



AFFILIATED WITH THE UNIVERSITY OF WATERLOO

**Renison University College**  
Affiliated with the University of Waterloo  
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## **Renison University College Land Acknowledgement**

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

### **Winter 2021**

**Course Code: SDS 415R**

**Course Title: Gender and Education**

**Class Times/Location: Online**

#### **Instructor**

**Instructor:** Lifang Wang, PhD

**Email:** [l448wang@uwaterloo.ca](mailto:l448wang@uwaterloo.ca)

**Office Hours:** by appointment

#### **Course Description**

This course focuses on gender in education as both a sociological/analytical category and a teaching/learning tool. The course introduces students to the study of gender, intersected with socio-economic status, race, ethnicity, culture, sexuality, dis/ability, and more. Through an interdisciplinary framework, students will be presented with opportunities to examine feminist theories and pedagogies, gendered curriculum and policy, gender identities for conforming and non-conforming students and teachers, gender-based exclusions and violence in/out of schools, as well as contemporary controversies and public campaigns for gender justice through education. Through readings and discussions, students will be encouraged to develop concepts, language, and actions to participate in the ongoing struggle for gender equity with/in schools.

#### **Course Objectives and Learning Outcomes**

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

- Define their perspective on the relationship between gender and education based on foundational knowledge of feminist theories;
- Demonstrate an understanding of the social construction of gender as it intersects with race, ethnicity, class, sexual orientation, and other subject positions;

- Critically analyze research, policy, and practices related to gender with/in schools;
- Question representations of gender in public pedagogies (e.g., popular culture, media, social institutions) and take a theoretically-informed stance to contest issues of gender injustice;
- Create educational and public resources that develop social consciousness regarding gender justice with/in schools and for teaching/learning; and
- Identify written and verbal communication skills that effectively convey critical issues in gender and education.

### Required Readings

Unless otherwise noted in the syllabus, required journal articles and book chapters are available on Waterloo LEARN.

### Course Requirements and Assessment

Assessment	Weighting
Attendance and Active Participation (every week, with self-evaluation due by April 9)	20%
Discussion Questions and Answers (for two self-selected weeks)	8%
Response Paper	20%
Draft Response Paper	8%
Final Response Paper	+12%
Presentation and Facilitation	20%
Abstract of Final Paper	7%
Final Paper	25%
Total	100%

#### Attendance and Active Participation: 20%

To be effective, teaching and learning require all of us to be intellectually engaged. Therefore, regular class participation is mandatory. Active participation means that you actively participate in weekly discussions on LEARN, and that you share your insights and experiences with the class. Your preparation, attentiveness, and willingness to share and participate in discussion topics on LEARN are essential. For details about how your participation will be evaluated, please see the rubric on LEARN.

You will be required to provide a self-evaluation for participation after the final class session that will assist me in determining your grade. The Self-Evaluation form for Class Participation has been uploaded to the Self-Evaluation for Class Participation folder in the Content area on LEARN. Your completed Self-Evaluation form should be submitted to the Self-Evaluation for Class Participation dropbox on LEARN no later than April 9. Attendance and participation is worth 20%.

#### Discussion Questions and Answers (for two self-selected weeks): 8%

Starting from Week 4 until Week 10 (except for the week when you will make your group presentation), you will prepare and submit two discussion questions and answers for two self-selected weeks (1/2 – 1 page, double-spaced), based on an issue that has arisen from the required course readings. You are expected to post each question and answer in the corresponding Discussion Question and Answer discussion topic on LEARN before 11:59 PM on Monday of your selected week (except for the week of March 15, because March 15-16 is long weekend. As such, for students who select this week, the discussion question and answer is due by Wednesday, March 17, 11:59 PM). Before April 9, each student should have posted two discussion questions and answers.

Each discussion question and answer can connect the main theories or concepts between the readings, critically engage with the theoretical framework, methodology, discussion, or main findings from the readings, provide alternative policy recommendations or suggestions for future research, or relate the readings to current events in the news.

