

Week	Readings	Activities and Assignments	Begin Date	End/Due Date	Weight (%)
<u>Week 1: Introduction: The Radical Imagination</u>	Readings can be accessed from the <u>Readings</u> page	<u>Introduce Yourself</u>			Ungraded
		Check group membership for <u>Discussion Postings</u>	Check after Monday, May 10, 2021 at 8:00 AM		
		<u>Discussion 1</u>	Monday, May 10, 2021 at 8:00 AM	Sunday, May 16, 2021 at 11:55 PM	Total 10% for Discussion Posting Participation
<u>Week 2: Capitalism and Social Inequality</u>	Readings can be accessed from the <u>Readings</u> page	<u>Discussion 2</u>	Monday, May 10, 2021 at 8:00 AM	Sunday, May 23, 2021 at 11:55 PM	
<u>Week 3: Capitalism, Social Justice, and Public Policy</u>	Readings can be accessed from the <u>Readings</u> page	<u>Discussion 3</u>	Monday, May 10, 2021 at 8:00 AM	Sunday, May 30, 2021 at 11:55 PM	
<u>Week 4: Settler Colonialism and Social Inequality</u>	Readings can be accessed from the <u>Readings</u> page	<u>Discussion 4</u>	Monday, May 17, 2021 at 8:00 AM	Sunday, June 6, 2021 at 11:55 PM	
		<u>Assignment 3: Oral History Proposal</u>		Sunday, June 6, 2021 at 11:55 PM	5%

<u>Week 5: Settler Colonialism, Social Justice, and Public Policy</u>	Readings can be accessed from the Readings page	Discussion 5	Monday, May 17, 2021 at 8:00 AM	Sunday, June 13, 2021 at 11:55 PM	
<u>Week 6: Race, White Supremacy, and Social Inequality</u>	Readings can be accessed from the Readings page	Assignment 1: Double Take 1		Sunday, June 20, 2021 at 11:55 PM	25%
<u>Week 7: Race, Social Justice, and Public Policy</u>	Readings can be accessed from the Readings page	Discussion 6	Monday, June 14, 2021 at 8:00 AM	Sunday, June 27, 2021 at 11:55 PM	
<u>Week 8: Gender, Heteropatriarchy, and Social Inequality</u>	Readings can be accessed from the Readings page	Discussion 7	Monday, June 14, 2021 at 8:00 AM	Sunday, July 4, 2021 at 11:55 PM	
<u>Week 9: Heteropatriarchy, Social Justice, and Public Policy</u>	Readings can be accessed from the Readings page				
<u>Week 10: Disability and Social Inequality</u>	Readings can be accessed from the Readings page	Assignment 2: Double Take 2		Sunday, July 18, 2021 at 11:55 PM	25%
<u>Week 11: Disability, Social Justice, and Public Policy</u>	Readings can be accessed from the Readings page	Discussion 8	Monday, June 14, 2021 at 8:00 AM	Sunday, July 25, 2021 at 11:55 PM	

<u>Week 12: Conclusion: The Radical Imagination Revisited</u>	Readings can be accessed from the <u>Readings</u> page	<u>Assignment 3: Oral History Interview and Social Movement Analysis</u>		Sunday, August 1, 2021 at 11:55 PM	35%
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There is no final examination for this course

Official Grades and Course Access

Official Grades and Academic Standings are available through [Quest, opens in a new window.](#)

Your access to this course will continue for the duration of the current term. You will not have access to this course once the next term begins.

Contact Information

Announcements

Your instructor uses the **Announcements** widget on the **Course Home** page during the term to communicate new or changing information regarding due dates, instructor absence, etc., as needed. You are expected to read the announcements on a regular basis.

To ensure you are viewing the complete list of announcements, you may need to click **Show All Announcements**.

Discussions

A [General Discussion](#) topic* has also been made available to allow students to communicate with peers in the course. Your instructor may drop in at this discussion topic.

