Land Acknowledgement

We acknowledge that this course takes place upon the Dish with One Spoon Territory: the traditional lands of the Anishinaabeg/Anishinabek Niswi-Mishkodewinan Three Fires Confederacy and Mississauga, as well as the Attiwaneron (Neutral) Nation and the Rotinonshon:ni Six Nations Confederacy. The University of Waterloo’s main campus and all affiliated colleges are situated within Block 2 of the Haldimand Tract, land promised to the Rotinonshon:ni by the British Empire in 1784, which includes six miles on each side of the Grand River from mouth to source.

Winter 2022

Course Code: SDS 311R/SWREN 311R/LS 373
Course Title: Indigenous Peoples and Canadian Public Policy

Class Times/Location: Monday/Wednesday 10:00AM-11:20AM REN 2107

Instructor: Rowland Keshena Robinson
Office: STP 230
Office Hours: By Appointment. Please contact instructor to set a mutually agreeable time to meet.
Email: r4robins@uwaterloo.ca

Course Description

Indigenous Peoples and Canadian Public Policy is a theoretically and empirically informed course which examines the historical and ongoing colonial process in Canada, its interaction with the development and deployment of policy, and the impact of such policy upon Indigenous Peoples. Emphasis will be given over to the various forms of “Native Policy” in Canada as the most important site when examining colonialism, Indigenous people, and policy. This course will examine questions around the historical origins and purposes of Native policy in settler-colonial expansion, the development of policy around Indigenous identity, genocide and the elimination of Indigenous peoples, the specific intersections of colonialism, policy, and Indigenous women, assimilation and the residential school system, as well as policing, incarceration, and the practice of social work.
Course Objectives and Learning Outcomes

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

1. Understand and comprehend key contemporary debates regarding the relationship between Canada as a settler colonial society and the origin and purpose of Native Policy:
   a. Understand the emergence of Canada as a settler colonial society.
   b. Develop an understanding of how settler colonialism is premised upon a logic of Native elimination.
   c. Understand and identify the origins in colonialism of Native specific legislation such as the Indian Act and such legislation’s role in perpetuating colonial systems.

2. Develop an understanding of the relationship between colonialism and the legislation of Native identity:
   a. Identify and understand how the legislation of Native identity causes it to diminish and how this is linked with the settler-colonial logic of eliminating Native peoples.
   b. Critically understand and evaluate the development of Canadian policy determining Native identity.
   c. Consider how official Canadian state policy around Native identity has been complicated further by the rise of groups in eastern Canada claiming a new Native identity based on distant or questionable ancestry ties.

3. Identify the relationship between settler colonialism, Canadian policy, and historical and present attempts to assimilate Native people into mainstream white Canadian society.
   a. Consider the origins, purpose, and impacts of the Indian Residential School system in Canada.
   b. Compare and contrast the Indian Residential School system with other modes of cultural genocide and cultural assimilation in Canada.

4. Consider the specific relationship between Native women, patriarchy, colonialism, and Canadian policy.
   a. Understand the history of patriarchal discrimination against Native women in the determination of Native identity and the inheritance of Indian Status in Canada.
   b. Identity the ways in which both genocide and assimilation as Native policy have intersected on the bodies of Native women through practices such as involuntary sterilization.

5. Develop, sharpen, and apply critical thinking, reading, and writing abilities to evaluate, analyse, and synthesize course materials:
   a. Identify the key arguments within course materials.
b. Compare and contrast different course materials, understanding how they may speak to one another, contradict, affirm, or otherwise interact.

c. View the course, and its materials, as a whole rather than as separate, individuated weeks.

Course Format

Due to the ongoing COVID-19 pandemic and the changing policies of the University of Waterloo designed to meet the challenges and needs of learning under such conditions this course will be offered in two different formats during the Winter 2022 term:

- **Online Synchronous (Weeks 1-4):** Weeks 1 through 4 of this course will be delivered through an online synchronous (live) format. To aid in facilitating this, scheduled weekly class meetings (See: Page 1) will be held using MS Teams. To aid in the accessibility of these online meetings, each session will be recorded and made available after each class using the University of Waterloo SharePoint Service and the SDS 311R/SWREN 311R/LS 373 Learn Page.

- **In-Person (Weeks 5-13):** The course is currently planned to resume in-person delivery beginning on January 28 (part way through Week 4). Our in-person classes will commence during Week 5 (Monday, January 31).

*Note:* this is subject to update and change based on the judgement of the University of Waterloo on the advice of public health officials and the Ontario government.