Each discussion question and answer is worth 4% of your final grade. It will be graded as follows:

Full points (4/4): accurately and coherently conveys an understanding of theories or concepts in the readings; thoughtfully engages with the theories or concepts in the readings; critically examines the theories or concepts and demonstrates a deep, complex, and critical understanding of the readings, including the authors' ideas as they relate to each other; adds new insights to the theories or concepts in the readings.

3/4: accurately and coherently conveys an understanding of theories or concepts in the readings; thoughtfully engages with the theories or concepts in the readings; critically examines the theories or concepts and demonstrates a deep, complex, and critical understanding of the readings, including the authors' ideas as they relate to each other.

2/4: accurately and coherently conveys an understanding of theories or concepts in the readings; thoughtfully engages with the theories or concepts in the readings.

1/4: accurately and coherently conveys an understanding of theories or concepts in the readings.

0 point: incomplete.

### **Response Paper: 20%**

This is an opportunity for you to conduct one written analysis of **at least two required course readings**. You could build on any of your discussion posts to write this response paper. This process will enable you to pick topics of interest to you and to leave plenty of time in your schedule to write a thoughtful and insightful analysis. Here, your task is to identify connections or divergent arguments operating across the readings, to explore how one author's arguments complement, contradict, or question another's, and so on. Pretend this is a coffee shop and ask yourself how these authors would interact in a conversation: Who would (dis)agree and how? How would the authors further or critique each other's arguments? *These are not summaries of the readings, but critical analyses of the articles, which require close reading and careful thinking.* The paper should be 4–6 double-spaced pages, which does not include the references page.

Please note that first-person pronouns are acceptable in your response paper. In addition to two required course readings that you choose, you could draw on external sources, if you find any external sources that are helpful for you to strengthen your argument in your paper, but please make sure that you focus on the two required course readings. When you cite an author's ideas, please use direct quotes sparingly and avoid citing long quotes; instead, please paraphrase the sentences or passages, using your own words.

The Draft Response Paper is due **on February 12** in the **Peer Review on Draft Response Paper discussion topic** on LEARN where you will be asked to join a peer review group to review and comment on each other's draft response paper. The main review questions will include: Has the paper identified connections or divergent arguments across at least two required course readings, in terms of how one author's arguments complement, further, contradict, question, or critique another's? Does the paper have an overarching argument? Does the writer use evidence effectively to support the argument? How persuasive is the argument? Is the analysis logical? Is the paper clearly organized? Does the writing include a strong beginning, middle, and end, with clear transitions and a focused closure? Is each paragraph coherent? Does each paragraph have strong topic and concluding sentences? Are the supporting sentences appropriate to support the central idea articulated in the topic sentence in each paragraph? Is the paper clearly written throughout? Is the use of vocabulary and word choice effective and engaging?

Based on the peer review, you will have a chance to revise your paper and upload the revised response paper to the dropbox called "Final Response Paper" on LEARN by **March 5, 11:59 PM**.

For this project, you will write two versions of your paper. Your Draft Response Paper (marked for completion) will be worth 8% of your final grade. Your Final Response Paper (marked based on the criteria stated above and the rubric on LEARN) will be worth 12% of your final grade.

### **Format for Response Papers**

Response papers should be double-spaced normal font size (10–12). Pages should be numbered. A list of references is required. Please title your paper, though you do not need to have a separate cover page.

All references to the texts should use APA format. For example, after a quote from Fennell & Arnot, the citation (which should be placed at the end of the passage and not at the bottom of the paper) should read: (Fennell & Arnot, 2007, p. 20) or (Author, Year of Publication, page #). For specifics about the APA style, please refer to Purdue Online Writing Lab at [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html).

