



University of Waterloo

**SDS 205R/HIST 225 History of Education in Canada**

Winter 2024: Tuesday and Thursday 1:00pm-2:20pm Location: REN 2107

**Instructor: Mallory Davies (she/her pronoun)**

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**Office: REN 1451 Office Hours: By Appointment**

### **Renison University College Land Acknowledgement:**

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe, and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes 10 kilometres on each side of the Grand River.

For more information about the purpose of territorial acknowledgements, please see the [CAUT Guide to Acknowledging Traditional Territory \(PDF\)](#).

### **Course Description:**

This course considers the development of education as an institution within Canadian society and provides an understanding of significant educational issues and policies from a historical perspective. What we teach, who teaches, and how young people experience schooling is built upon historical legacies. To know what we want education to be, we must have a firm understanding of what it has been in various historical contexts and how it has been defined based on religion, gender, race, ethnicity, class, sexuality, and (dis)ability. This course examines the meaning of education in Canada's past by assessing teaching, curriculum, school reform, student life, government policies, and educational philosophies. Students will also critically analyze archival documents, and secondary literature.

### **Learning Objectives:**

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

- identify the historical foundations of our current public education system (e.g. compulsory schooling, separate schools, feminization of teaching);
- describe how education has been shaped by gender, religion, class, race, ethnicity, sexuality, and (dis)ability;
- recognize divergent meanings of education for individuals according to historical context and social locations;
- interpret and critique primary sources in the history of education;

**Required Texts:**

Sara Z. Burke and Patrice Milewski (Editors). *Schooling in Transition: Readings in the History of Education*. Toronto, ON: University of Toronto Press, 2012.

Additional journal articles are available in electronic form through UW course reserves at <https://www.reserves.uwaterloo.ca/ares/> or through LEARN. You are encouraged to locate readings at the beginning of term, so they are available as required.

**Assignments and Evaluation:**

Attendance and Participation (self-evaluation by <b>April 8<sup>th</sup> 2024</b> )	10%
Local School Naming Assignment— <b>Due February 4<sup>th</sup> 2024 at 11:30 pm on LEARN drop box</b>	20%
Short Answer Examination (distributed on: <b>April 2<sup>nd</sup> 2024, and due by April 4<sup>th</sup> at 11:30 pm on LEARN drop box</b> )	40%
History of Education Primary Source Portfolio Part 1 -- <b>Due March 3rd at 11:30 pm on LEARN drop box</b>	10%
History of Education Primary Source Portfolio Part 2 – <b>Due March 28<sup>th</sup> at 11:30pm on LEARN drop box</b>	20%

**Attendance and Participation (10%)**

Students are expected to attend class regularly and to be prepared for discussion. You are encouraged to also respond and engage with your classmates. If/when we return to in-person classes, students will be able to participate in in-class discussions.

The criteria for evaluating class participation is based on a student's understanding of material, the ability to foster discussion, demonstration of an understanding of others, and, willingness to participate in case study classes and/or workshops. Attendance does not equate to participation. You do, however, need to be in attendance to participate.

To be fully prepared for participation, you should come to class having completed the readings with notes and questions to share with classmates. If you are having difficulty participating, please see me for strategies early in the course.

You will be required to provide a self-evaluation for participation at the end of the course that will assist me in determining your grade. This form is available in LEARN and should be submitted to the drop box by **April 8<sup>th</sup> 2024**. Attendance and participation is worth 10%.

### **Local School Naming Project (20%)**

***Details: February 4<sup>th</sup> 2024 at 11:30pm on LEARN drop box***

Students will complete this assignment independently. Students who choose to work as a pair will be given the same mark. Students will select one school name from the Waterloo region (**See Appendix A**). Students will analyze the person for which the school is named after and consider whether the school should be renamed. Students are encouraged to be creative for this assignment. Students may choose to create a video, podcast talk, infographic, PowerPoint slides, etc. Students must cite material they use in their assignment. For example, if students choose to submit an infographic, students should include sources in the text as needed, and the full citation at the bottom of their infographic, or on another page. If students are having trouble knowing where to cite material for this assignment, please come see the instructor for support.