Contact Us

Who and Why	Contact Details
<p>Instructor</p> <ul style="list-style-type: none"> • Course-related questions (e.g., course content, deadlines, assignments, etc.) • Questions of a personal nature 	<p>Post your course-related questions to the Ask the Instructor discussion topic*. This allows other students to benefit from your question as well.</p> <p>Questions of a personal nature can be directed to your instructor.</p> <p>Instructor: Annelies Cooper annelies.cooper@uwaterloo.ca</p> <p>Your instructor checks email and the Ask the Instructor discussion topic* frequently and will make every effort to reply to your questions within 24–48 hours, Monday to Friday.</p> <p>Office Hours: Tuesdays, 1PM-2PM EST Online in Virtual Classroom (Click Connect from top menu and then Virtual Classroom)</p>
<p>Technical Support, Centre for Extended Learning</p> <ul style="list-style-type: none"> • Technical problems with Waterloo LEARN 	<p>learnhelp@uwaterloo.ca</p> <p>Include your full name, WatIAM user ID, student number, and course name and number.</p> <p>Technical support is available during regular business hours, Monday to Friday, 8:30 AM to 4:30 PM (Eastern Time).</p> <p>LEARN Help Student Documentation, opens in a new window</p>
<p>Learner Support Services, Centre for Extended Learning</p> <ul style="list-style-type: none"> • General inquiries • WatCards (Student ID Cards) • Examination information 	<p>Student Resources, opens in a new window</p> <p>extendedlearning@uwaterloo.ca +1 519-888-4002</p> <p>Include your full name, WatIAM user ID, student number, and course name and number.</p>

* Discussion topics can be accessed by clicking **Connect** and then **Discussions** on the course navigation bar above.

Course Description and Learning Outcomes

Description

The goal of this course is to delve into the radical imagination. We explore how communities (past and present) have resisted, challenged, and dismantled systems of power and oppression. By examining social inequality on both a structural and interpersonal level, we investigate how our daily interactions and relationships resist, reinforce, and respond to the structures of capitalism, heteropatriarchy, settler colonialism, white supremacy, and ableism in our social contexts. We also discuss how communities and individuals imagine and bring about new ways of being in the world.

Along the way, we will stumble upon a number of important questions: What are the various ways that activists, academics, and others come to understand and define social justice? Where do ideas for social change come from and how does this change take place? How do "regular folks" resist, imagine, and bring about change while faced with exploitation, oppression, and violence? What is the role of government and public policy in maintaining and/or achieving social justice? How do people form relationships of solidarity across differences in power, culture, identity, and positionality?

Pedagogy

This course is developed under the premise that **knowledge** is created and generated in multiple ways (i.e., through oral traditions, land-based traditions, lived experiences, spirituality and ceremony, scientific and academic research, etc.) and that we must resist the colonialist limits of Western ontologies that delegitimize other ways of knowing and being. As such, the readings, activities, videos, and assignments that I have curated in this course will draw on these various ways of knowing and learning. Each week will combine a mix of reading, viewing/listening, discussion, case studies, and short answer/self-reflection.

Despite being a virtual course, your **interactions** with other humans, non-human beings, and the earth are foundational to engaging with the course materials. This engagement could be rooted in the communities in which you have developed relationships (i.e., work, family, social organizations, activist groups, ethnocultural and/or religious communities, recreational/artistic/sporting communities, etc.). It might also develop through active engagement in a social movement/group that you have identified as being of particular interest to you in this course.

As an online course, I would like to create a virtual space that opens up **discussion** between you and your classmates. This will be a place to grapple with the course materials in a respectful and thoughtful manner—it is not the same as Twitter or the Facebook comments section—but rather a space for careful, humble, and serious discussion and debate. It should be a place where you are open to being challenged about your politics and positions, but also a space where your critiques should be tempered by your understanding that folks are entering this space with a desire to learn and change. This means that we should attempt to create a space of care, mutual respect, accountability and trust—this is very difficult to do in online spaces.

While this is a space of learning, it is also a space that seeks to resist the structures of oppression that permeate our day-to-day interactions. As such, I urge all students to be self-reflexive about behaviours or comments that have been identified as patriarchal, misogynist, classist, racist, homophobic, transphobic, ableist, etc. We are all in a process of learning and unlearning these logics that dominate our society, so there is no expectation here that anyone is self-actualized and perfect—all I ask is that you are mindful of how what you think, say and/or the way in which you interact with others is circumscribed by these forces. As Karl Marx once eloquently put it, "The ideas of the ruling class are in every epoch the ruling ideas."

Course Learning Outcomes

Upon completion of this course, students should:

- have **knowledge** of the historical origins of contemporary power structures and **comprehend** how these structures of social inequality impact our day-to-day lives;
- be able to critically **analyze** the way in which public policy creates social inequality and also plays a role in supporting social justice;
- have **knowledge** of how social movements seek to create social change and **apply** these goals, strategies, and tactics of collective action to real-world scenarios;

- have the ability to **synthesize** a myriad of individual and personal problems to place them within a broader structural and intersectional social context in order to contribute to grassroots social movement; and
- be able to **evaluate** goals and strategies for social change to determine their effectiveness, their weaknesses, the barriers that they face, and the opportunities that they present.

