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), Anishinaabeg, 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.

Fall 2021

Course Code: SDS449R
Course Title: Prejudice and Discrimination

Class Times/Location: Online Course
Synchronous meeting time to be determined collectively

Instructor
Instructor: Dr. Harrison Oakes
Office: N/A
Office Phone: N/A
Office Hours: By appointment
Email: hoakes@uwaterloo.ca (Please include course code [SDS449R] in subject line)

Course Description
This course takes an interdisciplinary approach in examining causes of, impacts of, and ways to overcome stereotyping, prejudice, and discrimination. The experience and behaviour of both the target and the purveyor of discrimination will be studied from individual, interpersonal, and structural perspectives. We will consider the perspective of both minority and majority group members and, at times, examine conflicting arguments of a topic (e.g., implicit bias, microaggressions). Topics include the advantages of socio-ecological frameworks in contextualizing prejudice and discrimination, the importance and complications of intersectionality, the importance of social environments in understanding prejudice toward
concealable identities, and an examination of research on prejudice reduction.

**Course Objectives and Learning Outcomes**

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

A. Apply a socio-ecological framework to issues of prejudice and discrimination and explain why such a framework can be beneficial for understanding said issues.

B. Analyze and critique conflicting arguments on certain topics related to prejudice and discrimination.

C. Relate the material covered in class to their life outside of class, to important issues in society and the world at large, and to public discourse on these issues.

D. Think critically about issues related to prejudice and discrimination at the level of the individual, interpersonal interactions, and societal structure.

**Special Note**

I would like to create a space that opens up discussion between you and your classmates. This will be a space 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 space 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.

**Required Text**

- N/A

**Readings Available on LEARN**
These readings are posted on LEARN and available via course reserves. It is your responsibility to read them before class each week and engage with them as per the assessments described next.

- **Fleras, A. (2012).** *Unequal relations: An introduction to race, ethnic, and aboriginal dynamics in Canada* (7th ed.). Pearson. (Excerpt: pp. 73-75.)
- **Hsieh, W., Faulkner, N., & Wickes, R. (2021).** *What reduces prejudice in the real world? A meta-analysis of prejudice reduction field experiments.* https://doi.org/10.31234/osf.io/jkn8c


**NOTE:** The reading for “Research Spotlight: MRAs” will be announced/provided upon confirmation with the guest speaker and well before it needs to be read.

**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>Discussions</td>
<td>Weeks 1-8</td>
<td>20%</td>
</tr>
<tr>
<td>Assignments</td>
<td>Weeks 2, 3, &amp; 7</td>
<td>30%</td>
</tr>
<tr>
<td>Teach the Class</td>
<td>Weeks 9-12</td>
<td>40%</td>
</tr>
<tr>
<td>Final Assignment</td>
<td>Fri, Dec 10, 2021</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Discussions**

Discussion marks are based on students engaging in discussions related to weekly readings, videos, and audiofiles on LEARN. Each week, students will be expected to make **1 thoughtful post** (i.e., 1 thread) by **Friday, 11:59pm**, in response to a prompt related to that week’s materials. Students are also expected to **respond thoughtfully to at least 2 posts by other students** by **Sunday, 11:59pm**. I will drop the lowest week’s mark from students’ overall grade. This allows you some flexibility in missing a week during the term, should you need it.

Posts should demonstrate critical engagement with the material by linking it to other material in this course, to real-world events, or by posing a
constructive critique of a point being made. Responses to other students that only voice agreement with what has already been said (e.g., “I agree”) will not earn a mark. Responses are expected to create or further dialogue, which in turn improves our collective learning.

Assignments
There will be 3 small assignments (i.e., Weeks 2, 3, & 7) associated with course content. Specific information regarding each assignment will be provided in the module description on LEARN. Assignments will be worth a collective total of 30% of your grade (i.e., 10% each).

Teach the Class
In Weeks 9-12 of the term, you will teach the class in pairs/triads about how a socio-ecological framework enables us to more fully understand the multi-faceted complexity of a real-world intergroup conflict. You will choose your own topic but it must be pre-approved by me. Each group will present on a different topic so as to minimize repetitiveness and maximize the class’s exposure to practical applications of course content to current social issues. Topics will be approved on a first-come first-served basis. Presentations should include the following components:

1. Brief overview of the real-world intergroup conflict;
2. Address the following components of the conflict using a socio-ecological framework:
   a. Individual level
      i. Causes of the conflict
      ii. Impacts of the conflict
      iii. Overcoming the conflict/Interventions
   b. Interpersonal level
      i. Causes of the conflict
      ii. Impacts of the conflict
      iii. Overcoming the conflict/Interventions
   c. Structural level
      i. Causes of the conflict
      ii. Impacts of the conflict
      iii. Overcoming the conflict/Interventions

Presentations will be recorded virtually and should be accompanied by a time-stamped transcript to ensure accessibility. Each component should be recorded separately (i.e., presentation will consist of 4 recording:
Components 1, 2a, 2b, and 2c) and each recording should be less than 7 minutes. This time limit is intended to maximize accessibility for remote learners who have varying access to Internet connectivity.