An effective and creative project should include:

- Who is the school named after? What is the historical significance of the individual?
- Provide a brief biography of the individual. What are they known for? What views did they hold?
- After researching the individual, students will assess whether the school should continue to keep its name or should be renamed and why
- If renaming the school, what would you change the name to?

Proper citations must be included. Chicago Manual of Style is typically used in history; however, I will accept any citation style if it is consistent. Students may use primary and secondary sources for this assignment. The use of primary sources is strongly encouraged.

### **History of Education Primary Source Portfolio (Total combined 30%)**

(The inspiration for this assignment was drawn from *Canada History* magazines

#OurStoriesOurVoices contest: <https://www.canadashistory.ca/youth/ourstoriesourvoices>)

### ***History of Education Primary Source Portfolio Part 1: Due March 3<sup>rd</sup> 2024 at 11:30pm on LEARN drop box (10%)***

Students will analyze and reflect on 4 of the primary sources from our case study classes in **weeks 2, 4, 5, and 6 of the course**. Students must complete this assignment individually. Students will reflect on the source analyzed to understand why it is significant to the history of education. Proper citations must be included. Students will write 400-500 word (double-spaced, 12 pt. font) reflection that includes:

- The type of sources chosen (i.e. newspapers, oral histories, etc.)

- A brief discussion of what the source is about (i.e. what does it tell us, whose voice is heard through this source)
- Reflect on these four chosen sources:
  - What are your impressions of these sources?
  - Why did you choose these sources?
  - What do these sources tell you about the history of education in Canada so far?

***History of Education Primary Source Portfolio Part 2: Due March 28<sup>th</sup> 2024 at 11:30pm on LEARN drop box (20%)***

Students will **research, choose, and analyze 4 of their own primary sources** related to the history of education in Canada. Students must complete this assignment individually. Proper citations must be included. Students will analyze each source and discuss why they are important to the topic you chose, and what it tells you about that topic. You must not use primary sources already analyzed in this case study classes of the course (there are minor exceptions: i.e. analyzing a different part of a report that was analyzed). Students will write a 800-1000 word (double-spaced, 12 pt. font) analysis that includes:

- Historical framing of the source: What time did this take place in?
- Background context of the source: What kind of source is it?
- What does the source tell you? What larger event that this source is part of?
- Whose voice is apparent (or hidden) in this source?
- How are these 4 sources related to each other? If they are not related, why did you choose to put them together?
- Why is this source important to the topic in the history of education that you chose? What does it tell you about this topic?

**Short Answer Final Examination (40%)**

Students will be given a take-home examination on **April 2<sup>nd</sup> 2024** after class. Each student must complete the examination individually. Students will submit their work to the designated drop box in **LEARN by 11:30pm on April 4<sup>th</sup> 2024**.

The examination will include six questions covering all lectures and readings in the course. Each student will answer four out of the six questions in one to two pages (minimum 250 to maximum 500 words) per question (total of 4 to 8 pages), typed, and double-spaced, excluding citations.

An excellent examination will directly and thoroughly answer each question by substantially and critically drawing on an array of course material (e.g. lectures and readings). Students should not draw upon non-course material for the substance of their answers. Students must provide proper citations for all non-lecture material. Each question will be evaluated out of 10 marks, for a total of 40 marks.

**WEEKLY SCHEDULE AND REQUIRED READINGS:**

**Week 1A- January 9<sup>th</sup> 2024: Introduction to the History of Education**

Introduction to the Course.

**Week 1B- January 11<sup>th</sup> 2024: The Rise of Public Education**

**Discussion Question:** What is the foundation of our public schools and are they still relevant institutions for our society?

**Required Readings:**

McDonald, Neil. "Egerton Ryerson and the School as an Agent of Political Socialization." In *Schooling in Transition: Readings in Canadian History of Education*, edited by S. Burke and P. Milewski, 39-56. Toronto, ON: University of Toronto Press, 2012.

