Course Schedule

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

Week	Dates	Activities	Graded Assignments	Due Date	Weight (%)
[Week 01: Introduction and Organization](#)	Monday, May 8, 2023 to Sunday, May 14, 2023	- Introduction Activity (VoiceThread) (See [Week 01](#) page, Step 2 Part A) [Participation Portfolio](#) - Class Discussions - Reflections Workbook (Optional)	Self-enroll in a group for the [Student-Facilitated Seminar](#)*	Join group by Sunday, May 14, 2023 at 11:55 PM	
[Week 02: The Structures and Purposes of Schools](#)	Monday, May 15, 2023 to Sunday, May 21, 2023	- Class Discussions - Reflections Workbook (Optional)	Begin working on your [Student-Facilitated Seminar](#)* with your group		
			Begin [Op Ed Assignment](#)		
[Week 03: The Power 'Rules' for](#)	Monday, May 22, 2023 to Sunday,	- Class Discussions - Reflections	If submitting a creative work for [Critical Policy Analysis](#)	Sunday, May 28, 2023 at 11:55 PM	

Education	May 28, 2023	Workbook (Optional)	**Assignment**, advise instructor this week		
Week 04: Democracy, Citizenship, and Schooling	Monday, May 29, 2023 to Sunday, June 4, 2023	▪ Class Discussions ▪ Reflections Workbook (Optional)	**Student-Facilitated Seminar***: Canadian Students' Political (Dis)Engagement to be posted on Monday, May 29, 2023 at 8:00 AM.	Self and Peer Evaluation due Monday, June 19, 2023 at 11:55 PM	
Week 05: Schooling and Colonialism	Monday, June 5, 2023 to Sunday, June 11, 2023	▪ Class Discussions ▪ Reflections Workbook (Optional)	**Student-Facilitated Seminar***: African-Centred Schooling to be posted on Monday, June 5, 2023 at 8:00 AM.	Self and Peer Evaluation due Monday, June 26, 2023 at 11:55 PM	
Week 06: Indigenous Knowledge and Pedagogy	Monday, June 12, 2023 to Sunday, June 18, 2023	▪ Class Discussions ▪ Reflections Workbook (Optional)	**Student-Facilitated Seminar***: Reconciliation Education to be posted on Monday, June 12, 2023 at 8:00 AM.	Self and Peer Evaluation due Monday, Junly 3, 2023 at 11:55 PM	
			Op Ed Assignment Due	Monday, June 19, 2023 at 11:55 PM	**20%**

Week 07: (Dis)abilities and the School Child's 'Body'	Monday, June 19, 2023 to Sunday, June 25, 2023	- Class Discussions - Reflections Workbook (Optional)	**Student-Facilitated Seminar***: Restorative Approach for Learning to be posted on Monday, June 19, 2023 at 8:00 AM.	Self and Peer Evaluation due Monday, July 10, 2023 at 11:55 PM	
			Weeks 1-6 **Participation Portfolio** Due	Monday, June 26, 2023 at 11:55 PM	**10%**
Week 08: Gendered Education and Youth Culture	Monday, June 26, 2023 to Sunday, July 2, 2023	- Class Discussions - Reflections Workbook (Optional)	**Student-Facilitated Seminar***: Transgender Inclusive School Cultures to be posted on Monday, June 26, 2023 at 8:00 AM.	Self and Peer Evaluation due Monday, July 17, 2023 at 11:55 PM	
Week 09: Hetero-Normative School Discourses	Monday, July 3, 2023 to Sunday, July 9, 2023	- Class Discussions - Reflections Workbook (Optional)	**Student-Facilitated Seminar***: Canada's 'Shortage' of Male Teachers to be posted on Monday, July 3, 2023 at 8:00 AM.	Self and Peer Evaluation due Monday, July 24, 2023 at 11:55 PM	
	Monday,		**Student-**	Self and	

Week	Dates	Activities	Assignments	Due	%
Week 10: Poverty, Wealth, and Global Education	July 10, 2023 to Sunday, July 16, 2023	■ Class Discussions ■ Reflections Workbook (Optional)	**Facilitated Seminar***: EQAO and Standardized Tests in Schools to be posted on Monday, July 10, 2023 at 8:00 AM.	Peer Evaluation due Monday, July 31, 2023 at 11:55 PM	
Week 11: Research Week	Monday, July 17, 2023 to Sunday, July 23, 2023	Check Announcements: ■ VoiceThread Evaluation ■ Course Evaluation			
Week 12: Humble Pedagogies	Monday, July 24, 2023 to Sunday, July 30, 2023	■ Class Discussions ■ Reflections Workbook (Optional) ■ Love Notes Activity (Check Announcements)	Weeks 7-12 **Participation Portfolio** Due	Monday, July 31, 2023 at 11:55 PM	**10%**
			Critical Policy Analysis Assignment Due	Monday, July 31, 2023 at 11:55 PM	**35%**

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

Contact Information

Announcements

You are expected to check **Announcements** on the **Course Home** page on a regular basis. To ensure you are viewing the complete list of announcements, you may need to click **Show All Announcements**.

