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## ***Sexual Violence and Citizenship***

**Winter 2023 – cross listed in**

University of Waterloo

Department of Gender and Social Justice

GSJ 271

St. Jerome's University in the University of Waterloo

Department of Sexuality, Marriage and Family Studies

SMF 200

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*I would first like to respectfully acknowledge that the University of Waterloo is on the traditional territory of the Neutral, Anishinaabeg and Haudenosaunee peoples. It is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometers on each side of the Grand River.*

*When we talk about sexual violence, we cannot do so without highlighting the fact that Canada as a nation is built upon a fundamental lack of consent of Indigenous Peoples.*

*Sexual violence is intimately intertwined in Indigenous peoples past and ongoing traumas from colonization and we must recognize that sexual violence continues to be used today as a tool of colonization and war.*

### **Instructor Information**

Instructor: Stacey Jacobs

Office: SH 2220

Office Hours: Tuesdays 5:30 – 6:30 or by appointment

Email: [s3jacobs@uwaterloo.ca](mailto:s3jacobs@uwaterloo.ca)

### **Class Information**

Time and Date: Tuesday and Thursday 4:00 – 5:20pm in-person

Location: SJ2 2003

Discussion of sexual violence can provoke emotional responses in people. These emotional responses could be relief, embarrassment, sadness, anger, fear, stress, anxiety...

We will be openly discussing sexual violence in this class.

Students must make an autonomous, informed decision about enrolling in this class.

Self-care and community care is an important part of life and an important skill to learn. We should think of it as a priority and a necessity, not a luxury.

### Correspondence

- Please email or schedule a meeting. It is nice to hear from students and get to know you better. I am available to discuss class material, class readings, course assignments and supports & resources
- Please contact me if you are having health concerns or stressors in your life that are compromising your ability to complete the course successfully. In my experience the earlier you bring this to my attention, the better I can support you.

**Email Protocol:** When emailing please include your first and last name and the course code in the subject line (e.g. Stacey Jacobs SMF 200/GSJ 271). Begin each email with an appropriate salutation (e.g. Hi Stacey, hope you are having a good day!) and end with an appropriate closing (e.g. Thank you).

**Email Response:** I will usually respond to your email within 1-2 days, excluding weekends. If you have not heard from me within 72hrs please resend your email.

### Course Description

This course examines sexual violence and sexual citizenship from a theoretical, practical and actionable framework. It unpacks the potential role individuals, communities, institutions and societies have in awareness, prevention, education and response of and to sexual violence. Topics may include consent culture, sexual violence culture, the role of gender in sexual negotiation and sexual pleasure, active bystander intervention, sexual violence policy, #MeToo Movement and responding to disclosures of sexual violence.

No pre-requisite

### Course Goals and Learning Outcomes

During our time together you will be invited to share your questions, thoughts, ideas and reflections on the course material. It is my goal that you will learn from the assigned readings, lectures, assignments and from one another. It is also my goal that you will increase your comfort and knowledge of the topic, as well as question how we can support change and challenge existing social norms, myths, institutions and ways of life that allow the continuation of sexual violence.

Upon completion of this course, students should be able to:

- A. Identify and critically reflect upon the meaning of sexual violence and citizenship for self and others, while working with others to create a learning environment that is exploratory, respectful, safe, and inclusive for you, your classmates, guest speakers and instructor.
- B. Understand how sexual violence is impacted by, and intersects with: race, age, gender, sexual orientation, ability/disability, overall health and well-being, the health care system, the law enforcement system, culture, religion, income, body image, family relationships, societal expectations, media and education.
- C. Recognize and challenge potentially harmful normative scripts, social norms and myths surrounding sexual violence in Canada.
- D. Reflect on your own experiences, education, values, beliefs, assumptions, and biases in relation to the various dimensions of sexual violence and citizenship.

**Required Text:** Hirsch, J.S. & Khan, S (2020). *Sexual Citizens: Sex, power, and assault on campus*. W.W. Norton & Company

### Readings

Some classes have required readings, listed below and listed on the schedule. Every week will have additional readings that ARE NOT MANDATORY but can be beneficial to understanding the topic of that class. You can also use these additional readings for assignments. The additional readings can be found in LEARN under content for each week. They will be under the heading “Additional”

### Required Readings

#### Class 2

Borges, A. (2017, Oct 18). 21 Self-Care Tips Sexual Assault Survivors Might Need Right Now. *BuzzFeed. News*. [21 Self-Care Tips Sexual Assault Survivors Might Need Right Now \(buzzfeed.com\)](https://www.buzzfeed.com/21-self-care-tips-sexual-assault-survivors-might-need-right-now)