Robertson, Ian Ross. "Reform, Literacy, and the Lease: The Prince Edward Island Free Education Act of 1852." In *Schooling in Transition: Readings in Canadian History of Education*, edited by S. Burke and P. Milewski, 56-71. Toronto, ON: University of Toronto Press, 2012.

**Week 2A- January 16<sup>th</sup> 2024: Compulsory Schooling**

**Discussion Question:** Why have young people been compelled to attend school and should this still be the law?

**Required Readings:**

Clubine, Christopher. "Motherhood and Public Schooling in Victorian Toronto." In *Schooling in Transition: Readings in Canadian History of Education*, edited by S. Burke and P. Milewski, 115-126. Toronto, ON: University of Toronto Press, 2012.

McIntosh, Robert. "The Boys in the Nova Scotian Coal Mines: 1873-1923." In *Schooling in Transition: Readings in Canadian History of Education*, edited by S. Burke and P. Milewski, 126-139. Toronto, ON: University of Toronto Press, 2012.

**Week 2B- January 18<sup>th</sup> 2024: Compulsory Schooling Case Study Analysis**

**Topic:** Truancy and Attendance

**Note:** Please remember to bring your laptops to case study and workshop classes. If this poses a challenge, please reach out to the instructor as soon as possible.

**Week 3A- January 23<sup>rd</sup> 2024: School Names**

**Discussion Question:** What can school names tell us about the past? How are they important to contemporary discussions about schools?

**Required Readings:**

Gibson, Lindsay and Mallory Davies. “Ten Schools the VSB Should Aim to Rename.” *The Tye*. (September 2021). <https://thetyee.ca/Analysis/2021/09/07/Ten-Schools-VSB-Should-Rename/>. Available at the link above

Lehr, John and Brian McGregor. “Did Your Mother Go to Bimbo School? Naming Schools, Power, and Politics in Canada’s Prairie West.” *Canadian Ethnic Studies* 47, no. 4 (2015): 111-126. Available in electronic form through UW Course Reserves.

**Week 3B- January 25<sup>th</sup> 2024: Research Workshop**

**Workshop:** School Naming Project Introduction + Research Session

**Week 4A- January 30<sup>th</sup> 2024: Feminization of Teaching**

**Discussion Question:** How do the historical causes of the feminization of teaching relate to current demographics of teaching?

**Required Readings:**

Sager, Eric W. “Women Teachers in Canada, 1881-1901.” In *Schooling in Transition: Readings in Canadian History of Education*, edited by S. Burke and P. Milewski, 140-165. Toronto, ON: University of Toronto Press, 2012.

Wilson, J. Donald. “‘I Am Here to Help If You Need Me’: British Columbia’s Rural Teachers’ Welfare Officer, 1928-1934.” In *Schooling in Transition: Readings in Canadian History of Education*, edited by S. Burke and P. Milewski, 201-222. Toronto, ON: University of Toronto Press, 2012.

**Recommended Reading:**

Hallman, Dianne. “‘A Thing of the Past’: Teaching in One-Room Schools in Rural Nova Scotia, 1936-1941.” *Historical Studies in Education* 4, no.1 (Spring 1992): 113-132. Available in electronic form through UW course reserves or at [http://historicalstudiesineducation.ca/index.php/edu\\_hse-rhe/issue/view/101](http://historicalstudiesineducation.ca/index.php/edu_hse-rhe/issue/view/101).

**Week 4B - February 1<sup>st</sup> 2024: Feminization of Teaching Case Study**

**Topic:** Women’s Teaching Federation in Ontario

**Reminder:** School Naming Assignment due February 4<sup>th</sup> 2023 at 11:30pm EST.

**Week 5A- February 6<sup>th</sup> 2024: Segregated Schooling**

**Discussion Question:** How is separate schooling today similar and/or dissimilar to segregated schooling in Canadian history?