Discussions

Discussion topics can be accessed by clicking **Connect** and then **Discussions** on the course navigation bar above. A General Discussion topic has also been made available to allow students to communicate with peers in the course. Your instructor may drop in at this discussion topic.

Contact Us

Who and Why	Contact Details
Instructor - Course-related questions (e.g., course content, deadlines, assignments, etc.) - Questions of a personal nature - Technical problems with VoiceThread	**Post your course-related questions** to the **Ask the Instructor** discussion topic. This allows other students to benefit from your question as well. **Questions of a personal nature** can be directed to your instructor. Please include your full name and course name and number in your email. Instructor: **Jessica Rizk** j2rizk@uwaterloo.ca Your instructor checks email and the **Ask the Instructor** discussion topic frequently and will make every effort to

	reply to your questions within 24–48 hours, Monday to Friday. **VoiceThread Support** Contact the instructor to assist with access to Voicethread. To get help with using VoiceThread see the [VoiceThread Support](#) page prior to contacting the instructor.
Technical Support, Centre for Extended Learning • Technical problems with Waterloo LEARN	learnhelp@uwaterloo.ca Include your full name, WatIAM user ID, student number, and course name and number. Technical support is available during regular business hours, Monday to Friday, 8:30 AM to 4:30 PM (Eastern Time). [IST Knowledge Base: For Students](#)

Learner Support Services, Centre for Extended Learning
 	
  • General inquiries
  • Examination information
	[Student Resources](#)
	
	extendedlearning@uwaterloo.ca
	
	Include your full name, WatIAM user ID, student number, and course name and number.

Course Description and Learning Outcomes

Description

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

Learning Outcomes

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

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

8. Critically analyze educational policy; and

9. Construct and confirm understanding of the course material through **extensive dialogue** with your peers.

This online course was developed by Dr. Kristina R. Llewellyn, with instructional design and multimedia development support provided by the Centre for Extended Learning. Further media production was provided by Instructional Technologies and Multimedia Services.

About the Course Author

Course Author — Dr. Kristina Llewellyn

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

Educational Background

Prior to starting my current position in 2009, I completed a SSHRC Post-Doctoral Fellowship (2006-2008) with the Faculty of Education at the University of Ottawa. My PhD was conferred in 2006 from the Department of Educational Studies at the University of British Columbia. I attained my Master of Arts in Education from the Ontario Institute for Studies in Education at the University of Toronto in 2002. Queen's University concurrently awarded my Bachelor of Arts (honours) and Bachelor of Education degrees in 2000.

© University of Waterloo

Current Research

My primary research lies in the areas of sociology of education, history of education, citizenship education, history education, oral history, youth studies, and gender equity. I have published three books to date: *Democracy's Angels: The Work of Women Teachers* (MQUP, 2012); *The Canadian Oral History Reader* (co-edited with A. Freund and N. Reilly, MQUP, 2015); and *Oral History and Education: Theories, Dilemmas, and Practices* (co-edited with N. Ng-A-Fook, Palgrave Macmillan, 2017). I have two current research projects

that are funded by the Social Sciences and Humanities Research Council of Canada. The first is an examination of the Model United Nations as an educational program for the development of youth global citizenship, entitled *Citizens of the World: Youth, Global Citizenship, and the Model United Nations*. The second is entitled *Digital Oral Histories for Reconciliation: The Nova Scotia Home for Colored Children History Education Initiative* (DOHR). This project develops and assesses virtual reality oral histories for history education with survivors of the home.

Philosophy of Teaching

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

Materials and Resources

Textbook(s)

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

Course Reserves

[Course Reserves for Students](#) are used in this course. Course Reserves can be accessed using the **Library Resources** widget on the **Course Home** page.

Resources

- [Library services for Co-op students on work term and students taking online courses](#)
- [Counselling Services (PDF)](#)

Grade Breakdown

The following table represents the grade breakdown of this course.

Assignments	Weight (%)
Individual Assignments:	

Participation Portfolio
    •   Weeks 1-6 (10%)
    •   Weeks 7-12 (10%)
	20%

Op Ed Assignment	20%
Critical Policy Analysis Assignment	35%
Group Assignment:	
Student-Facilitated Seminar	25%

Official Grades

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

Course and Department Policies

Course Policies

Assignment Deadlines

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

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

Travel and Completion of Final Assignment Policy

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

Department Policies

Academic Integrity

Please refer to Academic Integrity on the University Policies page in this syllabus. For more

information, refer to the [Ethical Behaviour](#) (Arts) webpages.