Student Expectations

For both the Online/Synchronous and In-Person portions of this course, students should be prepared to take an active role in creating a stimulating and thoughtful learning environment. My goal is the creation of a classroom space that is open between me, you, and your classmates, where we can together grapple with the course materials in a respectful and thoughtful manner. It should be a space where you and other students, as well as myself, are open to being challenged about our ideas and beliefs, politics, ethics, and pre-conceived positions. This should also be combined with an understanding that as you enter this space so do others, and that we all do with a desire to learn, grow, and change. This means that we all must enter this space in an attempt to create and nurture a sense of care, mutual respect, accountability, and trust.

As part of this, please come to class ready to participate by contributing ideas, questions, and insights, as well as confusions, doubts, and disagreements regarding the readings as well as previous or current lecture materials.

To do this, it is essential that you keep up with the course readings. As part of this course, you should be developing your ability to link the academic world with the world outside of the classroom, as well as your willingness to share ideas, questions, and doubts.
that you may have. When reading course materials some things that you should consider, and be prepared to discuss during class include:

- What are the central themes, theoretical perspectives, and analytical framings of the material?
- What does the material invite us to consider?
- What might be left unsaid or underdeveloped?
- What lacuna are present or detectable?
- How does it speak to, compliment, contradict, or critique other materials in the course?
- What are the author’s narrative conceits?

Contributions to in-class discussion might involve asking or responding to questions, both for the instructor and for the rest of the class, making interjections, or sharing confusions or comments that you might have about the meaning of core concepts in a reading, and questions about what the author is trying to communicate. Indeed, it may be helpful when reading over the materials for a given week to formulate at least one question to bring with you to class to ask the instructor or your fellow students.

While there is no grade attached to this, the purpose of in-class discussion is to help everyone learn through a dialogical approach. Your peers can be some of your greatest allies when grappling with course content and trying to understand complex ideas. Additionally, learning improves when students indicate to me what they do not know, or do not understand, as much as what they do know or do understand about a given topic.

Please note also that discussion involves effective listening, demonstrating tolerance for differences in perspective, opinion, or approach, offering helpful feedback, and being supportive of the learning of others.

Statement on Student Privacy

The University of Waterloo uses a range of technologies to facilitate in-person and remote instruction. This course will be making use of MS Teams for the remote synchronous period of course delivery, during which class sessions may be recorded, stored, and shared through LEARN, the course MS Teams team, and the University of Waterloos MS SharePoint for access by students in the course. For these course activities, students are permitted to turn off their cameras or use an alternative name to maintain their privacy after they have confirmed this with me.

Remote Teaching and Learning: Student Notice of Recording

Activities for this course involve recording, in partial fulfilment of the course learning outcomes. You will receive notification of recording via at least one of the following mechanisms: within the Learning Management System (LEARN), a message from your course
instructor, course syllabus/website, or other means. Some technologies may also provide a recording indicator. Images, audio, text/chat messaging that have been recorded may be used and/or made available by the University to SDS 311R/SWREN 311R/LS 373 students and the instructor for the purpose of course materials review and study. Recordings will be managed according to the University records classification scheme, WatClass, and will be securely destroyed when no longer needed by the University. Your personal information is protected in accordance with the Freedom of Information and Protection of Privacy Act, as well as University policies and guidelines and may be subject to disclosure where required by law.

The University will use reasonable means to protect the security and confidentiality of the recorded information, but cannot provide a guarantee of such due to factors beyond the University's control, such as recordings being forwarded, copied, intercepted, circulated, disclosed, or stored without the University's knowledge or permission, or the introduction of malware into the computer system which could potentially damage or disrupt the computer, networks, and security settings. The University is not responsible for connectivity/technical difficulties or loss of data associated with your hardware, software, or Internet connection.

By engaging in course activities that involve recording, you are consenting to the use of your appearance, image, text/chat messaging, and voice and/or likeness in the manner and under the conditions specified herein. (In the case of a live stream event, if you choose not to have your image or audio recorded, you may disable the audio and video functionality (see: Student privacy during live events). Instructions to participate using a pseudonym instead of your real name are included where the feature exists; however, you must disclose the pseudonym to your instructor in advance in order to facilitate class participation.) If you choose not to be recorded, this notice serves as confirmation of your understanding that you may ask questions regarding course materials to the instructor via email, either before or after each recorded session, and that you may view the recording, at your own prerogative, after each session for your own review and study purposes.