**Required Readings:**

Knight, Claudette. "Black Parents Speak: Education in Mid-Nineteenth-Century Canada West." In *Schooling in Transition: Readings in Canadian History of Education*, edited by S. Burke and P. Milewski, 225-237. Toronto, ON: University of Toronto Press, 2012.

Stanley, Timothy J. "White Supremacy, Chinese Schooling, and School Segregation in Victoria: The Case of the Chinese Students' Strike, 1922-1923." In *Schooling in Transition: Readings in Canadian History of Education*, edited by S. Burke and P. Milewski, 237-252. Toronto, ON: University of Toronto Press, 2012.

**Recommended Reading:**

Moreau, Bernice. "Black Nova Scotian Women's Experience of Educational Violence in the Early 1900s: A Case of Colour Contusion." *Dalhousie Review* 77, no.2 (1997): 179-206. Available in electronic form through UW course reserves.

**Week 5B – February 8<sup>th</sup> 2024: Segregated Schooling Case Study**

**Topic: Segregated Schooling Legislation**

**Recommended Reading:** Hamilton, Sylvia. "Stories from *The Little Black Schoolhouse*." In *Unsettling the Great White North: Black Canadian History*, edited by Michele A. Johnson and Funké Aladejebi, 313-332. Toronto, ON: University of Toronto Press, 2021

**Week 6A– February 13<sup>th</sup> 2024: Indigenous Education**

**Discussion Question:** How can we decolonize education based on lessons from the past?

**Required Readings:**

Truth and Reconciliation Commission of Canada. "Chapter 9: Laying the groundwork for the residential school system," and "Chapter 10: Student accounts of residential school life: 1867–1939" (select at least 3 student accounts from Chapter 10). In *Canada's Residential Schools: The History, Part 1, Origins to 1939*, by the TRC, 149-196. Montreal-Kingston, ON: McGill-Queen's University Press, 2015. Available on course reserves.

Barman, Jean. "Schooled for Inequality: The Education of British Columbia Aboriginal Children." In *Schooling in Transition: Readings in Canadian History of Education*, edited by S. Burke and P. Milewski, 255-276. Toronto, ON: University of Toronto Press, 2012.

Raptis, Helen. "Implementing Integrated Education Policy for On-Reserve Aboriginal Children in British Columbia, 1951-1981." *Historical Studies in Education* 20, no.1 (Spring 2008): 118-146. Available in electronic form through UW course reserves or at [http://historicalstudiesineducation.ca/index.php/edu\\_hse-rhe/article/view/26](http://historicalstudiesineducation.ca/index.php/edu_hse-rhe/article/view/26).

**Recommended Reading:**

Battiste, Marie. "Enabling the Autumn Seed: Toward a Decolonized Approach to Aboriginal Knowledge, Languages, and Education." In *Schooling in Transition: Readings in Canadian History of Education*, edited by S. Burke and P. Milewski, 276-286. Toronto: ON: University of Toronto Press, 2012.

**Week 6B – February 15<sup>th</sup> 2024: Indigenous Education: Case Study**

**Topic:** Indian Day Schools

**Recommended Reading:** Farmer Lacombe, Benjamin, and Jackson Pind. 2023. "Digitally Mapping the Indian Day Schools and the RG10 School Files Series in Canada". *Historical Studies in Education / Revue d'histoire De l'éducation* 35 (2). <https://doi.org/10.32316/hse-rhe.2023.5193>.

**Week 7 Reading Week—No Class February 20<sup>th</sup> or 22<sup>nd</sup> 2024**

No Class this week.

**Week 8A – February 27<sup>th</sup> 2024: 'Healthy' Schools**

**Discussion Question:** How have 'experts' defined the healthy/normal child and what remains of such definitions for school policies?

**Required Reading:**

Ellis, Jason. "Early Educational Exclusion: "Idiotic" and "Imbecilic" Children, Their Families, and the Toronto Public School System, 1914-1950." *The Canadian Historical Review* 98, no. 3(2017): 483-504. Available in electronic form through UW Course Reserves.