Recordings and transcripts will be due to me in LEARN by 11:59pm on the Friday before the week of your presentation. This will allow me time to review the recordings and materials to ensure there are no technical difficulties in uploading them to LEARN.

**Peer Evaluations.** Students not presenting in a given week will evaluate their classmates’ presentations. Peer evaluators will be expected to provide constructive written feedback designed to help identify the strengths of each presentation and an area where it can be improved. Peer evaluators will be graded on the constructiveness of their feedback. The peer evaluations each student completes will make up 5% of their overall Teach the Class grade. Likewise, the peer evaluations that presenters receive from their classmates will make up 5% of the presenters’ overall grade. As such, peer evaluations will contribute a cumulative 10% to the overall Teach the Class grade.

**Final Assignment**
The final assignment of this course is a reflection essay. This assignment is designed to help you step back and review what you have learned this term and identify how you will use that knowledge in your pivot from academic settings to “the world out there.”

The first part of this assignment will be informed by your weekly discussion posts. You will be asked to review your discussion posts across the term and identify themes of discovery, whether about yourself, the academic theories and concepts we have studied in this class, or real-world events/issues we have discussed. More than just a surface-level reflection of what you have learned, this first half of the essay should engage reflexively with that learning.

The second part of the final assignment will consist of you identifying how the content of this course translates into your everyday life outside of university. I am looking for concrete behaviors and applications based off of specific lecture material.

**Course Outline**
On LEARN, you will find a module for each week containing a To Do list for that week. These modules will also include all the materials required to accomplish that week’s list of To Dos (e.g., PDFs of/URL links to readings, link to discussion, assignment instructions).

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 7</td>
<td>Labour Day (Holiday)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Sept 8-10</td>
<td>Introduction &amp; Definitions</td>
<td>Kendi (2020)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Fleras (2012)</td>
</tr>
<tr>
<td>2</td>
<td>Sept 13-17</td>
<td>Socio-Ecological Model</td>
<td>van der Star (2021)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment 1 Due</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sept 20-24</td>
<td>Intersectionality</td>
<td>Hernández-Saca et al. (2018)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment 2 Due</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Sept 27-Oct 1</td>
<td>Explicit &amp; Implicit Bias</td>
<td>Daumeyer et al. (2019)</td>
</tr>
<tr>
<td>5</td>
<td>Oct 4-8</td>
<td>Microaggressions</td>
<td>Sue et al. (2019)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Campbell &amp; Manning (2014)</td>
</tr>
<tr>
<td>Oct 11</td>
<td>Thanksgiving (Holiday)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct 12-15</td>
<td>Reading Week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Oct 18-22</td>
<td>Research Spotlight: MRAs</td>
<td>(see Readings note)</td>
</tr>
<tr>
<td>7</td>
<td>Oct 25-29</td>
<td>Social Environments &amp; Prejudice</td>
<td>Oakes (2020)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment 3 Due</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Nov 1-5</td>
<td>Prejudice Reduction: What Works?</td>
<td>Hsieh et al. (2021)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Hässler et al. (2020)</td>
</tr>
<tr>
<td>9</td>
<td>Nov 8-12</td>
<td>Teach the Class</td>
<td>N/A</td>
</tr>
<tr>
<td>10</td>
<td>Nov 15-20</td>
<td>Teach the Class</td>
<td>N/A</td>
</tr>
<tr>
<td>11</td>
<td>Nov 22-26</td>
<td>Teach the Class</td>
<td>N/A</td>
</tr>
<tr>
<td>12</td>
<td>Nov 29-Dec 3</td>
<td>Teach the Class</td>
<td>N/A</td>
</tr>
<tr>
<td>13</td>
<td>Dec 8</td>
<td>Final Assignment Due</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Note.** Week 6 (Research Spotlight: MRAs) may be changed to Week 5, 7, or 8, depending on the guest speaker’s availability. Dates will be confirmed as early as possible. MRA = men’s rights activists.

**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 days 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.

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

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

Final Examination Policy

For Fall 2021, the established examination period is Dec 9-23. The schedule will be available early in the fall. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time (see: Final Examination Schedule)

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 the registrar's Illness accommodation policy.
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 and the Arts Academic Integrity webpage 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 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). For typical penalties check Guidelines for the Assessment of 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: Fair Dealing policy. Violation of Canada’s Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

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

**Accommodation for Students with Disabilities:** [AccessAbility Services](#), located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

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

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

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

**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 the Waterloo Undergraduate Student Association (WUSA) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre
Off campus, 24/7

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