

# Course Schedule

**IMPORTANT: ALL TIMES EASTERN** - Please see the [University Policies](#) section of your Syllabus for details

Week	Dates
<a href="#">Week 01: Introduction and Organization</a>	Tuesday, September 8, 2020 to Sunday, S
<a href="#">Week 02: The Structures and Purposes of Schools</a>	Monday, September 14, 2020 to Sunday, S
<a href="#">Week 03: The Power 'Rules' for Education</a>	Monday, September 21, 2020 to Sunday, S
<a href="#">Week 04: Democracy, Citizenship, and Schooling</a>	Monday, September 28, 2020 to Sunday, C
<a href="#">Week 05: Schooling and Colonialism</a>	Monday, October 5, 2020 to Sunday, Octo
<a href="#">Week 06: Indigenous Knowledge and Pedagogy</a>	Monday, October 19, 2020 to Sunday, Oct
<a href="#">Week 07:</a>	Monday, October 26, 2020 to Sunday, Nov

<a href="#"><u>(Dis)abilities and the School Child's 'Body'</u></a>	
<a href="#"><u>Week 08:</u></a> <a href="#"><u>Gendered Education and Youth Culture</u></a>	Monday, November 2, 2020 to Sunday, November 8, 2020
<a href="#"><u>Week 09:</u></a> <a href="#"><u>Hetero-Normative School Discourses</u></a>	Monday, November 9, 2020 to Sunday, November 15, 2020
<a href="#"><u>Week 10:</u></a> <a href="#"><u>Poverty, Wealth, and Global Education</u></a>	Monday, November 16, 2020 to Sunday, November 22, 2020
<a href="#"><u>Week 11:</u></a> <a href="#"><u>Research Week</u></a>	Monday, November 23, 2020 to Sunday, November 29, 2020
<a href="#"><u>Week 12:</u></a> <a href="#"><u>Humble Pedagogies</u></a>	Monday, December 1st, 2020 to Sunday, December 6, 2020

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**There is no final exam for this course**

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**\*Please note:** The final grade associated with the Student-Facilitated Seminar and Self and Peer Evaluation is **25%**.

## Official Grades and Course Access

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Official Grades and Academic Standings are available through [Quest](#).

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

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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

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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

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Who and Why	Contact Details
<p><b>Instructor and TA</b></p> <ul style="list-style-type: none"> <li>• Course-related questions (e.g., course content, deadlines, assignments, etc.)</li> <li>• Questions of a personal nature</li> </ul>	<p><b>Post your course-related questions</b> to the <b>Ask the Instructor</b> discussion topic*. This allows other students to benefit from your question as well.</p> <p><b>Questions of a personal nature</b> can be directed to your instructor. Please include your full name and course name and number in your email.</p> <p>Instructor: Jessica Rizk</p>

[jessica.rizk@uwaterloo.ca](mailto:jessica.rizk@uwaterloo.ca)

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.

**Technical Support,**  
Centre for Extended  
Learning

- Technical problems with Waterloo LEARN or with VoiceThread

[learnhelp@uwaterloo.ca](mailto:learnhelp@uwaterloo.ca)

Include your full name, WatIAM user ID, student number, and course name and number.

Technical support is available during regular business hours, Monday to Friday, 8:30 AM to 4:30 PM (Eastern Time).

[LEARN Help Student Documentation](#)

**Learner Support Services,**  
Centre for Extended  
Learning

- General inquiries
- WatCards (Student ID Cards)

[Student Resources](#)

[extendedlearning@uwaterloo.ca](mailto:extendedlearning@uwaterloo.ca)

+1 519-888-4002

Include your full name, WatIAM user ID, student number, and course name and number.

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

# Course Description and Learning Outcomes

## Description

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This course is designed to examine the social foundations of education (traditionally philosophy, sociology, and history of education, but also cultural and equity studies). Through an interdisciplinary framework, we will consider ideals of and ideas about education, how assumptions about knowledge shape commitments to learning and schooling, and how notions of equity are embedded in and constrained by structures of education and society. The focus will be on the roles that schooling systems, teachers, and students, as well as related institutions and groups play in both reproducing and challenging oppression and injustices. Through readings, dialogue with your peers, and instructor-led and student-led seminars, you will be encouraged to develop concepts and language to evaluate on-going public and political dialogue about the purposes of education and the meanings of educational equity.