Comacchio, Cynthia. "'The Rising Generation': Laying Claims to the Health of Adolescents in English Canada, 1920-70." *Canadian Bulletin of Medical History* 19, no.1 (2002): 139-178. Available in electronic form through UW course reserves.

**Recommended Reading:**

Gleason, Mona. "Between Education and Memory: Health and Childhood in English-Canada, 1900-1950." *Scientia Canadensis* 29, no.1 (2006): 49-72. Available in electronic form through UW course reserves.



**Week 8B– February 29<sup>th</sup> 2024: ‘Healthy’ Schools Case Study**

**Topic:** (Dis)Abilities and Education

**Reminder:** History of Education Primary Source Portfolio Part 1 due March 3<sup>rd</sup> at 11:30pm on LEARN Dropbox

**Week 9A – March 5<sup>th</sup> 2024: Gender and Education**

**Discussion Question:** How has schooling impacted the educational experience for different genders?

**Required Readings:**

Fine-Meyer, Rose and Kristina Llewellyn. “Women Rarely Worthy of Study: A History of Curriculum Reform in Ontario Education.” *Historical Studies in Education / Revue d’histoire De l’éducation* 30, no. 1 (2018). <https://doi.org/10.32316/hse/rhe.v30i1.4541>. Available in electronic form through UW course reserves or at [https://historicalstudiesineducation.ca/index.php/edu\\_hse-rhe/article/view/4541](https://historicalstudiesineducation.ca/index.php/edu_hse-rhe/article/view/4541)

van den Berg, Ryan. “ ‘Thank Goodness We Have a He-Man’s School’: Constructing Masculinity at the Vancouver Technical School in the 1920s”. *Historical Studies in Education / Revue d’histoire De l’éducation* 28, no 1 (2016). <https://doi.org/10.32316/hse/rhe.v28i1.4445>. Available in electronic form through UW course reserves or at [https://historicalstudiesineducation.ca/index.php/edu\\_hse-rhe/article/view/4445](https://historicalstudiesineducation.ca/index.php/edu_hse-rhe/article/view/4445)

**Week 9B – March 7<sup>th</sup> 2024: Gender and Education Case Study + Overview**

**Topic:** Teen Mothers in Education

Historical Significance Portfolio Part 2 Overview

**Week 10A–March 12<sup>th</sup> 2024: Citizenship Lessons**

**Discussion Question:** What has been and continues to be required of students and teachers during times of national crisis and uncertainty?

**Required Readings:**

Myers, Tamara and Mary Anne Poutanen. “Cadets, Curfews, and Compulsory Schooling: Mobilizing Anglophone Children in WWII Montreal.” *Histoire Sociale* 38, no.76 (2005): 367-398. Available in electronic form through UW course reserves.

Gleason, Mona. “Disciplining Children, Disciplining Parents: The Nature and Meaning of Advice to Canadian Parents, 1945-1955.” In *Schooling in Transition: Readings in Canadian History of Education*, edited by S. Burke and P. Milewski, 357-375. Toronto: University of Toronto Press, 2012.

**Recommended Reading:**

Llewellyn, Kristina. "Performing Post-War Citizenship: Women Teachers in Toronto Secondary Schools." *Review of Education, Pedagogy & Cultural Studies* 28 no.3-4 (2006): 309-324. Available in electronic form through UW course reserves.

**Week 10B- March 14<sup>th</sup> 2024: Citizenship Lessons Case Study**

**Topic:** Serving the Nation as Students

**Week 11A – March 19<sup>th</sup> 2024: Progressive Education**

**Discussion Question:** In what ways do our education systems show the roots of progressivism and/or traditionalism?

**Required Readings:**

Heyking, Amy von. "Selling Progressive Education to Albertans, 1935-1953." In *Schooling in Transition: Readings in Canadian History of Education*, edited by S. Burke and P. Milewski, 340-354. Toronto: University of Toronto Press, 2012.