You are not permitted to disclose the link to/URL of an event or an event session recording or copies of recording to anyone, for any reason. Recordings are available only to authorized individuals who have been directly provided the above instructions/link for their use. Recordings for personal use, required to facilitate your learning and preparation of personal course/lecture notes, should not be shared with others without the permission of the instructor or event coordinator. Review the University’s guidelines for faculty, staff and students entering relationships with external organizations offering access to course materials for more information on your obligations with respect to keeping copies of course materials. For more information about accessibility, connect with AccessAbility Services.

Required Text

All required readings for this course are noted in the class schedule. Primary texts in this course will include journal articles and book chapters. The purpose of the course readings
will be to deepen your understandings of the topics, ideas, concepts, and theories covered in this course.

All required readings are digitally available through the joint University of Waterloo, Wilfrid Laurier University, and University of Guelph library systems. I have also requested that they be made available through the UW Library Course Reserves System.

If you have any issues with accessing any of the required course materials, please do not hesitate to contact me at your earliest convenience so that we may resolve whatever issues it is that you might be encountering.

**Course Requirements and Assessment**

Grades for this course will be based on a series of “writing-to-learn” assignments capped by a final research paper and combined with a cross-term reflection assignment. Much of your assignments in this course will be scaffolding work for your final paper divided into three parts:

- Topic Selection (Paper Proposal).
- Research (Annotated Bibliography).
- Evaluation of Sources (Literature Review).

This is designed to break down the process of drafting your final research paper into smaller components which will allow me to guide you through the process to help you master each step. This will also be combined with a short, regularly kept Reading Journal which is to be submitted at the end of term and which will allow me to directly assess your engagement with the assigned course readings.

The purpose of the scaffolding assignments is to ensure that you can avoid having to think through, research, and write your paper all at once in an end of term crunch. They will also support you in the development of your critical thinking, judgement, and analytical skills. The breakdown of the overall course grade is as follows:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weighting</th>
<th>Date of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Journal</td>
<td>20%</td>
<td>Monday April 4, 2022</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To be submitted by 11:59 PM in the LEARN Dropbox for the assignment.</td>
</tr>
<tr>
<td>Paper Proposal</td>
<td>15%</td>
<td>Monday, January 31, 2022</td>
</tr>
</tbody>
</table>
Assessment 1: Reading Journal: April 4 (20%)

You will be required to keep a Reading Journal that will serve as a record of your thoughts and insights inspired by the course's assigned readings. For the journal, please write a short 250-to-350-word entry every week of the course with assigned readings. Please also include a proper cover page with the total word count included on it. The purpose of these journals is twofold:

1. To help facilitate your understanding and integration of the ideas tackled within this course, how they relate to one another, and how they relate to the world outside of this course and the university.
2. To help the instructor track your development and critical thinking on the subject matter and materials presented in this course.

Additionally, the purpose of the reading journals is not to summarize the materials for a given week, but rather to encourage students to reflect on and critically engage the readings from their standpoint as a student, a researcher, a scholar, and a member of the wider community.

Grades for the reading journals will be based on the quality of your written work, your ability to critically assess, analyse, synthesize, and engage with aspects of the assigned materials, and your ability to demonstrate knowledge and understanding of the materials.
If you have questions about the readings, you are encouraged to do some research to try to answer those questions on your own. If you do engage in this, please be sure to properly cite your sources.

As you are encouraged to share your thoughts, reflections, and findings during our weekly class meetings you are also encouraged to write your journal entries on a weekly basis and to bring your journal with you to class so that you may refer to it during the meetings. This will help you to also avoid an end of term crunch of writing journal entries.

Assessment 2: Paper Proposal: January 31 (15%)

The purpose of this assignment is to help shape your paper so that it is neither too broad nor too narrow, as well as to ensure that the way in which you are pursuing your topic of choice is relevant to the course. The proposal must be 750-words in length, and must be double-spaced, in a standard size 12 font. Please also include a proper cover page with the total word count included on it.

Your research proposal must clearly communicate your research interests, and should include the following:

1. A brief description of the general topic or area of investigation. You should explain why it is that you are interested in the topic. Personal reflections are valid and completely acceptable here; the more personally interested or invested you are in a topic the more likely it is that you will be able to conduct committed, careful, and impactful research.

2. A central research question or thesis. This should be a focus on only a single research issue. This will help to maintain a strong focus in your research.
   a. Further, your research question should be a “how” or a “why” question, rather than a “what” question.” The purpose of this is to ensure that the research you engage in is critically analytical rather than simply descriptive.
   b. Also consider the feasibility of your research question. Is it too broad to be able to do your topic justice within the length of the final paper? It is always better to be able to say a lot about a few things, rather than only a little about many things.

