keywords in Radical Geography: Antipode at 50*, pp.243-247.

## Week 9 – November 5<sup>th</sup>—NO CLASS

## Week 10 – November 12<sup>th</sup>

### Political Ecologies II: Conservation

Mollett, S., 2011. Racial narratives: Miskito and *colono* land struggles in the Honduran Mosquitia. *cultural geographies*, 18(1), pp.43-62.

Duffy, R., 2016. War, by conservation. *Geoforum*, 69, pp.238-248.

Youdelis, M., Nakoochee, R., O'Neil, C., Lunstrum, E. and Roth, R., 2020. "Wilderness" revisited: Is Canadian park management moving beyond the "wilderness" ethic?. *The Canadian Geographer/Le Géographe canadien*, 64(2): 232-249.

Chung, Y.B., 2019. The grass beneath: Conservation, agro-industrialization, and land–water enclosures in postcolonial Tanzania. *Annals of the American Association of Geographers*, 109(1), pp.1-17.

#### Optional

Wainwright, J.D. and Zempel, C.L., 2018. The colonial roots of forest extraction: rosewood exploitation in Southern Belize. *Development and Change*, 49(1), pp.37-62.

Peluso, N.L. and Vandergeest, P., 2020. Writing Political Forests. *Antipode*.

Devine, J.A., Wrathall, D., Currit, N., Tellman, B. and Langarica, Y.R., 2020. Narco-cattle ranching in political forests. *Antipode*, 52(4), pp.1018-1038.

### Week 11 – November 19<sup>th</sup>

#### Transport Geographies

Widener, M.J., Minaker, L., Farber, S., Allen, J., Vitali, B., Coleman, P.C. and Cook, B., 2017. How do changes in the daily food and transportation environments affect grocery store accessibility?. *Applied geography*, 83, pp.46-62.

Farber, S., Mifsud, A., Allen, J., Widener, M.J., Newbold, K.B. and Moniruzzaman, M., 2018. Transportation barriers to Syrian newcomer participation and settlement in Durham Region. *Journal of Transport Geography*, 68, pp.181-192.

Higgins, C.D. & Kanaroglou, P.S. 2018. Rapid Transit, Transit-Oriented Development, and the Contextual Sensitivity of Land Value Uplift in Toronto. *Urban Studies*. 55(10), 2197-2225.

### Week 12 – November 26<sup>th</sup>

#### Queer geographies

Wilson, A., 2019. Queer Anthropology. *Cambridge Encyclopedia of Anthropology*.

Oswin, N., 2010. The modern model family at home in Singapore: A queer geography. *Transactions of the Institute of British Geographers*, 35(2), pp.256-268.

Rosenberg, R.D., 2020. Negotiating racialised (un) belonging: Black LGBTQ resistance in Toronto's gay village. *Urban Studies*,

Meer, T. and Müller, A., 2017. "They treat us like we're not there": Queer bodies and the social production of healthcare spaces. *Health & Place*, 45, pp.92-98.

*Optional*

Johnston, L., 2016. Queer Geographies. *International Encyclopedia of Geography: People, the Earth, Environment and Technology: People, the Earth, Environment and Technology*, pp.1-10.

Haritaworn, J., 2019. On These Bones: The Queer Regenerations of the Toronto Gay Village Serial Killings. *TOPLA: Canadian Journal of Cultural Studies*, 40, pp.15-41.

Week 13 – December 3<sup>rd</sup>

Geographies of power in Canada: “This land is ‘our’ land”

Maynard, R. 2017. *Policing Black lives: State violence in Canada from slavery to the present*. Fernwood Publishing. (entire book)

## Graduate Course Policies

### Important Dates

Graduate courses are normally a minimum of 2-3 hours/week for 12 weeks. Reading week is optional for graduate courses. If observed, the instructor will inform the class and provide a make-up date for the missed class.

#### Fall 2020

July 30, 2020	Course enrolment opens
September 8, 2020	F (fall) and Y (fall-winter) session graduate courses and seminars begin
September 11, 2020	Final registration deadline
September 21, 2020	Deadline to add F (fall) and Y (fall-winter) session courses
October 26, 2020	Deadline to drop Fall courses
October-November 2020	Undergraduate reading week*

#### Winter 2020

January 4, 2021	S (winter) session graduate courses and seminars begin
January 13, 2021	Grades for F (fall) courses available for viewing on ACORN
January 18, 2021	Deadline to add S (winter) session courses
February 22, 2021	Deadline to drop S (winter) and Y (fall-winter) session courses
April 16, 2021	Grade deadline for students graduating in June 2021

#### Summer 2021

May 3, 2021	Summer F (May-June) and Y (May-August) session graduate courses and seminars begin
May 19, 2021	Grades for S (winter) and Y (fall-winter) courses available for viewing on ACORN
May 28, 2021	Final date to drop F (May-June) session courses without academic penalty
June 7, 2021	Summer S (July-August) session graduate courses and seminars begin
July 14, 2021	Grades for F (May-June) courses available for viewing on ACORN

\* Reading week applies to undergraduate programs, and is optional for graduate courses, at the discretion of the instructor. If observed, the instructor will inform the class and provide a make-up date for the missed class. This may include an extra class at the end of term. Fall reading week dates: UTSC – October 10-16; UTM – October 13-16; UTSG – November 9-13. Winter reading week dates: UTSC – February 13-19; UTM – February 16-19; UTSG – February 16-19.