#### Class 3

Wong, J (2021, Sept 26). Consent courses, training about campus sexual violence exist, but students and experts say more is needed. *CBC*. [Consent courses, training about campus sexual violence exist, but students and experts say more is needed | CBC News](https://www.cbc.com/news/consent-courses-training-about-campus-sexual-violence-exist-but-students-and-experts-say-more-is-needed)

#### Class 9

Gordon, A. (2020). *What We Don't Talk About When We Talk About Fat*. Beacon Press

\*\*we will only be discussing Chapter 5: The Desirability Myth

#### Class 13

Fischer, K. (2022, Nov 8). When Dating Violence is a Taboo Topic: College's struggle to make a sexual assault education culturally relevant. *The Chronicle of Higher Education*. [When Dating Violence Is a Taboo Topic \(chronicle.com\)](https://www.chronicle.com/article/When-Dating-Violence-Is-a-Taboo-Topic)

**Class 17**

Morin, B. (2020, Sept 7). Indigenous women are preyed on at horrifying rates. I was one of them.

*The Guardian*. [Indigenous women are preyed on at horrifying rates. I was one of them | Brandi Morin | The Guardian](#)

**Class 21**

Singh, S. & Francis, A. (2022, May 19). Black people deal with hair discrimination everywhere. Will Canada take a cue from the U.S.'s CROWN Act and end it? *Toronto Star*.

[Will Canada legislate hair discrimination? | The Star](#)

**Course Requirements and Assessment**

Assessment	Date of Evaluation	Weighting
<b>Online Training</b>		
Responding to Disclosures of Sexual Violence Training	Monday Jan 30	5%
<b>Tests – 35% of total mark</b>		
Test 1	Feb 11 – Feb 17	15%
Test 2 (not cumulative)	April 1 – April 6	20%
<b>Assignments – 60% of total mark</b>		
Consent Critical Analysis	Friday March 3	25%
Knowledge Mobilization Assignment	Thursday April 13	35%
<b>Total</b>		<b>100%</b>

**Test #1: Saturday Feb 11 at 8am – Friday Feb 17 at 11:59pm**

The test will be an online multiple-choice test that can be accessed through LEARN under submit, then quizzes. It will cover material from Week 1, 2, 3, 4, 5 & 6 which includes information from our textbook *Sexual Citizens*, assigned readings, lectures and guest lectures. You can begin the test anytime between 8am on Saturday Feb 11 and 11:59pm on Friday Feb 17. However, once you begin the test you will have a limited amount of time to complete the test questions. All tests are open book; however, you will not be given enough time to look up each answer meaning studying is recommended :)

### **Test #2: Saturday April 1 at 8am – Thursday April 6 at 11:59pm**

The test will be an online multiple-choice test that can be accessed through LEARN under submit, then quizzes. It will cover material from Week 7, 8, 9, 10 & 11 which includes information from our textbook *Sexual Citizens*, assigned readings, lectures and guest lectures. You will not be tested on material from week 12 but are expected to attend class. You can begin the test anytime between 8am on Saturday April 1 and 11:59pm on Thursday April 6. However, once you begin the test you will have a limited amount of time to complete the test questions. All tests are open book; however, you will not be given enough time to look up each answer meaning studying is recommended :)

### **Responding to Disclosures of Sexual Violence Training - Due Monday January 30 by 11:59pm**

Follow this link <https://www.respondingtodisclosuresoncampus.com/> to Responding to Disclosures of Sexual Violence on University and College Campuses in Ontario website. Once on the website click “Take the Training” (blue bubble in middle). Next click “Take the Training here”. You will have to go back to this page and click on “Get your certificate and evaluate the site here” once you complete the training. In order to receive your 5% you must email your certificate to me by Monday January 30<sup>th</sup> at 11:59pm.

Complete the entire training and watch each video. Although the training was designed for employees, I think it is beneficial for everyone. We will discuss the training in class on January 31<sup>st</sup> and have our own Responding to Disclosures Training in class on Feb 2. The online training will act as a base.

### **Consent Critical Analysis – Due Friday March 3 by 11:59pm**

Media plays an influential role in many people’s lives. It portrays relationships, social interactions and sexual behaviours. Media can be educational and it can also be harmful – often portraying interactions as non-consensual and normalizing this type of behaviour. For this assignment you will be asked to find an example from a movie or TV show which is **non-consensual** and describe how you would change it to make it consensual. If you would like to use another form of media, please ask before doing so.

