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: SOCWK/SWREN 301R (Section 001)
Course Title: Understanding Diversity in Canada

Class Times/Location: Wednesday, 2:30 p.m. to 5:20 p.m., REN 0402

Instructor

Instructor: Dr. Arshi Shaikh
Office: 1601, Social Development Studies, Renison University College
Office Phone: 519-884-4404 ext. 28688
Office Hours: Wednesday 11:00 a.m. to 12:30 p.m.
Email: arshi.shaikh@uwaterloo.ca

Email Communication: All emails to instructor must include “SOCWK/SWREN 301R” in the subject line. Emails should be written to “request a meeting” with the instructor. Communication about the syllabus (i.e., course outline), reflection exercises, readings for classroom discussions, and assignments should be carried out in the classroom, during or after the class, during the office hours of the instructor, or by appointment only. This is an in-class course and face-to-face communication with the instructor is highly encouraged and emphasized.

Course Description

This course explores the meaning of diversity from social work and social justice perspectives. The notions of “self” and “others” are at the core of understanding of diversity; and so are the concepts of power, privilege, oppression, discrimination, stereotypes, prejudice, multidimensionality and
intersectionality. The course provides grounding in the meaning of various forms of diversity found in contemporary Canadian society and links them with theoretical frameworks and approaches relevant to social work practice at micro, mezzo and macro levels. The course requires students to engage in deep and critical reflection as well as to participate actively in classroom discussions.

**Course Objectives and Learning Outcomes**

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

A. Understand the meaning of diversity from social work and social justice perspectives
   - Explore different forms and levels of diversity
   - Understand diversity as an anti-oppressive framework

B. Deeply reflect upon the notions of “self” and “others”
   - Distinguish the notions of self and others
   - Understand that the knowledge of self is essential in understanding diversity found within society
   - Describe how social identities give rise to dominant and non-dominant groups in society

C. Develop an awareness of personal beliefs and attitudes regarding diversity and how these are shaped
   - Reflect upon implicit bias as a step towards greater self-awareness

D. Critically examine the concepts of power, privilege, oppression, discrimination, prejudice, stereotypes, pluralism, multiculturalism, multidimensionality and intersectionality
   - Describe how diversity is linked to social inequality and oppression in society
   - Discover the hidden ways oppression can manifest in day-to-day life

E. Understand various forms of “isms” found in Canadian society
   - Understand various forms of “ism” and their relevance to social work practice
F. Critically examine theoretical frameworks and social work practice approaches as they relate to diversity within Canadian society
   - Identify mechanisms within society that cause or reinforce oppression
   - Understand the ways in which oppression is linked to issues of identity

G. Prepare students for culturally sensitive, inclusive and egalitarian social work practice
   - Bring together the content of previous modules and discuss its applicability to social work practice at micro, mezzo and macro levels

Optional Textbooks (On-Reserve in Library)

Course Requirements and Assessment
The course requires students to regularly attend classes, engage in weekly readings and class-room discussions, complete self-reflection exercises and accomplish two written assignments.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Date of Evaluation (if known)</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>Self-Reflection Activities</td>
<td>Ongoing</td>
<td>15%</td>
</tr>
<tr>
<td>Classroom Discussions</td>
<td>Ongoing</td>
<td>20%</td>
</tr>
<tr>
<td>Non-Comfort Zone Experience Paper</td>
<td>February 13, 2018</td>
<td>30%</td>
</tr>
<tr>
<td>Final Paper: Self-Awareness</td>
<td>April 3, 2018</td>
<td>35%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>
Assessment 1 Self Reflection Exercises

Students will be required to complete six self-reflection exercises in the specified weeks. Review the “self reflection exercises” document on LEARN as well as the last slides of powerpoint presentations to find out about self-reflection exercises.

Assessment 2 Classroom Discussions

The course relies heavily upon classroom discussions. Students are expected to attend each class and participate in ongoing and emerging discussions. At times, discussions will be based upon prior assigned readings. Review the course outline as well as the last slides of powerpoint presentations to find out about readings and discussion questions for upcoming classes.

