



AFFILIATED WITH THE UNIVERSITY OF WATERLOO

Renison University College
Affiliated with the University of Waterloo
240 Westmount Road N, Waterloo, ON
Canada N2L 3G4

Phone: 519-884-4404 | Fax: 519-884-5135 | uwaterloo.ca/Renison

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.

Fall 2020

Course Code: SDS449R

Course Title: Race & Gender Equality

Class Times/Location: N/A

Instructor

Instructor: Harrison Oakes

Office: N/A

Office Phone: N/A

Office Hours: Thursdays, 1:00pm – 2:00pm (**WebEx drop-in**) or by appointment

Email: hoakes@uwaterloo.ca (Please include course code [SDS449R] 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 racial and gender 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 race- and gender-based prejudice, discrimination, and/or stereotyping.
- B. Critique cultural notions of race, gender, and other social identities.
- C. Relate the material covered in class to your 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 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 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 articles/chapters are posted on LEARN and available via course reserves. It is your responsibility to read them each week and engage with them as per the assessments described next.

- Bolton, G., & Delderfield, R. (2018). Reflective practice: An introduction. In *Reflective practice: Writing and professional development* (5th Ed., pp. 1-22). Thousand Oaks, CA: SAGE.

- Coaston, J. (2019, May). The intersectionality wars. *The Highlight*. Vox. Retrieved from <https://www.vox.com/the-highlight/2019/5/20/18542843/intersectionality-conservatism-law-race-gender-discrimination>
- Coates, T-N. (2014, June). The case for reparations. *The Atlantic*. Retrieved from <https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>
- Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A Black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. *University of Chicago Legal Forum*, 1989(1), 139-167. <https://chicagounbound.uchicago.edu/uclf/vol1989/iss1/8>
- Fleras, A. (2012). *Unequal relations: An introduction to race, ethnic, and aboriginal dynamics in Canada* (7th ed.). Toronto, ON: Pearson. (Excerpt: pp. 47-75.)
- Giolla, E. M., & Kajonius, P. J. (2019). Sex differences in personality are larger in gender equal countries: Replicating and extending a surprising finding. *International Journal of Psychology*, 54(6), 705-711. doi:10.1002/ijop.12529
- Kimmel, M. (2013). White men as victims. In *Angry white men* (pp. 99-134). New York, NY: Nation Books.
- Lowery, B. S., Knowles, E. D., & Unzueta, M. M. (2007). Framing inequality safely: Whites' motivated perceptions of racial privilege. *Personality and Social Psychology Bulletin*, 33, 1237-1250. doi:10.1177/0146167207303016
- Macdonald, N. (2015, Jan. 22). Welcome to Winnipeg: Where Canada's racism problem is at its worst. *Macleans*'s. Retrieved from <https://www.macleans.ca/news/canada/welcome-to-winnipeg-where-canadas-racism-problem-is-at-its-worst/>
- Newkirk, V. R. II. (2019). This land was our land: How nearly 1 million black farmers were robbed of their livelihood. *The Atlantic*, September 2019, 74-85.
- Omi, M., & Winant, H. (2012). Racial formation rules. Continuity, instability, and change. In D. M. HoSang, O. LaBennett, & L. Pulido

(Eds.), *Racial formation in the twenty-first century* (pp. 302-332). Los Angeles, CA: University of California Press.

- Satzewich, V., & Liodakis, N. (2017). Aboriginal and non-Aboriginal relations. In *"Race" and ethnicity in Canada: A critical introduction* (4th ed., pp. 212-242). Don Mills, ON: Oxford University Press.
- Stoet, G., & Geary, D. C. (2018). The gender-equality paradox in science, technology, engineering, and mathematics education. *Psychological Science*, 29, 581-593. doi:10.1177/0956797617741719

Course Requirements and Assessment

Assessment	Date of Evaluation (if known)	Weighting
Discussions	Weeks 1-8	20%
Assignments	Weeks 2,4,6, & 8	20%
Thought Papers	Weeks 2-8	15%
Teach the Class	Weeks 9-12	25%
Final Assignment	Fri, Dec 11, 11:59pm	20%
Total		100%

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 4 mini-assignments (i.e., Weeks 2, 4, 6, & 8) 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 20% of your grade.