## Learning Outcomes

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By the end of this course, you will be able to:

1. Describe how education processes reproduce and/or challenge social inequality;
2. Describe how power in society (e.g., colonialism, corporatization, globalization, patriarchy) shapes education;
3. Identify theories of education that inform educational practices and policies;
4. Question dominant educational discourses regarding teaching, curriculum, learning, youth culture, and pedagogy;
5. Demonstrate knowledge of and define a position on the purposes of education for an equitable society;
6. Recognize the multiple stakeholders involved in controversial issues for equity and education;
7. Critique secondary literature in the social foundations of education;
8. Critically analyze educational policy; and
9. Construct and confirm understanding of the course material through **extensive dialogue** with your peers.

*This online course was developed by Dr. Kristina R. Llewellyn, 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

## Course Instructor — Dr. Jessica Rizk

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I am a SSHRC Postdoctoral researcher in the Sociology Department at the University of Waterloo. I teach courses in education sociology. I am also a certified k-10 teacher and the co-chair of the Canadian Sociological Association Education Research Cluster.

### Educational Background

I have PhD in Sociology from McMaster University (2018). I specialize in education, digital technologies, student engagement and qualitative research methods. My dissertation was nominated for the Governor General Gold Medal Award for Academic Excellence. I also have a MEd., BEd., and BA from York University.



### Current Research

My primary research lies in the areas of sociology of education, digital technologies, and childhood and youth. My SSHRC-funded dissertation examined the impact of new digital learning tools on student engagement across Ontario school boards. Currently, I am working with a team of researchers at the University of Waterloo exploring the role of 21st century competencies and emerging technologies, and more recently, how the COVID-19 Pandemic has impacted schools, parents, families and communities. You can read some of my publications in the *Journal of Children and Media*, *Review of Educational Research*, and *Early Childhood Education*.

## Philosophy of Teaching

I am deeply committed to providing a space for students of all ages, abilities, and backgrounds to excel in their own educational trajectory. I strongly believe that a good education rests on the ability of teachers to provide classrooms that spark curiosity, creativity, engaging questions and intellectual debates that are important and relevant to students lives. Thus, my goal as an educator is to bring out the best in all of my students and provide a safe space for learning to be explored and had by all. I aim to create a supportive environment that can develop *all* students' ability to see the world through an inquisitive lens. My teaching philosophy centers around 4 main tenets: 1) Community building; 2) Accessibility and Inclusivity; 3) Engaging students; and 4) Empower and Involve students

## About the Course Author

### Course Author — Dr. Kristina Llewellyn

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I am an Associate Professor in the Department of Social Development Studies at Renison University College, University of Waterloo. I teach courses in education, childhood studies, and social policy.

## Educational Background

Prior to starting my current position in 2009, I completed a SSHRC Post-Doctoral Fellowship



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(2006-2008) with the Faculty of Education at the University of Ottawa. My PhD was conferred in 2006 from the Department of Educational Studies at the University of British Columbia. I attained my Master of Arts in Education from the Ontario Institute for Studies in Education at the University of Toronto in 2002. Queen's University concurrently awarded my Bachelor of Arts (honours) and Bachelor of Education degrees in 2000.

## Current Research

My primary research lies in the areas of sociology of education, history of education, citizenship education, history education, oral history, youth studies, and gender equity. I have published three books to date: *Democracy's Angels: The Work of Women Teachers* (MQUP, 2012); *The Canadian Oral History Reader* (co-edited with A. Freund and N. Reilly, MQUP, 2015); and *Oral History and Education: Theories, Dilemmas, and Practices* (co-edited with N. Ng-A-Fook, Palgrave Macmillan, 2017). I have two current research projects that are funded by the Social Sciences and Humanities Research Council of Canada. The first is an examination of the Model United Nations as an educational program for the development of youth global citizenship, entitled *Citizens of the World: Youth, Global Citizenship, and the Model United Nations*. The second is entitled *Digital Oral Histories for Reconciliation: The Nova Scotia Home for Colored Children History Education Initiative* (DOHR). This project develops and assesses virtual reality oral histories for history education with survivors of the home.