Feedback will be provided for this assignment. You should consider the feedback when drafting subsequent assignments and your Research Paper. Additionally, grades for the Paper Abstract will be based upon how clearly you articulate the central focus, thesis, and direction of your paper as well as the strength and quality of your writing.

Assessment 3: Annotated Bibliography: February 14 (25%)

The purpose of this assignment is help you to begin the process of conducting research, as well as compiling and analysing sources found during said research.
For this assignment you will prepare an annotated bibliography for 4 of the sources that you intend to use for your paper. For each entry in the annotated bibliography, you must write a short précis. Each précis should be around 250 words in length. Please also include a proper cover page with the total word count included on it. Each précis must include the following components:

1. **Summary:** What are the main points or arguments of the source?
2. **Evaluate:** How useful is this source to your research?
3. **Reflect:** How does the source fit into your overall research?

Feedback will be provided for this assignment. You should consider the feedback when drafting subsequent assignments and your Research Paper. Additionally, grades for the Annotated Bibliography will be based upon how clearly you articulate the central focus, thesis, and direction of your paper, the strength and quality of your writing, and the analysis and synthesis demonstrated with regards to your sources.

**Assessment 4: Literature Review: March 7 (20%)**

The purpose of this assignment is help you to begin the process of synthesizing your sources by discussing them in conversation with each other. This will help to deepen your familiarity with the topic that you have chosen to research for your Paper. The Literature Review will aid you in discovering what other researchers interested in the topic are doing, uncovering what gaps may exist in the existing literature, and in developing a theoretical and methodological framework for your Paper.

Your Literature Review should be 1500 words in length and should cover 5 of the sources that you intend to use for your paper. Please also include a proper cover page with the total word count included on it. Your Literature Review should consist of the following portions:

1. **Introduction**
   b. Outline the central topics and/or texts that will appear in the review.
   c. Optionally, a description of how and where you found your sources, and how you engaged in analysing them for inclusion.

2. **Body**
   a. Briefly give an overview of the main points of each source (like the Annotated Bibliography) but with a greater eye towards synthesizing and combining your sources into a coherent whole.
   b. Analyse and interpret your source. Do not just paragraph or block quote source authors; add your own interpretation, discuss the significance of the main arguments or findings of a source in relationship to your topic.
c. Critically evaluate your sources, being sure to mention the strengths and weaknesses of them.

3. Conclusions
   a. Summarize your key findings as you have discovered and interpreted them from the literature, being sure to emphasize their significance.
   b. Connect this back to your primary research question or thesis.

Feedback will be provided for this assignment. You should consider the feedback when drafting your Research Paper. Additionally, grades for the Annotated Bibliography will be based upon how clearly you articulate the central focus, thesis, and direction of your paper, the strength and quality of your writing, and the analysis and synthesis demonstrated with regards to your sources.

Assessment 5: Research Paper: April 11 (25%)

As the final assignment of this course, you will author a Research Paper which explores, in depth, a topic of your choice related to the subject of Indigenous Peoples and Canadian Public Policy. It may be drawn from the topics explicitly covered in this course, or you may choose to explore another topic of interest to you, but which is still closely related to the topics and ideas we will be exploring.

For the paper, you must draw on at least 4 of the course readings, as well as at least 4 additional academic sources, for a total of 8 references. Papers should be well-researched and should demonstrate critical writing, thinking, and analytical skill. Papers must be 3000 words in length, not including the bibliography, footnotes/endnotes, or the cover page. Please also include a proper cover page with the total word count included on it.

Additionally, a well-written paper should include the following aspects:

1. Introduction
   a. A statement of your research question and a description of what you are going to argue to answer the question.
   b. A statement about how you have organized your paper to demonstrate your argument.
   c. A statement of what examples or evidence you will be using to demonstrate your argument.

2. Main Text
   a. An analysis, not a simple description, of the examples or evidence you will be using to demonstrate your argument.

3. Conclusion
   a. A (re)statement of your research question and how you believe your research has demonstrated an answer to the question.
   b. A statement of how your understanding, appreciation, or approach to the topic has progressed throughout the process of your planning, research, and writing.
A statement about how your paper furthers the understanding of the themes and topics of the course, as well as what potential further questions may arise from your research.