### **Presentation and Facilitation: 20%**

As of Week 7, you shall work in groups or pairs (depending on class size) to prepare and make a 20-25 minute presentation on one of the assigned readings; post **at least two open-ended constructive discussion questions** to your respective discussion topic on LEARN; and facilitate class discussion in your discussion topic. The purpose of the presentation is not to simply summarize the readings but to outline and critically evaluate the main arguments and ideas addressed. Each group of presenters should have prepared at least two questions to post in your respective discussion topic about the reading in order to facilitate class discussion. You can draw

on other sources such as books, journal articles, news reports, videos, podcasts, personal experience, etc. if it helps to connect and/or illustrate the arguments and points made in the reading you present on.

You will be asked to formulate groups on LEARN around Week 3 to choose the reading and the week for your presentation. Details about how to join a presentation group will be provided in a discussion topic in Week 3 on LEARN. If you would like to join a presentation group before Week 3, you could click on **Connect** on the course navigation bar on LEARN and select **Groups**.

Bongo has been set up on LEARN for you to work with your group members and submit the video of your group presentation. If you have technical problems with Bongo, please email [learnhelp@uwaterloo.ca](mailto:learnhelp@uwaterloo.ca). Before you email LEARN Help, you can check the pages below:

<https://wiki.uwaterloo.ca/x/hYhbCg>

<https://wiki.uwaterloo.ca/display/ISTKB/Students>

<https://bongolearn.zendesk.com/hc/en-us/categories/115000500494-Learners-Video-Assignments>

Presenters should submit the video of your group presentation to the **Group Presentation dropbox** on LEARN and post at least two discussion questions in your respective discussion topic on LEARN by **Monday evening (11:59 PM) of the week when you present** (except for Week 9 that will start on Wednesday, March 17, as indicated in the Course Schedule below. Presenters for Week 9: please submit your video of group presentation and post your discussion questions by Wednesday, March 17, 11:59 PM), so that the class can watch the presentation, respond to the presenters' discussion questions, and provide feedback on LEARN by 11:59 PM, Friday of the week when the group presents.

At the end of each group presentation, each group member will conduct a self-evaluation and provide feedback on group dynamics, which will be worth 2 points. The Self-Evaluation Form for Group Presentation has been posted on LEARN. To access it, please click on **Content** on the course navigation bar and open the folder "**Group Presentation**." After you complete the Form, please submit it to **the Self-Evaluation for Group Presentation dropbox** on LEARN by **11:59 PM, Friday of the week when you make your presentation**. The audience will also be asked to fill out a survey that evaluates each group presentation. To access the survey, please click on **Submit** on the course navigation bar on LEARN, select **Surveys**, and choose each respective group to provide them with feedback. The audience's completion of survey will count toward their attendance and participation grade. The instructor will aggregate and send the anonymous survey results to presenters.

### **Abstract of Final Paper: 7%**

You are required to conduct research and write a final paper by applying concepts and theories you learned throughout the course. The specific requirements for this paper are indicated below under Final Paper. Please submit an abstract of your final paper to the **Abstract of Final Paper**

**dropbox** on LEARN **before 11:59 PM on March 26**. In this abstract, please summarize the problem or issue your paper addresses. Please also include a summary of your argument supported by evidence, write about the significance of your research, and provide a list of references that includes *at least five* external academic sources such as book chapters and peer-reviewed journal articles in addition to any relevant readings from the course. The abstract should be **between 150 and 300 words** that does not include the references page.

### **Final Paper: 25%**

Explore a topic related to the course in more depth. I encourage you to use this opportunity to pursue research that interests you while engaging with some of the course materials. The paper should draw on the course in demonstrable ways, employing concepts and theories we learn from readings and class discussions. Be sure to make a succinct argument and provide evidence to support and develop that argument. The purpose of the final paper is for you to develop a research topic that can eventually evolve into a conference paper, thesis, or larger project. Your paper should include a title that reflects its focus, an abstract, an introduction that presents your thesis statement and outlines your research objectives, your conceptual framework/theory, a literature review, a statement on the significance of conducting this research, your conclusion, and a list of references. For specific instructions, please refer to the **Guidelines for the Final Paper** posted in the **Guidelines folder** in the Content area on LEARN.