## Philosophy of Teaching

My approach to teaching is from a socio-historical perspective. I want students to recognize systemic power inequalities, the need to question unjust 'truths,' and the possibility to make changes with collective action. In all my courses, I strive to create an educational setting that validates students' diverse knowledge base and makes connections between individual experience and political reality. The establishment of a community of learners is paramount to the success of any course. Students are called upon to be active participants in their own learning and in the learning community.

## Materials and Resources

### Textbook(s)

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There are **no** required textbooks for this course.

### Course Reserves

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

### Resources

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- [Library services for Co-op students on work term and Extended Learning students](#)
- [Counselling Services \(PDF\)](#)

# Grade Breakdown

The following table represents the grade breakdown of this course.

Assignments	Weight (%)
Individual Assignments:	
Participation Portfolio <ul style="list-style-type: none"><li>Weeks 1-6 (10%)</li><li>Weeks 7-12 (10%)</li></ul>	20%
Op Ed Assignment	20%
Critical Policy Analysis Assignment	35%
Group Assignment:	
Student-Facilitated Seminar	25%

## Course and Department Policies

### Course Policies

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### Assignment Deadlines

Due dates are firm. You are responsible for informing the instructor in advance if you are unable to complete an assignment by the scheduled date. Missed due dates are only acceptable in the case of medical problems (please refer to Accommodation Due to Illness on the [University Policies](#) page in this syllabus), for serious compassionate reasons, or as a pre-arranged accommodation for students with disabilities. Late submissions, without advance permission, will be given a 10% reduction in the total possible grade for each 24 hours after the due date. No assignments will be accepted if submitted more than one week after the deadline. In some cases, it may be necessary to complete alternate assignments for deadlines that are missed.

Difficulty with assignments is not a sufficient reason for an extension. Any student who finds himself / herself / themselves struggling with an assignment during the term is encouraged to contact the instructor as soon as possible to discuss strategies for success. It is important to begin assignments well in advance of the due date in case of problems.

## Travel and Completion of Final Assignment Policy

Students should be aware that student travel plans are not acceptable grounds for granting an alternative final course assignment date (see [Final Examinations: Important Information](#)).

## Department Policies

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### Academic Integrity

Please refer to Academic Integrity on the University Policies page in this syllabus. For more information, refer to the [Ethical Behaviour](#) (Arts) webpages.

## 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, please follow the [Renison University College Harassment and Discrimination Policy Guidelines](#) for student, staff and faculty.

# University Policies

## Submission Times

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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](#).

## Accommodation Due to Illness

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**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](#).

**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](#) page.

## Missed Final Examinations

Your faculty determines academic accommodation; therefore we advise you to speak with your professor if you anticipate being unable to fulfill academic requirements due to illness or other extenuating circumstances.

Further information about Examination [Accommodations](#) is available in the Undergraduate Calendar.

## Academic Integrity

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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](#) and graduate students should see the [Graduate Students and Academic Integrity](#) 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](#).

## Turnitin

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**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](#)

## Discipline

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A student is expected to know what constitutes [academic integrity](#) 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](#). For typical penalties, check [Guidelines for the Assessment of Penalties](#).

## Appeals

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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 he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

## Grievance

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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](#), Section 4. When in doubt please be certain to contact the department’s administrative assistant who will provide further assistance.

## Final Grades

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In accordance with [Policy 46 - Information Management](#), 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](#) to see all final grades. Any grades posted in Waterloo LEARN are unofficial.

## AccessAbility Services

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[AccessAbility Services](#), 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

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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 \(AODA\)](#) are guided by University of Waterloo accessibility [Legislation](#) and policy and the [World Wide Web Consortium's \(W3C\) Web Content Accessibility Guidelines \(WCAG\) 2.0](#). The majority of our online courses are currently delivered via the Desire2Learn Learning Environment. Learn more about [Desire2Learn's Accessibility Standards Compliance](#).

## Use of Computing and Network Resources

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Please see the [Guidelines on Use of Waterloo Computing and Network Resources](#).

## Copyright Information

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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](mailto:extendedlearning@uwaterloo.ca).