For this assignment students will:

- Describe what consent means to you (half page – one page)
- Describe how you use consent in your life and/or how you would like to use consent in your life (half page – one page)
- Describe the movie or TV show you choose (half page)
- Describe what is non-consensual about it (half page – one page) – it can be sexual or non-sexual in nature
- Describe how it could have been portrayed in a **consensual** manner – rewrite the script to make it consensual (one-two pages)

The assignment should be 4 – 6 pages, double spaced, 12-point font. The assignment must be submitted on LEARN. **Please use subheadings.** For more information and a rubric please refer to assignment instructions under content in LEARN.

## Knowledge Mobilization Assignment – Due Thursday April 13 by 11:59pm

*To Mobilize:* to bring together, to prepare for action, succeeding in encouraging people to take action

The ability to “mobilize knowledge” and communicate scholarly and community work accessibly to a wide audience is a corner stone of social justice activism and an important way to make social and systemic change. It may inform public debate, policy or practice. It may enhance services. It may inform the decisions and processes of people in government, business, media and within communities.

Sexual violence is an often uncomfortable and misunderstood topic for people, and yet it impacts everyone whether they realize it or not. The goal of this assignment is to think through how we can build consent culture and make positive change in the prevention of sexual violence.

For your final project you will be asked to select a specific topic related to sexual violence (e.g. femmephobia, misogyny, sexual violence policy, consent culture, anti-human trafficking, stalking, sexual harassment in the workplace) as well as select a knowledge mobilization medium (some of which are listed below) and explain how you will use the medium to “mobilize” what you have learned in the course about sexual violence and your topic. How will you create positive, forward moving change using your medium.

For this assignment students will:

- Select a topic about sexual violence – it can be a topic discussed or mentioned in class or a new topic
- Select a knowledge mobilization medium (some listed below) – Be creative! You are not limited to the examples below
- Obtain approval for your topic and medium no later than Monday March 20<sup>th</sup>
- Create your medium
- Your medium must be accompanied by a document containing:
  - Description of your topic
  - Description of your medium
  - Your target audience (e.g., parents, teenagers, 2SLGBTQIA+ community members, men’s sports team, University students, healthcare workers, teachers, etc.)
  - Your rationale for choosing this audience
  - A description of how your medium can mobilize knowledge about your topic to your chosen audience
  - The key concepts you aim to deliver
- Apply/use course material, concepts, research and theory from lectures, guest lectures, Sexual Citizens text, required readings, additional readings, discussions etc.
- You must cite/use a minimum of 3 sources from class (e.g. Sexual Citizens text, required readings, additional readings, YouTube videos, information from websites etc.)
- You must cite/use a minimum of one additional Journal Article not used in class that is from the last 7 years
- In total you must cite/use a minimum of 4 sources, but you are welcome to cite more

Knowledge Mobilization Mediums could include:

- Tedx-style talk
- Podcast episode
- Workshop exercise
- Op-ed/article
- Short play
- Interactive theatre
- Fictional short story
- Non-fiction short story
- Infographic series
- Pamphlet
- Comic strip series
- Part of a graphic novel
- Educational YouTube-style video
- Guest lecture at a College or University
- High school curriculum about your topic
- Song
- Commercial
- Instagram series
- Lunch and learn

**\*\*\* By Monday March 20<sup>th</sup> please submit on LEARN a short (half page) paragraph briefly describing your topic and the medium you intend to discuss. \*\*\***

Your assignment length will depend on the medium you choose; however it must be double-spaced, 12-point font. The assignment must be submitted on LEARN. If part of your assignment needs to be submitted in person, please let me know. You may use subheadings. For more information and a rubric please refer to assignment instructions under content in LEARN.

## Course Schedule

Class	Date	Topic	Readings
1	Jan 10	Welcome!  Introduction to the course and Instructor  Discussion of Syllabus	N/A
2	Jan 12	Finding Support  Group Contract  Language  Self-Care	21 Self-Care Tips Sexual Assault Survivors Might Need Right Now.
3	Jan 17	Definitions  Intersectionality  Social Location  Power and Privilege	Sexual Citizens - Introduction  Consent courses, training about campus sexual violence exist, but students and experts say more is needed.
4	Jan 19	Sexual Projects  Sexual Citizenship  Sexual Geographies	Sexual Citizens – Introduction  Sexual Citizens – Appendix A – Methodology  <b>Consent Week Jan 23 - 27</b>
5	Jan 24	Consent  Consent Culture  Sexual Violence Culture  Scripts and Norms	Sexual Citizens – Appendix A – Methodology  Sexual Citizens – Chapter 1