Grades for your final paper will be based on the on the strength and quality of your writing, though not on simple technical grounds such as spelling, grammar, correct syntax etc. (I will only mark down on these should they be so poor that the writing becomes illegible). What the paper will be considering then is:

1. The strength of your research and ability to formulate and carry through a cohesive argument.
2. Your ability to identify relevant resources for your argument.
3. How you use the sources you choose.
4. What examples you may choose to draw upon and how relevant they are
5. The relevance of your paper to the topic of the course.

As the instructor for SDS 311R/SWREN 311R/LS 373, I am of course here as a resource to help you understand these assignments and what is expected of you in them. Please do not hesitate to ask questions and seek clarification via email, in the weekly course sessions, or by requesting meetings with me.

Note on Appropriate Academic Sources

Appropriate sources for the assignments in this course are those considered to be academic in nature. In general, academic sources refers to pieces of writing that have been published following some form of a peer-review process, and include articles from academic journals, as well as books and edited volumes from academic presses. Examples of major English-language academic presses include Cambridge University Press, Harvard University Press, Oxford University Press, Duke University Press, University of Toronto Press, Palgrave MacMillan, Routledge, SAGE Publications, Brill Publishers, and many others.

Newspapers, magazines, online news sources, and encyclopaedias are not academic sources and will not count towards the required references. However, you may cite them to enhance your writing and arguments. Additionally, there are certain kinds of sources that are not academic in nature, but which may be important depending on your work; these include but are not limited to:

- Raw statistical data.
- The text of legislation.
- Documentation written by the government, NGOs, or private sector organizations.

As with other non-academic sources, you may cite them at will, but they will not be considered towards the required reference count.
There are of course always exceptions to general rules though. There are a number of reputable publishers who, while not technically being academic presses, publish academic and other rigorous work, both contemporary and classical, such as Verso, Pluto, South End Press, Haymarket Books, Grove Press, Monthly Review Press, and Vintage. There are also a number of academic publishers which produce encyclopaedia-like collections on certain topics, such as the Oxford Handbook series, the Palgrave Encyclopedia series, and the SAGE Handbook series. Series such as these are more like edited volumes published by academic presses than mainstream encyclopaedias.

In general, if you have any concerns about a source please just ask me and I will let you know if it is appropriate.

Note on Citation Style and General Formatting of Assignments

Formatting of assignments in this course should follow the most recent versions of The Chicago Manual of Style (CMOS) and Manual for Writers of Research Papers, Theses, and Dissertations (Turabian). CMOS and Turabian are widely used styles for the formatting of papers and the development of citations in the humanities and social sciences.

Further information on formatting your assignments using the CMOS/Turabian styles can be found on the website of the Purdue Online Writing Lab. Links to information on the Purdue OWL website, as well as other resources for proper assignment formatting and citations, will be provided during the class and on the LEARN course page.

CMOS offers two citation styles—Author-Date (in-text) and Notes-Bibliography (footnotes/endnotes). You may choose to use either citation style, the only requirement is that you choose one and be consistent in its use in your assignments. Do not mix and match. As with general assignment formatting, further information regarding citing in CMOS style (either AD or NB) can be found on the Purdue OWL website and links to such resources will be posted and provided on the LEARN course page and during class.
Course Schedule & Readings

Below you will find the schedule of the course, arranged by week. Descriptions of the weeks feature the topic, include any notable events, if there is one for a week, as well as the associated course readings.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date (2022)</th>
<th>Topic</th>
<th>Readings Due</th>
</tr>
</thead>
</table>
| 1    | January 5   | Introduction to the Course  
Please Review the Syllabus, Course Policies, and Assignments. | Suggested Background Readings:  
## Module 2: Native Policy and the Notion of Nativeness

|---|---|---|---|
| 5 | January 31 & February 2 | Native Identity Policy and Defining Native People Out of Existence  

## Module 3: Native Policy, Assimilation, and Genocide

<p>| 7 | February 14 &amp; 16 | Assimilation, Cultural Genocide, and the Residential School System | MacDonald, David B. 2014. “Genocide in the Indian Residential Schools: Canadian History Through the Lens of the UN Genocide Convention.” In <em>Colonial Genocide in</em> |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Readings/Assignments</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 February 21</td>
<td>Reading Week</td>
<td>No Readings This Week</td>
</tr>
</tbody>
</table>

**Module 4: Native Policy, Social Work, and the Canadian Justice System**

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings/Assignments</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 March 14 &amp; 16</td>
<td><strong>Colonialism and the Criminalization of Native People</strong></td>
<td>Pasternak, Shiri, Sue Collis, and Tia Dafnos. 2013. “Criminalization at Tyendinaga: Securing Canada’s Colonial Property Regime</td>
</tr>
</tbody>
</table>


| 14 | April 4 | **Paper Prep and Help**
*Reading Journal Due (Monday, April 4, 11:59 PM, LEARN Dropbox)*
*Research Paper Due (Monday, April 11, 11:59 PM, LEARN Dropbox)* | **No Readings This Week** |
Other Course Protocols, Policies, and Expectations

General Course Content Trigger Warning

While this course aims to provide students with as an open space for the civil and critical exchange of ideas, some content in this course may touch on, or include subjects that students may find to be disturbing, offensive, and/or (re-)traumatizing.