The classroom participation grades will be determined using a combination of self-evaluation and instructor evaluation. Students will be asked to submit a short self-evaluation (one page) form, stating the score (out of 20) they believe they deserve and their rationale for the grade.

These forms will be weighed against the instructor’s assessment of the student’s attendance/participation. Significant differences in assessments (2 points of out of 20 or more) will be discussed by student and professor before the assignment of a final grade. In the case of smaller difference, the average of the two assessments or the instructor’s assessment, whichever is higher, will be the final classroom discussion grade. This assessment must be completed by April 5, 2019 (the last day of classes).

Assessment 3 Non-Comfort Zone Paper

Objective

This is an experiential assignment which enables you to acquire greater self-awareness by participating in experiences that are outside of your comfort zone. You are expected to engage in deep introspection/reflection about your feelings, emotions, attitudes and values prior, during and after participation in such experiences or activities.

Description

For this paper, you will select and attend an event which is sufficiently outside of your comfort zone, where people may not look like you and wherein cultural expressions, traditions, and rituals might be unknown or
strange to you. You need to provide a solid rationale for the selection of this event/activity. You may have a companion with you or you may choose to attend the event by yourself.

**Examples of Non-Comfort Zone Experience/Event/Activity**

You can possibly attend or engage in the following experience for this paper.

- Marriage ceremony of a different cultural group
- Prayer/Service in a Synagogue/Bhuddist temple/Hindu temple/Mosque/Jehovah's Witness/Church of a Different Denomination
- Events organized by culturally specific social service agencies (e.g., Muslim Social Services Kitchener Waterloo)
- Service in a Church of a different denomination
- Cultural Festivals (i.e., Greek Festival, Macedonian Festivals)
- Rural and country fair/events
- Yoga and meditation retreats
- Musical events and programs of a different culture
- Meetings/events organized by different student bodies (i.e., Association of Caribbean Students, Afghan Students Associations) on campus
- Meetings organized by political parties whose views and ideologies might be different than yours

**Guidelines and Structure of the Paper**

After attending the event, write a paper as per the following guidelines:

1. Begin with a brief introduction/description of the event/activity you attended and the rationale for the selection of this event/activity.

2. Describe in detail the range of emotions you experienced before, during, and after your visit. What thoughts, ideas, and stereotypes did you experience? Also provide an explanation as to why you experienced those feelings, attitudes and thoughts prior, during and after the event/activity.
3. Think critically about your own value system. Did any part of the experience challenge your values and belief system? If yes, explain why and how. If no, explain why not. In other words, you need to describe the impact (or lack of impact) of the experience and to explain why the experience did or did not have any impact on you.

4. Finish your paper with closing remarks about the experience.

**Format of Paper**

- This paper should be formatted as per the APA style: double-spaced, Times New Roman, 12 point font with standard margins and page numbers.
- The main body of paper (text) should not exceed 10 pages. There is no minimum page limit; this means the paper can be of less than 10 pages.
- The paper may include diagrams or charts or citations and references. However, references are not mandatory.
- Should you choose to include references, follow the American Psychological Association (APA) format with proper citations and references.

**Additional Instructions**

1. Do not exceed the page limit of 10. The instructor will not read and grade the additional pages.

2. If you wish to include diagrams or pictures; you can place them within the main body of text as long as the text does not exceed the page limit. Otherwise, place these visual materials in the appendix.

3. Try to engage in deeper analysis by raising the question "why" at every step of the description. For instance, why did I select this event? Why did I feel or hold certain notions prior, during and after the experience? Why did the experience affect (i.e., positive, negative or neutral) me the way it did?

4. As the course outline and grading rubric suggest, the paper will be evaluated; along with other dimensions, about the depth of description and analysis of self in relation to the experience.
Consult the Non-Comfort Zone Experience Paper Rubric (PDF) on LEARN for more information on how I will grade your paper.

**Assessment 4 Final Paper: Self-Awareness**

**Objective & Description**

The assignment is designed to bring greater self-awareness about four identity groups that you may belong to and your role within society as beneficiary, victim, perpetrator, and/or change agent in relation to the privilege and oppression that accrue as a result of identification with these identity groups.