A Respectful Living and Learning Environment for All

1. It is expected that everyone living, learning or working on the premises of Renison University College will contribute to an environment of tolerance and respect by treating others with sensitivity and civility.
2. Harassment is unwanted attention in the form of jokes, insults, gestures, gossip, or other behaviours that are meant to intimidate. Some instances of harassment are against the law in addition to Renison University College policy.
3. Discrimination is treating people differently because of their race, disability, sex, sexual orientation, ancestry, colour, age, creed, marital status, or other personal characteristics. The Ontario Human Rights Code considers actions and behaviours rather than intentions.
4. If you experience or witness either harassment or discrimination, please follow the [Renison University College Harassment and Discrimination Policy Guidelines](#) for student, staff and faculty.

University Policies

Submission Times

Please be aware that the University of Waterloo is located in the **Eastern Time Zone** (GMT or UTC-5 during standard time and UTC-4 during daylight saving time) and, as such, the time that your activities and/or assignments are due is based on this zone. If you are outside the Eastern Time Zone and require assistance with converting your time, please try the Ontario, Canada Time Converter .

Short-Term Absences

Review the University of Waterloo's Accommodations policy for more details.

Additionally, undergraduate students have the option to self-declare a short-term absence during the formal lecture period by following the Undergraduate student short-term absences process outlined by the Registrar's Office.

Please follow the instructions above and contact your instructor for applicable accommodations.

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. **If you have not already completed the online tutorial regarding academic integrity you should do so as soon as possible.** Undergraduate students should see the Undergraduate Academic Integrity Module and graduate students should see the Graduate Students and Academic Integrity website.

Proper citations are part of academic integrity. Citations in CEL course materials usually follow CEL style, which is based on APA style. Your course may follow a different style. If you are uncertain which style to use for an assignment, please confirm with your instructor or TA.

For further information on academic integrity, please visit the Office of Academic Integrity .

Turnitin

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin® in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

Turnitin® at Waterloo

Discipline

A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration, should seek guidance from the course instructor, academic advisor, or the undergraduate Associate Dean. For information on categories of offences and types of penalties, students should refer to Policy 71 - Student Discipline . For typical penalties, check Guidelines for the Assessment of Penalties .

Appeals

A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances , (other than a petition) or Policy 71 - Student Discipline , may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 - Student Appeals .

Grievance

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

Final Grades

In accordance with Policy 46 - Information Management, Appendix A - Access to and Release of Student Information, the Centre for Extended Learning does not release final examination grades or final course grades to students. Students must go to Quest to see all final grades. Any grades posted in Waterloo LEARN are unofficial.

AccessAbility Services

AccessAbility Services, located in Needles Hall, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodation to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term and for each course.

Accessibility Statement

The Centre for Extended Learning strives to meet the needs of all our online learners. Our ongoing efforts to become aligned with the Accessibility for Ontarians with Disabilities Act (AODA) are guided by University of Waterloo accessibility Legislation and policy and the World Wide Web Consortium's (W3C) Web Content Accessibility Guidelines (WCAG) 2.0. The majority of our online courses are currently delivered via the Desire2Learn Learning Environment. Learn more about Desire2Learn's Accessibility Standards Compliance.

Use of Computing and Network Resources

Please see the Guidelines on Use of Waterloo Computing and Network Resources.

Copyright Information

UWaterloo's Web Pages

All rights, including copyright, images, slides, audio, and video components, of the content of this course are owned by the course author and the University of Waterloo, unless otherwise stated. By accessing this course, you agree that you may only download the content for your own personal, non-commercial use. You are not permitted to copy, broadcast, download, store (in any medium), transmit, show or play in public, adapt, or change in any way the content of these web pages for any other purpose whatsoever without the prior written permission of the course author and the University of Waterloo, Centre for Extended Learning.

Other Sources

Respect the copyright of others and abide by all copyright notices and regulations when using the computing facilities provided for your course of study by the University of Waterloo. No material on the Internet or World Wide Web may be reproduced or distributed in any material form or in any medium, without permission from copyright holders or their assignees. To support your course of study, the University of Waterloo has provided hypertext links to relevant websites, resources, and services on the web. These resources must be used in accordance with any registration requirements or conditions which may be specified. You must be aware that in providing such hypertext links, the University of Waterloo has not authorized any acts (including reproduction or distribution) which, if undertaken without permission of copyright owners or their assignees, may be infringement of copyright. Permission for such acts can only be granted by copyright owners or their assignees.

If there are any questions about this notice, please contact the University of Waterloo, Centre for Extended Learning, Waterloo, Ontario, Canada, N2L 3G1 or extendedlearning@uwaterloo.ca (mailto:extendedlearning@uwaterloo.ca).

University of Waterloo

Credits and Copyright (/d2l/common/dialogs/quickLink/quickLink.d2l?ou=905001&type=content&rcode=uWaterloo-460859)