Axelrod, Paul. "Beyond the Progressive Education Debate: A Profile of Toronto Schooling in the 1950s." *Historical Studies in Education* 17, no.2 (Spring 2005): 227-241. Available in electronic form through UW course reserves or at [http://historicalstudiesineducation.ca/index.php/edu\\_hse-rhe/article/view/77/59](http://historicalstudiesineducation.ca/index.php/edu_hse-rhe/article/view/77/59).

**Recommended Reading:**

Sutherland, Neil. "The Triumph of 'Formalism': Elementary Schooling in Vancouver from the 1920s to the 1960s." In *Schooling in Transition: Readings in Canadian History of Education*, edited by S. Burke and P. Milewski, 375-397. Toronto: University of Toronto Press, 2012.

**Week 11B – March 21<sup>st</sup> 2024: Progressive Education**

**Topic:** Important Educational Reports

**Reminder:** History of Education Primary Source Portfolio Part 2 due March 28<sup>th</sup> at 11:30pm on LEARN drop box

**Week 12A- March 26<sup>th</sup> 2024: Back to Basics Learning**

**Discussion Question:** What have been the results of education reforms for diversity in Canada's education systems?

**Required Readings:**

Hayday, Mathew. "Confusing and Conflicting Agendas: Federalism, Official Languages, and the Development of the Bilingualism in Education Program in Ontario, 1970-1983." *Journal of Canadian Studies* 36, no.1 (Spring 2001): 50-79. Available in electronic form through UW course reserves.

Wien, Carol Anne and Curt Dudley-Marling. "Limited Vision: The Ontario Curriculum and Outcomes-Based Learning." In *Schooling in Transition: Readings in Canadian History of Education*, edited by S. Burke and P. Milewski, 400-412. Toronto: University of Toronto Press, 2012.

### **Recommended Reading:**

Gorham, Deborah. "The Ottawa New School and Educational Dissent in Ontario in the Hall-Dennis Era." *Historical Studies in Education* 21, no.2 (Fall 2009): 104-122. Available in electronic form through UW course reserves or at [http://historicalstudiesineducation.ca/index.php/edu\\_hse-rhe/article/view/2129/2272](http://historicalstudiesineducation.ca/index.php/edu_hse-rhe/article/view/2129/2272).

### **Week 12B – March 28<sup>th</sup> 2024: Back to Basics Learning Case Study**

**Topic:** Multiculturalism Policy

**Reminder:** Short Answer Exam is released on April 2<sup>nd</sup> 2024 and due on April 4<sup>th</sup> 2024.

### **Week 13A – April 2<sup>nd</sup> 2024: Exam Question Period**

Exam discussion/questions

Exam released after class.

### **Week 13B – April 4<sup>th</sup> 2024**

No class. Students may take this time to work on their take-home exam.

**Reminder:** Take home exam is due April 4<sup>th</sup> 2024 at 11:30pm on LEARN dropbox

## **ASSIGNMENT DEADLINES AND COURSE GRADING:**

### **Cross-listed Courses**

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, an SDS/RS cross-list will count in an SDS major average, even if the course was taken under the Religious Studies rubric.

### **Assignment Deadlines**

Students should make every effort to submit their assignments on time. 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 acceptable in the case of medical reasons (with a medical note), for serious compassionate reasons, or as a pre-arranged accommodation for students. Students must email the instructor before the assignment is due to ask for an extension. Late assignments (without prior permission) will be given a reduction of 2% each day that the assignment is late, including weekends.

A student who finds themselves struggling with an assignment during the term is encouraged to meet with 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.

### **Policy on Plagiarism**

“Policy 71’s glossary defines plagiarism, in part, as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others (whether attributed or anonymous) as one’s own in any work submitted whether or not for grading purposes”...

The Vice-President Academic and Dean has the authority to assess instances of plagiarism and the resultant penalties that are raised by an instructor. An instructor can propose a grade penalty to the Vice-President Academic and Dean, who will decide whether to accept the penalty or initiate a formal inquiry.”