I encourage students to emotionally prepare themselves before proceeding with this course and its content. If you believe that you will find some of the readings or other course materials, offensive, disturbing, or (re-)traumatizing, you may choose to forgo them. You will, however, be responsible for the materials that you miss. You may contact me, as the instructor, to arrange alternative content or alternative learning activities. You may also arrange to receive or share notes with another student for materials missed.

However, students should also understand the difference between the experiences of emotional trauma and intellectual discomfort. The former is harmful, especially when triggered in the wrong context (such as during a reading or in a class discussion). The latter is a fundamental aspect of the university experience. Students should expect to have their ideas and preconceived notions challenged, and the discomfort that some may feel is a natural aspect of such challenges and of struggling to resolve cognitive dissonance.

Pronoun Usage, Gender-Neutral Language and Non-Oppressive Speech

In the pursuit of a more inclusive and empowering learning environment and considering our impact on our society and culture at large, I respect and am mindful of the use of correct gender pronouns and generally gender-neutral and gender-inclusive language. In practice, this means that I, as the instructor, will endeavour to primarily use gender-neutral language when referring to others within the course.

Additionally, if a student wishes to be referred to by certain pronouns, they are welcome to inform myself and/or the rest of the class. However, I recognize that there is still a significant lack of social, cultural, and political recognition for non-cisgender identities, and that there are myriad reasons why students may choose to not reveal their gender identities and personal pronouns in certain contexts. I also deeply respect student privacy. As such, students are not required to reveal their preferred pronouns.

Students are requested to be mindful and respectful of others and their identities. Please do not dox, deadname, or intentionally misgender your fellows.

Further, expressions of non-inclusive and oppressive language should not be part of our shared course environment. This includes anti-Native, anti-Black, sexist, misogynist, queerphobic, lesbophobic, transphobic, xenophobic, antisemitic, Islamophobic, ableist, and other oppressive languages. All students of all racial, ethnic, and national backgrounds, of any gender or sexuality, any religion or spiritual practice, and of any ability or disability, should feel welcome in this course, and the use of oppressive language may silence their voices and their perspectives.
Students should also be mindful of microaggressions. Microaggressions are verbal, written, or otherwise communicated views and expressions, whether intentional or unintentional, which imply hostility or negativity towards a certain group of people.

If students feel that language being used in the course is oppressive, invalidating, insulting, or silencing, they are encouraged, *should they feel comfortable doing so*, to bring it to the attention of me as the instructor. You may also, *again if comfortable*, choose to address it yourself during the course. Students should practice self-care, community support, solidarity, and mutual aid, both with themselves and with others.

**Communication with the Course Instructor**

Aside from appointments, the weekly meeting sessions, and the course LEARN page, the primary way in which I will communicate course information to students will be through emails. *All students are therefore responsible for checking their University of Waterloo email address on a regular and frequent basis.*

Additionally, email is how students should communicate with me. I am happy to answer questions about the course materials, and to help you work through them via email, and to understand and work through assignments. Email is also how students should contact to set up meeting appointments via MS Teams.

When contacting me please include the course number and term in the email subject line (*SDS 311R/SWREN 311R/LS 373 – Winter 2022:*). Emails sent to me which do not risk going unanswered or being answered slowly due to the volume of emails that I receive.

When students email me, they can expect a reply within *two business days*. Exceptions may occur on the weekend; I occasionally check my email on the weekend but reserve the right not to.

**Late Policy & Extensions**

Students should strive as much as possible to keep to the assignment deadlines outlined in this syllabus. However, I also recognize that we are now living, working, and learning in unprecedented times. As such, I try to be as understanding as possible with students, as I understand health struggles, both mental and physical, and I know that sometimes things just happen or fall apart.

As such, in recognition that there may arise questions of accessibility and that quite simply the personal lives of students both before they enter the classroom and upon their leaving it may be filled with additional stresses, commitments, and needs for flexibility, the late policy in this course is based on basic ethical principles of understanding and tolerance for students who, for whatever reason, may be unable to complete every assignment in this course within the scheduled due dates.