Given that this will be a 12–14 page double-spaced paper that does not include the references page, you should cite *at least five* external academic sources such as book chapters and peer-reviewed journal articles in addition to relevant readings from the course. Please submit your final paper to the **Final Paper dropbox** on LEARN by **April 19, 11:59 PM**.

### **Format for the Final Paper**

The final paper should be double-spaced normal font size (10–12). Pages should be numbered. A list of references is required. Please title your paper, though you do not need to have a separate cover page.

All references to the texts should use APA format. For example, after a quote from Fennell & Arnot, the citation (which should be placed at the end of the passage and not at the bottom of the paper) should read: (Fennell & Arnot, 2007, p. 20) or (Author, Year of Publication, page #). For specifics about the APA style, please refer to Purdue Online Writing Lab at [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html).

### **Course Communication**

#### **Weekly Announcements on LEARN**

I use the **Announcements** widget on the **Course Homepage** throughout the term to communicate information regarding lectures, activities, due dates, etc., as needed. At the beginning of each week, I will make an announcement on LEARN outlining that week's topic, how to access my recorded lectures, and assignments that should be completed, etc.

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 on **Show All Announcements**.

## **Course Discussion Boards on LEARN**

Deadlines for posting and responding to discussions will be provided in each week's discussion topics on LEARN on a weekly basis to facilitate meaningful discourse, i.e., to enable you to exchange ideas with your peers, construct and confirm understanding, and review each other's draft response paper. As such, these deadlines are considered "firm" – i.e., it is crucial that you meet the deadlines both for posting and replying as specified in each discussion topic on LEARN. These deadlines help us avoid the scenario where everyone posts just before the deadline, and true discourse becomes impossible.

I have set up the "**Ask the Instructor**" discussion topic on LEARN that you could use to ask me questions about the course content and assignments. I will respond to student inquiries within 48 hours.

The "**General Discussion**" discussion topic has also been set up for you to communicate with your peers in this course, asking each other questions and sharing ideas, including tips about creating your video for your group presentation.

Discussions can be accessed from the **Course Homepage** by clicking on **Connect** and then **Discussions** on the course navigation bar.

### **Contact the Instructor**

Questions about the course can be directed to me at [1448wang@uwaterloo.ca](mailto:1448wang@uwaterloo.ca). I check my email and the "Ask the Instructor" discussion topic on LEARN frequently and will reply to your questions within 48 hours, Monday to Friday. If you would like a video-chat appointment on MS Teams or Zoom, please email me ahead of time.

### **Technical Support**

If you encounter technical issues with Waterloo LEARN, please email [learnhelp@uwaterloo.ca](mailto:learnhelp@uwaterloo.ca). Technical support is available during regular business hours, Monday to Friday, 8:30 AM to 4:30 PM.

### **Respectful Discourse**

Kindness and respect, even when we disagree, are necessary to encourage diversity of thought and discussion. It is expected that you demonstrate respect and positive consideration for students and the instructor, in relation to ability, beliefs, gender, language, nationality, race, or sexuality. In your interactions with others in this course, please be sure to think carefully about the words you choose.

### **Course Schedule**

#### **Week 1, January 11–15, 2021 – Introduction and Course Overview**

Welcome to the course! In this session, the instructor will give an overview of the course including the course content, learning objectives, and particular topics to be addressed. We will also deal with practical matters including attendance and participation, assignments, assessment criteria, and group expectations, etc.

**Recommended Resources:**

Sheryl Sandberg's Lean in. Retrieved from <https://leanin.org/>

Covert, B. (2013, February 25). Lean in, trickle down: The false promise of Sheryl Sandberg's theory of change. Retrieved from <https://www.forbes.com/sites/brycecovert/2013/02/25/lean-in-trickle-down-the-false-promise-of-sheryl-sandbergs-theory-of-change/#502283b04256>

**Week 2, January 18–22, 2021 – Patriarchy as a System and the Hidden Curriculum****Required Readings:**

Johnson, A. G. (2014). Patriarchy, the system: An it, not a he, a them, or an us.