<b>Class</b>	<b>Date</b>	<b>Topic</b>	<b>Readings</b>
6	Jan 26	Policy 42 Business of Managing Risk Evaluation & Research	Monday January 30 – Responding to Disclosures Online Training Complete
7	Jan 31	Criminal Harassment (Stalking)	Sexual Citizens – Chapter 2, 3
8	Feb 2	How to Respond to a Disclosure of Sexual Violence and/or Harm	
9	Feb 7	The Desirability Myth  Fatphobia	What We Don't Talk About When We Talk About Fat – Aubrey Gordon – Chapter 5 – The Desirability Myth  Sexual Citizens – Chapter 4
10	Feb 9	Workplace Sexual Harassment	Test 1 opens Feb 11
11	Feb 14	Love as Social Justice  Pleasure Education	Sexual Citizens - Chapter 5
12	Feb 16	Kink/BDSM  Consent & Negotiation	Test 1 closes Feb 17
<b>READING WEEK Feb 18 - 26</b>			

Class	Date	Topic	Readings
13	Feb 28	Intimate Partner Violence	Sexual Citizens - Chapter 6  When Dating Violence is a Taboo Topic: Colleges struggle to make a sexual assault education culturally relevant.
14	Mar 2	Intimate Partner Violence continued	Sexual Citizens – Chapter 7  <b>Consent Critical Analysis Due March 3</b>
15	Mar 7	Anti-Human Trafficking	
16	Mar 9	Restorative Justice	
17	Mar 14	MMIWG2S	Sexual Citizens – Chapter 8  Indigenous women are preyed on at horrifying rates. I was one of them.
18	Mar 16	Politics, Policing  Technology, Rape Kits  Criminal Justice Responses	<b>Knowledge Mobilization Assignment – topic and medium submitted - Due Monday March 20th</b>
19	Mar 21	Choking	Sexual Citizens – Chapter 9
20	Mar 23	Femmephobia	
21	Mar 28	Active Bystander Intervention	Sexual Citizens – Conclusions  Black people deal with hair discrimination everywhere. Will Canada take a cue from the U.S.'s CROWN Act and end it?
22	Mar 30	Active Bystander Intervention continued	<b>Test 2 opens April 1</b>

Class	Date	Topic	Readings
23	Apr 4	Wrap up	
24	Apr 6	Moving Forward	Test 2 closes April 6
			Knowledge Mobilization Assignment Due April 13

### Late Work

All assignments are due on the date listed in the syllabus (above). Any assignment submitted after the due date will be subject to a 10% penalty per day, including weekends, unless we have made other arrangements. Please let me know as soon as possible if you cannot make the due date. This penalty does not apply to tests. If you cannot write a test in the time allotted, you must notify me BEFORE the test begins unless you are incapacitated. Acceptable documentation to support a medical or compassionate claim is required.

### COVID Contingency Plan

In the case of a short-term, long-term or complete cancellation of in-person classes our class will switch to an online (Microsoft Teams) synchronous class. Meaning we will continue to meet from 4:00 – 5:20 every Tuesday and Thursday. Lectures, Guest lectures and discussion will all occur online. If St. Jerome's remains open students are welcome to use our classroom during this time slot to join the class online.

Assignments will remain the same, all due dates will remain the same, tests will remain the same as these are already completed on LEARN.

If you cannot join in-person classes due to COVID isolation please reach out to me as soon as possible and together we will come up with a plan.

### Writing and Communication Centre

The Writing and Communication Centre (WCC) works with students as they develop their ideas, draft, and revise. Writing and Communication specialists offer one-on-one support in planning assignments, synthesizing, and citing research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence. [www.uwaterloo.ca/wcc](http://www.uwaterloo.ca/wcc).

**Please note** that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies but will not change or correct your work for you.

## Student Success Office

An excellent resource for many things including Academic Development. They have many learning resources including time management, online learning, succeeding on tests and exams, reading skills and life skills. <https://uwaterloo.ca/student-success/resources>

## Electronic Device Policy

In the spirit of creating a classroom environment conducive to learning and being in the moment, I ask that you restrict your laptop and smartphone use to classroom activities such as notetaking, accessing LEARN, etc. Please turn your phones to off or silent. In a shared learning environment, messaging, tweeting, googling, watching Netflix/You Tube, emailing etc. are distracting to other students, myself and guest speakers. Your respectful consideration of others is very much appreciated.