Please note, the policy described here is not designed to provide “unfair advantages” to certain students, or to reduce the rigor of learning and work that is expected in this course. Rather, it is designed to provide a more level playing field between those students who have
consistent life schedules and those who do not, and thus is in place to improve the ability of all students to demonstrate their learning.

Further, applying these policies universally across the course also ensures that students who need support do not need to disclose their circumstances and removes my own personal whims from the position of gatekeeper to access based on the believability of a claim for support.

As such, the policy regarding late work in this course will be one of a mixture of Grace Days and an open extension policy. Students may apply up to four (4) grace days to push back deadlines for major assignments without penalty and without requesting permission; application of grace days will be automatic. However, if a student has exhausted their grace days on a given assignment, they must take it upon themselves to reach out to me to discuss plans for an extension and the submission of assignments.

Regarding extensions beyond the allowed three grace days, I am very open. Again, I recognize that students have lives outside of the classroom, struggle with mental and physical health concerns, experience breakdowns in technology, engage in care work for others and many other things. I also deeply respect student privacy. As such, I will not ask for proof or documentation showing why you need an extension, however you must still speak to me about being granted one.

There is will be no punitive per day late penalties in this course, however there are two caveats for the handing in of late work that has exhausted allowable grace days and in which no plans with the instructor have been made for the submissions of said work. Firstly, work handed in late without prior discussion with me will not be given feedback/comments; thinking on and providing feedback/comments takes time and care and thus I make my own schedule around the need to do this and the handing in of late work my interfere with this as well as with other work duties that I have. Secondly, work handed in 10 or more days after the original due date will no longer be accepted and will be given a grade of 0.

In general, please let me know if you are having difficulty with meeting deadlines and need to arrange alternatives. I will always do my best to be open, accepting, considerate, and accommodating.

Final Examination Policy

For Winter 2022, the established examination period is April 8-26. The schedule will be available early in the fall. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time (see: Final Final Examination Schedule https://uwaterloo.ca/registrar/final-examinations).

Accommodation for Illness or Unforeseen Circumstances:

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. (see: http://www.registrar.uwaterloo.ca/students/accom_illness.html).
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. See the UWaterloo Academic Integrity webpage (https://uwaterloo.ca/academic-integrity/) and the Arts Academic Integrity webpage (https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour) for more information.

Discipline

Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. [Check the Office of Academic Integrity (https://uwaterloo.ca/academic-integrity) 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 professor, academic advisor, or Academic Dean. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to Policy 71 - Student Discipline (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71). For typical penalties check Guidelines for the Assessment of Penalties (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines-assessment-penalties).

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. Waterloo’s policy on Fair Dealing is available here: https://uwaterloo.ca/copyright-guidelines/fair-dealing-advisory. Violation of Canada’s Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

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 Policy 70, Student Petitions and Grievances, Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

Appeals

A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to Policy 72, Student Appeals.
Academic Integrity Office (uWaterloo)

http://uwaterloo.ca/academic-integrity/

Accommodation for Students with Disabilities

AccessAbility Services, located in Needles Hall, Room 1401, 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.

Intellectual Property

Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

Contingency Planning

Inclement Weather

In the event of a short-term campus closure or the cancellation of an in-person class due to snow or inclement weather, online and remote classes will not be affected.

 Interruption or Cancellation of In-Person Classes

In the event of a pandemic-related interruption of in-person classes, including a 'pivot' to remote learning, your Instructor will post details in LEARN. Please check the Announcements section of the course homepage in LEARN for updates.
**Interruption or Cancellation of In-Person Examinations**

In the event of a pandemic-related interruption of in-person exams, your Instructor will post details in LEARN. Please check the Announcements section of the course homepage in LEARN for updates.

**Absence Due to Influenza-like Illness or Required Self-Isolation**

If you need to be absent due to influenza-like illness or due to mandatory self-isolation, please complete an [Illness Self Declaration](#). The form is available in the Personal Information section of Quest. Accommodations may be made for students who have completed an Illness Self Declaration without the need for a medical note.

**Mental Health Support**

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

**On Campus**

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext. 32655
- MATES: one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

**Off campus, 24/7**

- Good2Talk: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Empower Me: Confidential, multilingual, culturally sensitive, faith inclusive mental health and wellness service.
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- Here 24/7: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- OK2BME: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

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.
A Respectful Living and Learning Environment for All

Everyone living, learning, and working at Renison University College is expected to contribute to creating a respectful environment free from harassment and discrimination.