*The gender knot: Unraveling our patriarchal legacy* (3<sup>rd</sup> edition) (pp. 26–47). Philadelphia: Temple University Press.

Orenstein, P. (2013). Chapter 1: Learning silence: Scenes from the class struggle. *Schoolgirls: Young women, self esteem, and the confidence gap* (pp. 3–17). New York: Doubleday.

**Week 3, January 25–29, 2021 – Intersectionality and Systemic Privilege****Required Readings:**

Wingfield, T. (2015). Her(story): The evolution of a dual identity as an emerging Black female and scholar. In V. E. Evans-Winters and Bettina L. Love (Eds.), *Black feminism in education: Black women speak back, up, and out* (pp. 81–92). New York: Peter Lang.

McIntosh, P. (1989). White privilege: Unpacking the invisible knapsack. *The National Seed Project*. Retrieved from <https://nationalseedproject.org/white-privilege-unpacking-the-invisible-knapsack>

Wang, L. (2017). Negotiating the intersection of the urban-rural divide and gender in contemporary China: Rural female university students. *Modern China*, 43(6), 646–677.

**Week 4, February 1–5, 2021 – Feminisms in Education and Feminist Pedagogy****Required Readings:**

Bowl, M., & Tobias, R. (2012). Ideology, discourse and gender: A theoretical framework. In M. Bowl et al. (Eds.), *Gender, masculinities and lifelong learning* (pp. 14–28). New York: Routledge.

Llewellyn, K., & Llewellyn, J. (2015). A restorative approach to learning: Relational theory as feminist pedagogy in universities. In T. Penny Light et al. (Eds.). *Feminist pedagogy in higher education: Critical theory and practice* (pp. 11–31). Waterloo: Wilfrid Laurier University.

**Week 5, February 8–12, 2021 – Gender Inequality, Teacher Practice, and Human Flourishing (Draft Response Paper due in the Peer Review on Draft Response Paper discussion topic on LEARN)****Required Readings:**

Tao, S. (2016). How gender inequality is causally linked to teacher practice. In *Transforming teacher quality in the Global South: Using capabilities and causality to re-examine teacher performance* (pp. 79–98). London: Palgrave Macmillan.

Brighouse, H. (2006). Educating for economic participation. In *On education* (pp. 27–41). London: Routledge.

**February 13-21 \*\* Reading Week \*\* No Class****Week 6, February 22–26, 2021 – “Over-achieving” Girls and “Failing” Boys?**

**Required Readings:**

- Pomerantz, S. et al. (2013). Girls run the world? Caught between sexism and postfeminism in the school. *Gender & Society*, 27(2), 185–207.
- Frank, B. et al. (2003). A tangle of trouble: Boys, masculinity and schooling – future directions. *Educational Review*, 55(2), 119–133.

**Week 7, March 1–5, 2021 – Anti-Racism and Gender Education****Required Readings:**

- Whitten, A., & Sethna, G. (2014). What’s missing? Anti-racist sex education! *Sex Education: Sexuality, Society, and Learning*, 14(4), 414–429.
- Martino, W., & Rezai-Rashti, G. (2008). The politics of veiling, gender and the Muslim subject: On the limits and possibilities of anti-racist education in the aftermath of September 11. *Discourse: Studies in the Cultural Politics of Education*, 29(3), 417–431.

**Week 8, March 8–12, 2021 – Decolonization, Masculinity, and Education****Required Readings:**

- James, C. (2012). Students “at risk”: Stereotypes and the schooling of Black boys. *Urban Education*, 47(2), 464–494.
- Tootoo, B. (2015). Strengthening young Inuit male identity. In Fiona Walton & Darlene O’Leary (Eds.) *Sivumut – towards the future together: Inuit women educational leaders in Nunavut and Nunavik* (pp. 121–140). Toronto: Women’s Press.