**Guidelines and Structure of Paper**

Follow the steps below to write the paper on self-awareness.

1. Select four identity groups (e.g., gender, race, socioeconomic status, age, religion, ability/disability, linguistic group, occupational group) that you belong to and describe your profile/self in relation to these identity groups. In other words, select four social groups that you identify with and describe your “self” in relation to these identity/social groups demonstrating an understanding of prevailing societal attitudes, social construction and power imbalances among selected groups.

2. Once you have selected four identity groups you belong to, you need to describe your personal attitudes and beliefs in respect to these identity groups.

   For instance, if you choose gender as one of the identity groups and identify yourself as a woman, you need to articulate your personal attitudes and beliefs about gender and about women in particular within your social and cultural context. While describing your own attitudes and beliefs about women, you might have to refer to other gender identity groups (e.g., men, transgender individuals).

3. Engage in deep analysis and articulate the origins of these attitudes and beliefs in your own socialization processes, including messages from your family, the impact of your own culture and so on.

   For instance, in relation to your gender identity as a woman, where, how and why did you acquire certain attitudes, views, biases and beliefs about women, men and transgender individuals?
Guiding questions*

- Why do you hold these attitudes and beliefs? Where do they come from?
- Are there any contradictory attitudes and beliefs which you might not have been exposed to? If so, why?

4. Describe and analyze the effects of these attitudes and beliefs in your interactions with others.

For instance, in relation to your gender identity as a woman, how do your attitudes, beliefs, biases and views towards your own gender (e.g., woman) affect your interactions with men, women and transgender individuals?

Guiding Questions*

- How do your attitudes and beliefs affect your relationships and interactions with others?
- What happens when you interact with people of similar or different backgrounds?
- Do you feel comfortable or uncomfortable in striking up a conversation with “the other”?
- Why do you feel and/or behave the way you do towards others while interacting with them?

5. Explore your role as a beneficiary, victim, perpetrator, and/or change agent in relation to the privilege and oppression that accrue as a result of these identities.

For instance, in relation to gender identity as a woman, do you experience privilege, power or discrimination? Do you play a role of beneficiary of privileges or are you the target or victim of discrimination? Also remember that being passive and silent makes an individual perpetrator of social inequity and injustices.

Guiding Questions*

- In relation to four identity groups you belong to, do you experience privilege or discrimination?
Why do you experience privilege or discrimination in relation to each of these identity groups?

What is your role in these experiences? Are you a victim? Is that how you perceive myself? If yes/no, why?

Are you a perpetrator of privilege and power? If yes/no, how and why?

*The guiding questions are provided to help you with the analysis of your thoughts and ideas. You **do not** necessarily have to answer each one of them.*

**Format of Paper**

- This paper should be formatted as per the APA style: double-spaced, Times New Roman, 12 point font with standard margins and page numbers.
- The main body of paper (text) should not exceed 12 pages. There is no minimum page limit; this means the paper can be of less than 12 pages.
- The paper may include diagrams or charts or citations and references. However, references are not mandatory.
- Diagrams or charts can be placed in the main body of text without exceeding the page limit or in the appendix.
- Should you choose to include references, follow the American Psychological Association (APA) format with proper citations and references.

*You may re-use some of your self-reflection exercise material in this paper, although I would encourage you to paraphrase your sentences.*

Consult the [Self-Awareness Grading Rubric](#) (PDF) on LEARN for more information on how I will grade your paper.

**Course Outline**

An outline of the term work follows. For various reasons, it may be necessary to make changes to the class schedule. Any deviations in the scheduling of lectures, nature and dates of assignments or other work will be announced in class. Missing announcements is not an excuse for being
unaware of the changes.

PowerPoint lecture slides/handouts will be available on LEARN after the lecture has been delivered in class. These should be used as a general guide for lectures and they are not intended to replace lecture content or class attendance.