You may contact Melissa Knox, Renison’s external anti-harassment and anti-discrimination officer, by email (mnknox@uwaterloo.ca) or by phone or text (226-753-5669). Melissa is an employment and human rights lawyer and part-time Assistant Crown Attorney for the Ontario Ministry of the Attorney General. Melissa is experienced in case management, discipline, and complaints processes, and works with organizations across Canada to foster safe, respectful, and inclusive work and learning environments through policy development, educational workshops, conflict mediation and dispute resolution, and organizational culture audits.

Harassment is unwanted attention in the form of disrespectful comments, unwanted text messages or images, degrading jokes, rude gestures, unwanted touching, or other behaviours meant to intimidate.

According to the Ontario Human Rights Code, discrimination means unequal or different treatment causing harm, whether intentional or not, because of race, disability, citizenship, ethnic origin, colour, age, creed, marital status, sex, sexual orientation, gender identity, and gender expression, or other personal characteristic.

Course & University Resources

SDS 311R/SWREN 311R/LS 373 LEARN Website

The course website on LEARN is a crucial resource that students should refer to regularly, at least once a week. On the LEARN website students will find:

- Important course announcements.
- Links to course readings and materials.
- Recordings of weekly MS Teams discussions.
- Assignment Dropboxes.
- All course handouts, including the course syllabus.
- Grades and assignment feedback.

Department of Social Development Studies

Important contacts are as follows:

- **Department Chair:** Denis Marigold – dcmarigold@uwaterloo.ca
- **Academic Advisor & Administrative Assistant:** Gwen Bisset – gwen.bisset@uwaterloo.ca
- **Academic Advisor & Program Assistant:** Lori Buchnea – lori.buchnea@uwaterloo.ca
School of Social Work

Important contacts are as follows:

- **Director**: Andrea Daley – andrea.daley@uwaterloo.ca
- **BSW Program Manager**: Bianca Bitsakakis – bfbitsakakis@uwaterloo.ca

Department of Sociology & Legal Studies

Important contacts are as follows:

- **Department Chair**: Daniel O'Connor – daniel.oconnor@uwaterloo.ca
- **Administrative Manager**: Camille Graham – camille.graham@uwaterloo.ca
- **Coordinator and Advisor for Undergraduate Studies**: Carry Derome – sl-ug@uwaterloo.ca
- **Associate Chair for Undergraduate Studies (Legal Studies)**: Philip Boyle – philip.boyle@uwaterloo.ca

UW Racial Advocacy for Inclusion, Solidarity & Equity

UW Racial Advocacy for Inclusion, Solidarity & Equity (RAISE) is a student-led Waterloo Undergraduate Student Association (WUSA) service that was launched in the Winter Term 2019 and serves to address issues of racism and xenophobia on the University of Waterloo campus. RAISE works through three pillars: Education and Advocacy; Peer-to-Peer Support; and Community Building.

RAISE's services include but are not limited to formal means to report and confront issues of racism and xenophobia on Campus, accessible and considerate peer-support, and the organization of social events to cultivate both an uplifting and united University of Waterloo community.

RAISE is located in the Student Life Centre (SLC), in Room 2141. To learn more about RAISE, its services, and its programmes please visit their website or Facebook page.

Library and Research Help

The University of Waterloo Library System is dedicated to helping students navigate their way through research materials from the library. This can be a tremendous help with your assignments. The University of Waterloo Library is also intimately connected with those at the University of Guelph and Wilfrid Laurier University. There are also many subject and department specific liaison librarians at UW who can be contacted specifically for help.

Sexual Violence Response Coordinator
The role of the Sexual Violence Response Coordinator at UW is to provide support for students, staff, and faculty who have experienced sexual violence, both on the main UW campus as well as the University's various satellite campuses and the affiliated colleges. Their office:

- Provides a safe space for people to come and speak in as much or as little detail as they wish about their experience.
- Discusses resources, both on and off campus, which can provide further support.
- Explores potential next steps, including safety planning, discussing how to continue to be successful in study, as well as formal complaint options.

Contacting the Sexual Violence Response Coordinator does not initiate an investigation; however, they will provide support should one wish to pursue a formal complaint process. They are also available to speak with those who have received disclosures and are needing to talk about that experience, as well as anyone else on campus who has questions about sexual violence, consent, etc.

They can be reached at 519-888-4567 ext. 36896 or via email at amanda.cook@uwaterloo.ca.