This online course was developed by Craig Fortier, with instructional design and multimedia development support provided by the Centre for Extended Learning. Further media production was provided by Instructional Technologies and Multimedia Services.

About the Course Instructor and Author

Course Instructor — Annelies Cooper

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Education and Research

I am currently working on a PhD at York University on contemporary settler colonial governance in Canada. Specifically, my research is on Canada's legal duty to consult and accommodate Indigenous peoples and how the practices of consultation are used to govern, contain, and control Indigenous claims to sovereignty and land. As a white settler, I am interested in considering settler positionality and political solidarity in praxis with Indigenous decolonization. My research goals are to contribute to deepening our knowledge of how settler colonialism works and how it might be interrupted. I'm also interested in questions of social justice more broadly, and have specialized in feminist theories and methodologies, Black feminist, queer and Indigenous interventions in feminism, and feminist political economy.

Teaching Philosophy

I came to teaching in post-secondary education through my commitments to social change, justice, and community development. I come from a political science background with an interest in teaching along themes of social change, power relations and justice from an interdisciplinary perspective. I believe that at its foundation, teaching the social sciences in higher education is about providing students with the tools of critical analysis of our social world. My goal as an educator is to lay this foundation—and continuously build on it—to facilitate students' understanding of the political relations locally and globally, and to stoke their imagination of social change. My teaching values and pedagogical approach to the classroom stem from these goals, and are realized through my commitment to anti-oppressive pedagogy, student-centered teaching and learning, and fore-fronting the connection between theoretical content with students' direct experiential relevance.

Other Interests

Outside of my academic work and my teaching, I am active in social justice and community organizing at York University and in the city of Toronto. I have been involved in Indigenous solidarity work organizing campaigns for land and environmental defense, poverty reduction and homelessness, rights for off-reserve Indigenous peoples, and cultivating and preserving language and cultural rights. I also do survivor-led sexual violence advocacy, especially related to campus sexual violence. I am an active union member of CUPE 3903, which represents teaching assistants and contract faculty at York and was on the picket lines for 143 days this year as we fought for better working conditions in the longest post-secondary education strike in Canada's history.

I am also a league coordinator and player with the Field of Dreamers Cooperative Softball Association, a community, self-organized league that aims to smash the gender binary in sport, squash the misogyny on the diamond, and build capacity and community for everyone who wants to play. I love my house plant collection, recreational curling, and making trips to Saskatchewan to reconnect with my prairie home and to visit family and friends.

Course Author — Craig Fortier

Educational Background

Bachelor of Arts – Accounting (University of Waterloo)

Masters of Social Work (University of Toronto)

PhD – Sociology (York University)

Current Research

I am currently working on three major research projects:

1. *Speaking Fruit* is a collaborative art-project that brings the experiences, goals, dreams, and political desires of migrant workers in the Seasonal Agricultural Worker Program to the general public through a multi-media mobile fruit stand.
2. *Unsettling Movements* examines the relationship between radical left anti-authoritarian social movements in large cities (migrant justice, anti-capitalist, queer/trans*, prison abolition, Black liberation, urban Indigenous) with Indigenous land-based struggles asserting sovereignty. It asks the questions: Can non-Indigenous social movements decolonize in the process of political struggle? And if so, what does that look like?
3. *Home Field Advantage* studies the historical origins of baseball in the United States, Hawai'i, Cuba, Japan, and Taiwan and examines the role of settler colonialism, imperialism, and anti-colonial/imperial resistance that the game plays in the formation of national identities.

Research interests include: social movements; settler colonialism; decolonization; borders & sovereignty; migrant justice; nationalism, queer/trans* movements; baseball history.

Philosophy of Teaching

My pedagogical approach is rooted in my experience as a community worker where I developed workshops on interpersonal conflict, the roots of youth violence, immigration, sexuality, and racism for youth who had dropped out or had been pushed out of high schools in some of Toronto's most racialized and marginalized neighbourhoods. Using locally rooted, culturally appropriate, and youth-centred approaches to collective learning I helped to develop Hip Hop education modules as part of my work with the Grassroots Youth Collaborative. This experience and some of the many questions that came out of working in youth organizations, tenant support, and other community-based initiatives pushed me to seriously consider pursuing graduate studies and a career in academia.

I believe in the importance of creating a learning environment based on the principles of mutual respect, accountability, and humility. This means that it is important for me to acknowledge the various pressures, life circumstances, and motivations of the students in my classrooms and to be open to multiple ways of learning. In this sense, the classroom is a living and dynamic part of our social and political landscape exhibiting the many issues of inclusion/exclusion, power imbalances, pressures and expectations, and material realities that exist in our broader societies. With this in mind, I believe it is important to acknowledge how my own positionality within these systems of oppression influences my relationships with students in fluid, yet material ways. Being aware of the way that race, gender, ability, status, and other factors impact classroom dynamics, I take great care to develop exciting and historically rooted classes that help students engage in respectful dialogue with each other.