A 2018 study found that although students think they can multitask well, splitting attention between lecture and cellphone/ laptop use hinders long term retention, and those in class suffer from others' use of devices. [The Myth of Multitasking](#)

## Attendance Policy

Attendance will not be taken, participation marks will not be given. However, academic success and achievement of the course goals are facilitated by your participation and commitment to learning. It is my sincere hope that you are interested in the course content, and you want to engage in the learning process that is offered.

## Policy Regarding Illness or Accommodation

Students are entitled to a rescheduling of a test for legitimate medical or compassionate reasons or based on religious grounds. However, it is the student's responsibility to inform the instructor **prior** to the test, to discuss a make-up, and to provide acceptable documentation to support a medical, compassionate, or religious claim.

Students who were ill who contact the instructor after the test will generally not be granted a make-up test unless the illness incapacitated them - making it impossible for the student to contact the professor before the time of the test.

If you feel that you have a medical or personal problem that is interfering with your work, or has the possibility to interfere with your work (e.g. migraines, medication that is impeding studying, painful periods), you should contact your instructor and the Academic Counselling Office and/or Accessibility Services Office as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis.

## Academic Achievement

Students who are dissatisfied with their academic achievement are strongly encouraged to seek advice from a **study skills counsellor** through the Student Success Office (519-888-4567, Ext. 84410) prior to their next test/exam.

<https://uwaterloo.ca/student-success/>

The Student Success office offers one-on-one success coaching (appointment necessary), multiple choice workshops, and drop-in study sessions.

## A Note on Plagiarism

Plagiarism is one form of academic misconduct. A student guilty of plagiarism, the use of another person's thoughts and writings as their own, may experience disciplinary action in the form of academic penalties. In order to avoid plagiarism, a student must adhere to the following procedures:

1. Every statement of fact not generally known, and every opinion which is not arrived at independently requires a reference to the literature being used.
2. All direct quotations (i.e., text taken directly from the source) must be in quotation marks, or if a certain length (e.g., 40 words or more) must be indented and single-spaced. \*
3. Every quotation requires a reference, including page number. \*
4. In summarizing another person's words, a student would need to use different words and change the sentence structure of the original statements. Such paraphrases must also be referenced. \*

\* Comments pertaining to the formatting of citations and references are consistent with the APA referencing style (APA, 7th Ed.)

## Turnitin

**Turnitin.com:** Text matching software ([Turnitin®](#)) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin® in this course. It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

## Mental Health Services:

### On Campus

- Counselling Services: <https://uwaterloo.ca/campus-wellness/counselling-services>  
519-888-4567 655 Needles Hall Addition NH, 2401
- <https://wusa.ca/services/uw-mates> Mates: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from the Student Life Centre, beside St. Jerome's

### Off campus

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Extended Assessment Unit Phone: 519-749-4300 x6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): Support services for lesbian, gay, bisexual, transgender or questioning youth in Waterloo Region. Phone: 519-884-0000 x222

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

### [Health Services](#)

Call 519-888-4096 to schedule an appointment

Call 1-866-797-0000 for free 24/7 advice from a health professional

### **Sexual Violence Prevention & Response Office - SVPRO**

Supporting students, staff and faculty at UWaterloo who have experienced, or have been impacted by, sexual violence.

[Home | Sexual Violence Prevention and Response Office \(uwaterloo.ca\)](#)

Meaghan Ross, Sexual Violence Response Coordinator [svpro@uwaterloo.ca](mailto:svpro@uwaterloo.ca)

**Note for students with disabilities:** [AccessAbility Services](#), located in Needles Hall (Room 1401) at the University of Waterloo, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

### **Other Important Information**

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. Check [www.uwaterloo.ca/academicintegrity/](http://www.uwaterloo.ca/academicintegrity/) for more information.

**Grievance:** A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read the St. Jerome's University Policy on [Student Petitions and Grievances](#). When in doubt, please be certain to contact the St. Jerome's Advising Specialist, Student Affairs Office, who will provide further assistance.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing an academic offence, and to take responsibility for their actions. Check [www.uwaterloo.ca/academicintegrity/](http://www.uwaterloo.ca/academicintegrity/) for more information. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the St. Jerome's University Policy on [Student Discipline](#). For information on categories of offences and types of penalties, students should refer to University of Waterloo [Policy 71, Student Discipline](#). For typical penalties, check the [Guidelines for the Assessment of Penalties](#).

**Appeals:** A decision made or penalty imposed under the St. Jerome's University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome's University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an

appeal should refer to the St. Jerome's University Policy on [Student Appeals](#).

## Intellectual Property

Students should be aware that this course contains the intellectual property of their instructor, The University of Waterloo and St. Jerome's University. Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof)
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides)
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner)

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA, and/or St. Jerome's University for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA, or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).