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Meaning of Diversity</td>
<td>competence: Toward dialogic self in cross-cultural social work. Families in</td>
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<td></td>
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<td>Society: The Journal of Contemporary Social Services, 86 (2), 181-188.</td>
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<td>Duffey, T., &amp; Haberstroh, S. (2012). Developmental relational counselling:</td>
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<td>A model of self-understanding in relation to others. Journal of Creativity</td>
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<td>in Mental Health, 7 (3), 263-271.</td>
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<td></td>
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<td>Fox, R. (2013). Elements of the helping process: A guide to clinicians</td>
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</table>

**Questions for Discussion**

a) What is meant by self-awareness?
b) Why is self-awareness important in social work practice with diverse client systems (e.g., individuals, groups, communities)?
c) How can self-awareness be fostered?
<table>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
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<tbody>
<tr>
<td>3</td>
<td>Jan 23</td>
<td>Diversity and Oppression Self-Reflection Exercise # 1 is Due</td>
<td>Kendall, F. E. (2002). Understanding white privilege.</td>
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<td>McIntosh, Peggy (1990). White Privilege: Unpacking the Invisible Knapsack</td>
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<td>Questions for Discussion</td>
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<td>a) What did you learn from the above articles?</td>
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<td>b) What are the main ideas that stood out for you?</td>
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<td>c) Why did these particular ideas stood out for you?</td>
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<tr>
<td>4</td>
<td>Jan 30</td>
<td>We Social Class and Stratification</td>
<td>Book Title: Culture of Prejudice: Arguments in Critical Social Science. (On Course-Reserve)</td>
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<td></td>
<td>Editors: Judith Blackwell, Murray E.G. Smith, John S. Sorenson</td>
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<td>Publication year: 2013</td>
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<td>Publisher: Peterborough, ON: Broadview Press, Ltd.</td>
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<td>2. Chapter 11. Idle hands are the devil’s workshop. (Author: Sorenson, J.S., pg. 113-119)</td>
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<td></td>
<td>3. Chapter 34. When corporations win, everyone wins. (Author: Smith, M.E.G., pg. 287-294)</td>
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<td><strong>Week</strong></td>
<td><strong>Date</strong></td>
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<td>Questions for Discussion</td>
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|          |          |           | a) What is the central message of these chapters?  
|          |          |           | a. Cue: which stereotypes and prejudices are challenged in these chapters?  
|          |          |           | b) As a society, why are we more critical of poor people ‘cheating’ the system as opposed to rich people ‘cheating’ the system?  
|          |          |           | c) When we talk about social equality and justice, we talk about “eliminating poverty”. Why don’t we talk about “eliminating richness or large corporations”?  
|          |          |           | |
| 5        | Feb 6    | “Race” and Ethnicity | Book Title: Culture of Prejudice: Arguments in Critical Social Science. (On Course-Reserve)  
|          |          |           | Editors: Judith Blackwell, Murray E.G. Smith, John S. Sorenson  
|          |          |           | Publication year: 2013, Publisher: Peterborough, Ontario: Broadview Press, Ltd.  
|          |          |           | 1. Chapter 2. Everybody is a racist, it’s part of human nature (Author: Sorensen, J.S., pg. 37-45).  
|          |          |           | 2. Chapter 4. Immigrants are threatening our way of life. (Author: Sorensen, J. S., pg. 53-57).  
|          |          |           | Questions for Discussion |
|          |          |           | a) In Chapter 2, why does the author say that the term “Race” is meaningless?  
|          |          |           | b) In Chapter 2 (pg. 40), why does the author say that “Canada has a long tradition of institutionalized racism”?  
<p>|          |          |           | c) On the basis of Chapter 2 &amp; 4, discuss why does opposition to |</p>
<table>
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<tr>
<th>Week</th>
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<th>Topic</th>
<th>Readings Due</th>
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<tr>
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<td>immigration emerge and flourish in Canada?</td>
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<td>d) On the basis of Chapter 4, discuss how race, poverty (social class) and gender intersect with one another.</td>
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<td>6</td>
<td>Feb 13</td>
<td>Aboriginal Peoples</td>
<td>No readings</td>
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<td>Non-Confort Zone Paper is Due</td>
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<td>Feb 18</td>
<td>Family Day (Holiday)</td>
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<td>Feb 19-22</td>
<td>Winter mid-term study break / “reading week”</td>
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<td>Self-Reflection Exercise # 5 is Due</td>