Hobbies/Interests/Sports

I am actively engaged in a number of social movement groups and movements, including No One Is Illegal-Toronto, the Ontario Coalition Against Poverty and in support of the sovereignty struggles at Grassy Narrows First Nation, Six Nations, among others.

I am one of the coordinators of the Field of Dreamers Cooperative Softball Association, a league that was created to resist the (trans)misogyny, nationalism, heteronormativity, and ultra-competitiveness that is prevalent within recreational sports leagues. I have played centre field for the Uncertainty softball team for over 10 years.

I co-author a blog with my cat Virtute, which, if that's your thing, you can read at [diaries of a cat named virtute, opens in a new window](#).

Materials and Resources

Textbooks

Required

- Fortier, C. (2017). *Unsettling the Commons: Social Movements Within, Against, and Beyond Settler Colonialism*. Winnipeg: ARP.

- Maynard, R. (2017). *Policing Black lives: State violence in Canada from slavery to the present*. Halifax: Fernwood Publishing.
- Walia, H. (2013). *Undoing border imperialism*. Oakland: AK Press.

For textbook ordering information, please contact the [W Store | Course Materials + Supplies, opens in a new window](#).

For your convenience, you can compile a list of required and optional course materials through [BookLook, opens in a new window](#) using your Quest userID and password. If you are having difficulties ordering online and wish to call the Waterloo Bookstore, their phone number is +1 519-888-4673 or toll-free at +1 866-330-7933. Please be aware that textbook orders **CANNOT** be taken over the phone.

Course Reserves

Course Reserves can be accessed using the **Library Resources** widget on the **Course Home** page.

Resources

- Library services for [Co-op students on work term and students taking online courses, opens in a new window](#)

Grade Breakdown

The following table represents the grade breakdown of this course.

Activities and Assignments	Weight (%)
Introduce Yourself	Ungraded
Individual Reflections	Ungraded
Assignment 1: Double Take 1	25%
Assignment 2: Double Take 2	25%
Assignment 3: Oral History <ul style="list-style-type: none"> • Proposal (5%) • Interview (10%) • Social Movement Analysis (25%) 	40%
Discussion Posting Participation	10%

Course and Department Policies

Course Policies

Late Policy

Please note that all assignments are expected to be submitted on time. If you encounter circumstances that you feel may cause you to be late in submitting any particular assignment you should contact me immediately, explain the circumstances, and we may negotiate an extension. To do so, you must be in contact with me **at least 48 hours prior to the deadline** to request an extension.

Late assignments will be accepted up to a week beyond the deadline at a penalty of 2% per day. After the fifth day, late assignments will not be accepted for any reason except those outlined in the University of Waterloo calendar (e.g., medical or family emergencies, or some other such event) and will receive a grade of 0. If an extension is granted, students are expected to submit their assignment at the agreed upon time and date, with the appropriate documentation. Please review the Waterloo policy regarding accommodation for illness for unforeseen circumstances.

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.

Department Policies

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 Waterloo [Academic Integrity, opens in a new window](#) webpage for more information.

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. You can view the [Fair Dealing Advisory, opens in a new window](#) webpage for more. Violation of Canada’s Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

A Respectful Living and Learning Environment For All

1. It is expected that everyone living, learning or working on the premises of Renison University College will contribute to an environment of tolerance and respect by treating others with sensitivity and civility.
2. Harassment is unwanted attention in the form of jokes, insults, gestures, gossip, or other behaviours that are meant to intimidate. Some instances of harassment are against the law in addition to Renison University College policy..
3. Discrimination is treating people differently because of their race, disability, sex, sexual orientation, ancestry, colour, age, creed, marital status, or other personal characteristics. The Ontario Human Rights Code considers actions and behaviours rather than intentions..
4. If you experience or witness either harassment or discrimination, see Renison's [Harassment and discrimination, opens in a new window](#) information for guidance.

University Policies

Submission Times

Please be aware that the University of Waterloo is located in the **Eastern Time Zone** (GMT or UTC-5 during standard time and UTC-4 during daylight saving time) and, as such, the time that your activities and/or assignments are due is based on this zone. If you are outside the Eastern Time Zone and require assistance with converting your time, please try the [Ontario, Canada Time Converter, opens in a new window](#).

