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 2019
Course Code: SDS449R
Course Title: Race & Gender Equality
Class Times/Location: Tuesdays, 2:30pm – 5:20pm; REN 2918

Instructor: Harrison Oakes
Office: PAS 3250 (outside of office hours)
Office Hours: Wednesdays, 11:00am – 12:00pm (in REN 1623)
Email: hoakes@uwaterloo.ca; Please include the course code (SDS 449R) in subject line

Course Description
This course examines the causes of, impact of, and ways to overcome, the stigma that plays a major role in inequality, prejudice, and discrimination. Although the course name focuses only on race and gender, the focus will be on how we can understand and reduce the pernicious effects of being part of any kind of stigmatized social identity. It takes the perspective of both minority group members and majority group members in North America. Topics include understanding sexist and racist attitudes and behaviour, how prejudice can exist outside of awareness, and situational barriers to stigmatized groups’ success in society.

Course Objectives and Learning Outcomes
Upon completion of this course, students should be able to:
   A. Describe key theories and findings related to prejudice, discrimination, and/or stereotyping.
   B. Critique cultural notions of race, gender, and other social identities.
   C. Develop the ability to relate the findings of research to your own life, to important issues in society and the world at large, and to public discourse on those issues.
D. Learn to think critically about issues related to equality at the level of the individual and the level of society

Special Note
I would like to create a 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, 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. This means that we should attempt to create a space of care, mutual respect, accountability and trust. As such, I urge all students (and myself) 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, 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.

Readings Available on Perusall and the Internet
The readings are chosen to give you an introduction to article reading and interpretation skills, and to the literature itself for your term projects and major presentation. The articles/chapters are posted on Perusall (except those with active URLs provided). It is your responsibility to read them before class and engage with them as per the assessments described next.


**Course Requirements and Assessment**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Date of Evaluation (if known)</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class Participation</td>
<td>Throughout term</td>
<td>15%</td>
</tr>
<tr>
<td>Perusall Engagement</td>
<td>Throughout term</td>
<td>15%</td>
</tr>
<tr>
<td>Concept Maps</td>
<td>Weeks 2-8; Due Monday night</td>
<td>15%</td>
</tr>
<tr>
<td>Teach the Class</td>
<td>Weeks 8-11</td>
<td>25%</td>
</tr>
<tr>
<td>Final Project</td>
<td>Final exam period</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100%</strong></td>
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**In-Class Participation**
In-class participation marks are based on being present and engaged in class. Each student gets one unexplained absence during the term without losing participation marks. All other absences will require documentation. Students are responsible for catching up on material that they missed. I will only provide assistance catching up on material for absences with documentation. Students with documentation who miss their presentation will have the opportunity to make up those marks. Students who do not have documentation or use their
unexplained absence for the class they are scheduled to present in will not be able to make up those marks.

Students who have no more than one unexplained absence, who appear to generally pay attention, and who generally participate and ask thoughtful questions or make thoughtful comments, will earn an A for participation. You are allowed to have “off” days. You are not being monitored on a minute-to-minute basis. I will record, several times through the term, general impressions of student engagement. These will form an overall engagement mark. If you have a challenge in your life that prevents you from fully participating, I will provide accommodations with appropriate documentation.

**Perusall Engagement**

Perusall engagement marks are based on students engaging with the readings (Week 2-8) on the Perusall platform. This involves making several comments throughout the entire reading each week. Comments should show critical engagement with the reading material by linking it to other readings in this course, to real world events, or by posing a constructive critique of a point the authors are making. You may also earn marks for asking clarification questions about something in the reading you do not understand. Only asking questions, however, will not result in full marks for engagement.

**Concept Maps**

Throughout this course, you will be asked to create a concept map of your understanding of course material. The concept maps should “include making and defining connections, demonstrating hierarchies or chronologies, developing ideas through support and examples—and when justaposing earlier and later concept maps, working out individualized frameworks of understanding, building an argument, forming more complex syntheses of ideas, and showing changes in thinking” (Center for Teaching, n.d.). Each week, after completing the readings, you will be responsible for adding the new content to your pre-existing concept map. At times, you may need to revise your concept map to reflect your new learning. At other times, you may simply need to add the new concepts to your map. Each week’s concept map should be submitted via LEARN before 11:59pm on Monday night.