**March 15–16 – Long Weekend****Week 9, March 17–19, 2021 – Queering Curriculum****Required Readings:**

- Johnson, C. W. et al. (2014). “It’s complicated”: Collective memories of transgender, queer, and questioning youth in high school. *Journal of Homosexuality*, 61(3), 419–434.
- Frohard-Dourlent, H. (2016). “I don’t care what’s under your clothes”: The discursive positioning of educators working with Trans and gender-nonconforming students. *Sex Education: Sexuality, Society and Learning*, 16(1), 63–76.

**Week 10, March 22–26, 2021 – Gender-Based Violence in/out of Schools****Required Readings:**

- Osler, A. (2006). Excluded girls: Interpersonal, institutional and structural violence in schooling. *Gender and Education*, 18(6), 571–589.
- Dhillon, J. (2011). Social exclusion, gender, and access to education in Canada: Narrative accounts from girls on the street. *Feminist Formations*, 23(3), 110–134.

**Week 11, March 29–April 1, 2021 – Feminization and Teachers’ Work****Required Reading:**

- Llewellyn, K. (2006). Performing post-war citizenship: Women teachers in Toronto secondary schools. *The Review of Education, Pedagogy, and Cultural Studies*, 28(3-4), 309–324.

**April 2 – Good Friday****Week 12, April 5–9, 2021 – Women’s Leadership and Chilly Campus Climates**

**Required Reading:**

Acker, S. (2012). Chairing and caring: Gendered dimensions of leadership in academe. *Gender and Education*, 24(4), 411–428.

**April 19, 2021 – Final Paper Due by 11:59 PM****Late Work**

All assignments are expected to be submitted on time. Late assignments will be accepted up to a week (seven days including weekends) beyond the deadline at a penalty rate of 2% per day. After the seventh day, late assignments will not be accepted for any reason except for 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 you encounter circumstances that you feel may cause you to be late in submitting any particular assignment, you should contact your instructor immediately, explain the circumstances, and we may discuss an extension. To do so, you must be in contact with your instructor at least 48 hours prior to the deadline to request an extension.

**Information on Plagiarism Detection**

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 alternate assignment.

**Attendance Policy**

Since this course is delivered remotely, you are expected to actively participate in weekly discussions in each week's discussion topics on LEARN. Your input to the discussion topics will constitute your attendance and participation grade.

**Final Examination Policy**

For **Winter 2021**, the established examination period is **April 17-26**. The schedule will be available early in the winter. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time (see: 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](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 \(https://uwaterloo.ca/academic-integrity/\)](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity webpage \(https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour\)](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 \(https://uwaterloo.ca/academic-integrity\)](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 \(https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71\)](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71). For typical penalties check [Guidelines for the Assessment of Penalties \(https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties\)](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/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 university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70), Section 4 (<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>). 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 are grounds. Students who believe they have grounds for an appeal should refer to [Policy 72, Student Appeals \(https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72\)](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72).

**Academic Integrity Office (uWaterloo):** <http://uwaterloo.ca/academic-integrity/>

### **Accommodation for Students with Disabilities:**

**Note for Students with Disabilities:** The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (NH 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 the AAS office 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.

### **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](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 xt 32655
- **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 Student Life Centre

### **Off campus, 24/7**

- **Good2Talk:** Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- 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.

If you experience or witness harassment or discrimination, seek help. You may contact Credence & Co., Renison's external anti-harassment and anti-discrimination officers, by email ([info@credenceandco.com](mailto:info@credenceandco.com)) or by phone (519-883-8906). Credence & Co. is an independent K-W based firm which works with organizations toward thriving workplace cultures, including professional coaching, consulting, facilitation, policy development, conflict mediation and ombudsperson functions.

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.