Accommodation Due to Illness

If your instructor has provided specific procedures for you to follow if you miss assignment due dates, term tests, or a final examination, adhere to those instructions. Otherwise:

Missed Assignments/Tests/Quizzes

Contact the instructor as soon as you realize there will be a problem, and preferably within 48 hours, but no more than 72 hours, have a medical practitioner complete a [Verification of Illness Form, opens in a new window](#).

Email a scanned copy of the Verification of Illness Form to your instructor. In your email to the instructor, provide your name, student ID number, and exactly what course activity you missed.

Further information regarding Management of Requests for Accommodation Due to Illness can be found on the [Accommodation due to illness, opens in a new window](#) page.

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. **If you have not already completed the online tutorial regarding academic integrity you should do so as soon as possible.** Undergraduate students should see the [Academic Integrity Tutorial, opens in a new window](#) and graduate students should see the [Graduate Students and Academic Integrity, opens in a new window](#) website.

Proper citations are part of academic integrity. Citations in CEL course materials usually follow CEL style, which is based on APA style. Your course may follow a different style. If you are uncertain which style to use for an assignment, please confirm with your instructor or TA.

For further information on academic integrity, please visit the [Office of Academic Integrity, opens in a new window](#).

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.

[Turnitin® at Waterloo, opens in a new window](#)

Discipline

A student is expected to know what constitutes [academic integrity, opens in a new window](#) to avoid committing an academic offence, and to take responsibility for his/her actions. 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 undergraduate Associate Dean. For information on categories of offences and types of penalties, students should refer to [Policy 71 - Student Discipline, opens in a new window](#). For typical penalties, check [Guidelines for the Assessment of Penalties, opens in a new window](#).

Appeals

A decision made or penalty imposed under [Policy 70 - Student Petitions and Grievances, opens in a new window](#), (other than a petition) or [Policy 71 - Student Discipline, opens in a new window](#), may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals, opens in a new window](#).

Grievance

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances, opens in a new window](#), Section 4. When in doubt please be certain to contact the department’s administrative assistant who will provide further assistance.

Final Grades

In accordance with [Policy 46 - Information Management, opens in a new window](#), Appendix A - Access to and Release of Student Information, the Centre for Extended Learning does not release final examination grades or final course grades to students. Students must go to [Quest, opens in a new window](#) to see all final grades. Any grades posted in Waterloo LEARN are unofficial.

AccessAbility Services

[AccessAbility Services, opens in a new window](#), located in Needles Hall, 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 accommodation to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term and for each course.

Accessibility Statement

The Centre for Extended Learning strives to meet the needs of all our online learners. Our ongoing efforts to become aligned with the [Accessibility for Ontarians with Disabilities Act \(AODA\), opens in a new window](#) are guided by University of Waterloo accessibility [Legislation, opens in a new window](#) and policy and the [World Wide Web Consortium's \(W3C\) Web Content Accessibility Guidelines \(WCAG\) 2.0, opens in a new window](#). The majority of our online courses are currently delivered via the Desire2Learn Learning Environment. Learn more about [Desire2Learn's Accessibility Standards Compliance, opens in a new window](#).

Use of Computing and Network Resources

Please see the [Guidelines on Use of Waterloo Computing and Network Resources, opens in a new window](#).

Copyright Information

UWaterloo's Web Pages

All rights, including copyright, images, slides, audio, and video components, of the content of this course are owned by the course author and the University of Waterloo, unless otherwise stated. By accessing this course, you agree that you may only download the content for your own personal, non-commercial use. You are not permitted to copy, broadcast, download, store (in any medium), transmit, show or play in public, adapt, or change in any way the content of these web pages for any other purpose whatsoever without the prior written permission of the course author and the University of Waterloo, Centre for Extended Learning.

Other Sources

Respect the copyright of others and abide by all copyright notices and regulations when using the computing facilities provided for your course of study by the University of Waterloo. No material on the Internet or World Wide Web may be reproduced or distributed in any material form or in any medium, without permission from copyright holders or their assignees. To support your course of study, the University of Waterloo has provided hypertext links to relevant websites, resources, and services on the web. These resources must be used in accordance with any registration requirements or conditions which may be specified. You must be aware that in providing such hypertext links, the University of Waterloo has not authorized any acts (including reproduction or distribution) which, if undertaken without permission of copyright owners or their assignees, may be infringement of copyright. Permission for such acts can only be granted by copyright owners or their assignees.

If there are any questions about this notice, please contact the University of Waterloo, Centre for Extended Learning, Waterloo, Ontario, Canada, N2L 3G1 or extendedlearning@uwaterloo.ca.

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