### Course Syllabi

A final course syllabus, which includes all assignments, deadlines and weighting of methods of evaluation, must be made available to all students enrolled in the course as early as possible, no later than the deadline for enrolling in classes. Changes to the methods of evaluation or their relative weights cannot be made after this date without the consent of a simple majority of students in the class, provided a vote is announced at the previous class meeting.

### Late Assignments

Instructors are not obligated to accept late work, except where there are legitimate, documented reasons beyond a student's control. In such cases a late penalty is not normally applied. In all other circumstances, if an instructor intends to accept and apply penalties to late assignments this will be clearly set out in the syllabus.

## Attendance and Participation

Although attendance makes up no more than 20% of the final course grade, regular and consistent attendance in graduate courses is expected. Most graduate courses are seminar style classes, which involve collaborative work and in-class discussions with other students and instructors. Students who are unable to attend class each week must inform the instructor as early as possible.

## Accessibility and Accommodations

The University of Toronto is committed to accessibility. If you require accommodations because you are disabled, or have any accessibility concerns about the course, the classroom or course materials, please contact [Accessibility Services](#) as soon as possible.

Where there is an accommodation recommended by Accessibility Services, the department and/or instructors will be provided with an accommodation letter.

## Academic Integrity

Academic misconduct by graduate students is taken very seriously. The University's policy on academic misconduct is found in the Code of Behaviour on Academic Matters (the Code). Students in graduate studies are expected to commit to the highest standards of integrity and to understand the importance of protecting and acknowledging intellectual property. For example, it is assumed that they bring to their graduate studies a clear understanding of how to cite references appropriately, thereby avoiding plagiarism.

Regarding plagiarism, the Code includes the following statements:

*B.i.1. It shall be an offence for a student knowingly:*

*(d) to represent as one's own idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e., to commit plagiarism.*

*Wherever in the Code an offence is described as depending on "knowing," the offence shall likewise be deemed to have been committed if the person ought reasonably to have known.*

Other academic offences include the possession and/or use of unauthorized aids in examinations, submitting the same paper for different courses, forgery (whether of academic records or other documents), concocting facts or references to sources, personating someone, and other forms of cheating and academic dishonesty. Please refer to sections B.i.1. and B.i.3. in the Code for detailed descriptions of offences applicable to students.

The [SGS Academic Integrity Resources](#) webpage outlines the policy on academic misconduct and the process for handling an allegation of academic misconduct.

## Coursework Extensions

The authority to grant an extension to submit coursework beyond the sessional grade deadline is with the department and not the instructor of the course. To request a formal extension, students must submit a Coursework Extension Form, completed by both the student and course instructor, to the relevant graduate department prior to the final grade deadline.

In order to ensure fairness in granting extensions, the department must be reasonably certain that:

- The reasons for delay are serious and substantiated.
- The student is not granted unfair advantage over other students in the course.
- The student has a reasonable chance of completing the outstanding work within the time allotted.
- The normal and satisfactory completion of any new coursework is not in jeopardy.

Extension requests for medical reasons (e.g. short-term illness) must be accompanied by a medical note. Extension requests for students with accommodations due to disability must be supported by documentation from Accessibility Services. Extension requests for other reasons must be detailed in the form or a note to the department.

## Religious Accommodations

Students must alert instructors in a timely fashion to any upcoming religious observances and anticipated absences. Instructors will make every reasonable effort to avoid scheduling tests, exams or other compulsory activities at these times. In the case of an unavoidable conflict with a compulsory activity, every reasonable effort is made to give students the opportunity to make up missed work.

## Course Enrolment and Quercus

Acorn is the only indicator of official course enrolment; Quercus is not. Students enrolled in Acorn will be automatically populated to a course's Quercus site within 24 hours of enrolling. In some cases, if a student is on a course wait list or there is another delay in processing registration an instructor may give a student access to Quercus as a guest. This will not constitute official enrolment and students are responsible for making sure the course is added correctly using Acorn.

## Auditing

Students who wish to audit a course must obtain permission directly from the course instructor within the first week of class. Permission is subject to available space and can only be granted by the course instructor.

Only registered students at the University of Toronto may audit courses. Auditing entitles a student to attend lectures only. Students may not submit any written work, attend labs/tutorials or write tests/exams. The student will not be enrolled in the course and the course will not appear on their transcript. The department does not provide certificates of attendance.

## Reading Courses

Reading courses allow students to complete coursework in topics not covered by current course offerings in Geography or Planning. The [Reading Course Form](#) must be accompanied by a brief course outline.

## Copyright in Instructional Settings

If a student wishes to record (tape, video, photograph, etc.) any lecture presentations or other similar materials provided by the instructor; the instructor's written consent must be obtained beforehand. Otherwise, all such reproduction is infringement of copyright and prohibited. In the case of private use by students with disabilities, the instructor's consent shall not be unreasonably withheld.