Thought Papers

In Weeks 2-8, you will have the opportunity to prepare **four** thought papers. This allows you three free weeks (during Weeks 2-8) in which you do not need to submit a thought paper. Additionally, I will drop the first (or lowest graded) thought paper so that your best three make up your final mark. By doing so, you can use your first thought paper to receive feedback and make sure you're on the right path.

In each thought paper, you will consider how a concept from that week's lecture materials relates to a real-world event or issue. Thought papers are due at **11:59pm on Fridays**. You are welcome to submit your thought paper earlier than the deadline. Late thought papers will not be accepted.

Thought papers should not exceed 500 words (~2 pages typed text), and should follow APA 7 formatting guidelines, including a references section (not included in the 500 word limit). Each thought paper is worth 5% of your final grade in the course (3 thought papers x 5% each = 15%). See LEARN for more information on thought papers.

Teach the Class

In Weeks 9-12 of the term, you will teach the class in pairs/triads about how race- and/or gender-equality theory applies to a real-world event/issue of your choosing. Topics must be pre-approved by me. Presentations should include the following four components:

- 1) Brief overview of the real-world event/issue;
- 2) Brief overview of the theory you are applying to the event/issue;
- 3) An explanation of how your chosen theory applies to your chosen event/issue and helps make sense of it; and
- 4) An activity designed to get your class(mates) to engage with your topic more deeply.

Presentations will be recorded virtually and should be accompanied by a transcript to ensure accessibility. Each recording should be no more than 5-7 minutes in length. This is to maximize accessibility for remote learners who have varying access to Internet connectivity. This means you should break up Components 1-3 of your presentation into 3 separate recordings. Component 4 will not necessarily require a recording as activity instructions and details can in most cases be uploaded to LEARN in written form.

Recordings, transcripts, and activity instructions/materials 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. You will be expected to provide constructive feedback designed to help identify the strengths of each presentation and the areas where they can be improved. Evaluators will be graded on the constructiveness of their feedback. The peer evaluations each student completes will contribute 5% of their Teach the Class overall 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 10% to the overall grade for Teach the Class**: 5% from the quality of your evaluations of other students' presentations, and 5% from other students' evaluations of your presentation.

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. More than abstract, sweeping statements, I am looking for concrete behaviors and applications based off of specific lecture material.

We will determine the specifics of this assignment together as a class.

Course Outline

Week	Date	Topic	Readings Due
	Sept 7	Labour Day (Holiday)	
1	Sept 08-13	Reflexivity	Bolton & Delderfield (2018)
2	Sept 14-20	Central Concepts: Race (In)Equality Assignment 1: Fri, 11:59pm	Fleras (2012) Omi & Winant (2012)
3	Sept 21-27	Racism in Canada	Macdonald (2015) Satzewich & Lioudakis (2017)
4	Sept 28- Oct 04	Racial Reparations Assignment 2: Fri, 11:59pm	Coates (2014) Lowery et al. (2007) Newkirk (2019)
5	Oct 05-09	Central Concepts: Gender (In)Equality	Appelrouth & Edles (2011)
	Oct 12	Thanksgiving (Holiday)	
	Oct 13-16	Reading Week	
6	Oct 19-25	Gender Equality Paradox Assignment 3: Fri, 11:59pm	Giolla & Kajonius (2019) Stoet & Geary (2018)
7	Oct 26-Nov 01	Gender Backlash	Kimmel (2013)
8	Nov 02-08	Intersectionality Assignment 4: Fri, 11:59pm	Coaston (2019) Crenshaw (1989)
9	Nov 09-15	Teach the Class	None
10	Nov 16-22	Teach the Class	None
11	Nov 23-29	Teach the Class	None
12	Nov 30-Dec 7	Teach the Class	None
Final Reflections Due: Dec 11, 11:59pm			

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

Text matching software (Turnitin®) will 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

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

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 / 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) 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.