**Teach the Class**

In Weeks 8-11 of the term, you will have 25 minutes to teach the class about a real-world event/issue—of your choosing—related to racial and/or gender equality. This presentation is designed for you to demonstrate your familiarity with a real-world event/issue and the discourses surrounding it (both positive/negative and/or supportive/opposed). Throughout the course, you will be exposed to background information and skills to help you be prepared for the presentation. More details will be available on LEARN. Missed presentations cannot be made up without documentation.
Final Project
Whereas the class presentation is designed to demonstrate your familiarity with an issue and the discourses surrounding it, the final project is designed for you to demonstrate your ability to apply the concepts and theories learned throughout this course to an analysis of a real-world event. You will have 3 formats to choose from: an academic poster, an interactive slide show, or a standard, APA-formatted essay of no more than 5 pages (excluding references). More details will be available on LEARN.

Course Outline
Notes on readings.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 8</td>
<td>Introductions, term definitions, using Perusall</td>
<td>None</td>
</tr>
<tr>
<td>5</td>
<td>Feb 5</td>
<td>Social Construction of Gender</td>
<td>Lorber (1994)</td>
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Feb 19-22
Winter mid-term study break / “reading week”

| 7    | Feb 26 | Gender Backlash/Guest Lecture        | Kimmel (2013)                     |
| 8    | Mar 5  | Intervention/Teach the Class         | Ayvazian (2010)                  |
| 9    | Mar 12 | Teach the Class                      | None                             |
| 10   | Mar 19 | Teach the Class                      | None                             |
| 11   | Mar 26 | Teach the Class                      | None                             |
| 12   | April 2| Taking Stock & Looking Ahead         | None                             |

April 5
Last day of classes

Late Work
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 24 hours prior to the deadline to request an extension. No last minute extensions will be granted.
Late assignments will be accepted up to 5 business days (i.e., Monday – Friday) beyond the deadline at a penalty of 2% per day. After the fifth business day, late assignments will not be accepted for any reason except those outlined in the UW calendar (e.g., medical or family emergencies; 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 UW policy regarding accommodation for illness for unforeseen circumstances.

**Electronic Device Policy**  
Electronic devices are allowed in class, provided they do not disturb teaching or learning. Please be courteous to your fellow students and only use your electronic devices for the purposes of engaging in course content (e.g., taking notes). Keep in mind that studies also show that pen-and-paper note-taking is more effective and leads to higher grades than laptop note taking. Electronic device use during lectures for email, Facebook, or other non-course related activities is not permitted.

Audio and video recordings of classroom lectures or activities must be approved by the professor prior to the beginning of the scheduled session. Recordings may only be used for individual study of materials presented during class and may not be published or distributed without the consent of the professor. Videos that contain images of other students may not be published or distributed without the consent of all students depicted in the video.

**Attendance Policy**  
This course requires students to regularly attend classes; participate in the emerging discussions by sharing ideas, thoughts and anecdotes; complete classroom activities; read and critically examine the assigned readings.

**Final Examination Policy**  
For Winter 2019, the established examination period is April 10-27, 2018. The schedule will be available at the end of January. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time (see: Final Examination Information)  
*Note: There is no final exam for this course.*

**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 Accommodation 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 [UWaterloo Academic Integrity webpage](https://uwaterloo.ca/academic-integrity) and the [Arts Academic Integrity webpage](https://arts.uwaterloo.ca/academic-integrity) 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. 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/academic-integrity). For typical penalties check [Guidelines for the Assessment of Penalties](https://uwaterloo.ca/academic-integrity).

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: [Fair Dealing policy](https://uwaterloo.ca/academic-integrity). 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/academic-integrity), 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 are grounds. Students who believe they have grounds for an appeal should refer to [Policy 72, Student Appeals](https://uwaterloo.ca/academic-integrity).

**Academic Integrity Office (uWaterloo).**

**Accommodation for Students with Disabilities:**

*Note for Students with Disabilities:* The [AccessAbility Services](https://uwaterloo.ca/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**: Needles Hall expansion, 2nd floor. Email: counselling.services@uwaterloo.ca / 519-888-4567 ext. 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
- **Campus Wellness**: Central resource for primary medical care and mental health services.

**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: 519-749-433 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 ext. 213

Full details can be found online at the Faculty of ARTS website
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.