<td>Seven battles to watch in Quebec’s war over religious freedoms <a href="http://www.theglobeandmail.com/news/politics/seven-key-players-in-quebecs-coming-battles-over-a-secular-charter/article16318629/">http://www.theglobeandmail.com/news/politics/seven-key-players-in-quebecs-coming-battles-over-a-secular-charter/article16318629/</a></td>
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<td>Questions for Discussion</td>
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<td>a) Why is it important for people to wear religious symbols?</td>
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<td>b) Does a person become “secular” if he or she chooses not to display religion through symbols or clothing? (What do we mean by a secular person or society?)</td>
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<td>c) Prohibiting display of religious symbols-is it a sign of secular society?</td>
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<td>Week</td>
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<td>Topic</td>
<td>Readings Due</td>
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</table>
|      |      |       | d) Is it likely that those who display their religious through symbols are incapable of performing their job duties impartially?  
|      |      |       | e) Comment on the intersectionality of “secular values” and gender inequality. |
|      |      |       | Questions for Discussion |
|      |      |       | a) What do we mean by the term disability? Should we instead use the term “differently abled”?  
|      |      |       | b) Should we provide cure and treatment for disability as per the medical model or accept disability as a different human condition and help individuals with disabilities negotiate a positive identity? What are the implications of both options?  
|      |      |       | c) Should we integrate students with disabilities in the general classroom or arrange for special education classes separately?  
<p>|      |      |       | d) What is stigma and how is it connected with power? |</p>
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<tr>
<th>Week</th>
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<th>Readings Due</th>
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<td>e) What do we mean by “invisible” or “hidden” disability? How does it impact people’s lives?</td>
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<td>f) Why can’t we look beyond disabilities and look at the “whole” person?</td>
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<td><strong>Questions for Discussion</strong></td>
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<td>a) Why do some people accept the notion of “gay marriage” and yet use homophobic slurs? What does this discrepancy indicate?</td>
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<td>b) Why do LGBTQ+ face grave challenges (i.e., hate crime, bullying, homelessness, mental health issues) in society?</td>
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<td>c) Why is figure skating perceived as a feminine sport?</td>
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<td>d) How does media frame the male figure skaters as compared to other male athletes? Why?</td>
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<td>e) Why do the commentators focus less on the “intelligence” and “consonance” of figure skaters when compared to men in other Olympic sports? What does this indicate?</td>
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<td>Week</td>
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<td>Topic</td>
<td>Readings Due</td>
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<tr>
<td>10</td>
<td>Mar 20</td>
<td>Diversity and Social Work Practice with Individuals and Families</td>
<td>No readings</td>
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<td><strong>Case Studies</strong></td>
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<tr>
<td>11</td>
<td>Mar 27</td>
<td>Diversity within Social Work Organizations</td>
<td>No readings</td>
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<tr>
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<td><strong>Case Studies</strong></td>
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<tr>
<td>12</td>
<td>April 3</td>
<td>Diversity and Social Work Practice with Community Final Paper Self Awarness is Due</td>
<td>No readings</td>
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<td><strong>Final Paper Self Awarness is Due</strong></td>
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<td>April 5</td>
<td><strong>Self-Evaluation for Discussion Participation is Due</strong></td>
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**Additional Resources**


Late Work
Let the instructor know by email prior to the due date if an assignment will be late and arrangements can be made on a case-by-case basis. However, medical documentation will need to be provided to submit an assignment after the due date if arrangements were not made prior to the due date.

Electronic Device Policy
Electronic devices are allowed in class, provided they do not disturb teaching or learning.

Attendance Policy
Attendance will be recorded in each class. Students are expected to sign the attendance sheet in every class.

Final Examination Policy
For Winter 2019, the established examination period is April 10-27, 2019. 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: 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

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://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. 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 (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, 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).

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 form 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: 519-749-433 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 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**

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.