For additional information on how plagiarism is dealt with at Renison, review the policy from where the above text is copied: [Policy 71 - Student Discipline](#).

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. See Waterloo’s policy on [Fair Dealing](#). Violation of Canada’s Copyright Act is a punishable academic offence under [Policy 71 – Student Discipline](#).

### **Generative AI**

This course includes the independent development and practice of specific skills, such as collecting, researching, and analyzing information, as well as creatively synthesizing and communicating material in assignments and practicing your writing skills. Therefore, the use of generative artificial intelligence (GenAI) trained using large language models (LLM) or other methods to produce text, images, music, or code, like Chat GPT, DALL-E, or GitHub CoPilot, is not permitted in this class. Unauthorized use in this course, such as running course materials through GenAI or using GenAI to complete a course assessment is considered a violation of Policy 71 (plagiarism or unauthorized aids or assistance). Work produced with the assistance of AI tools does not represent the author’s original work and is therefore in violation of the fundamental values of academic integrity including honesty, trust, respect, fairness, responsibility and courage (ICAI, n.d.).

You should be prepared to show your work. To demonstrate your learning, you should keep your rough notes, including research notes, brainstorming, and drafting notes. You may be asked to submit these notes along with earlier drafts of their work, either through saved drafts or saved

versions of a document. If the use of GenAI is suspected where not permitted, you may be asked to meet with your instructor or TA to provide explanations to support the submitted material as being your original work. Through this process, if you have not sufficiently supported your work, academic misconduct allegations may be brought to the Associate Dean.

In addition, you should be aware that the legal/copyright status of generative AI inputs and outputs is unclear. More information is available from the Copyright Advisory Committee: <https://uwaterloo.ca/copyright-at-waterloo/teaching/generative-artificial-intelligence> Students are encouraged to reach out to campus supports if they need help with their coursework including:

- Student Success Office for help with skills like notetaking and time management
- Writing and Communication Centre for assignments with writing or presentations
- AccessAbility Services for documented accommodations
- Library for research-based assignments

### **Accommodation for Illness or Unforeseen Circumstances:**

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See [Accommodation due to illness](#).

### **Accommodation Due to Religious Observances**

The University acknowledges that, due to the pluralistic nature of the University community, some students may seek accommodations on religious grounds. Accordingly, students must consult with their instructor(s) within two weeks of the announcement of the due date for which accommodation is being sought. Failure to provide a timely request will decrease the likelihood of providing an accommodation. [See Request for accommodation on religious grounds](#).

### **Communication Policy**

Email, using the uWaterloo provided email address, is the approved method of communication for Renison. The Office 365 email that you use to login using your WatIAM login and password is secure and confidential. Take caution when forwarding your WatIAM email to an external email service as confidential information forwarded to a third-party provider could be a data security breach and violation of FIPPA (Freedom of Information and Protection of Privacy Act) under which all students, staff, and faculty are bound by law.

## **ACCOMMODATION FOR STUDENTS WITH DISABILITIES:**

[AccessAbility Services](#) is located in Needles Hall, Room 1401, and 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.

Students are encouraged to register with AccessAbility Services (AAS) at the start of each term if they require accommodations due to a disability. However, some students not connected to AAS

may require accommodations later in the term. In that case, you should immediately consult with your instructor and/or your Academic Advisor.

### EXPECTATION OF ACADEMIC INTEGRITY:

**Academic Integrity:** 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](#) and the [Arts Academic Integrity](#) websites for more information.

Renison University College is committed to the view that when a problem or disagreement arises between a faculty member and a student every effort should be made to resolve the problem through mutual and respectful negotiation. Most issues are resolved by a student/faculty meeting to discuss differences of opinion. It is only after this stage, when a common understanding or agreement is not obtained that further actions listed below could be taken.

**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](#) website 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 or academic advisor. 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 the [Guidelines for the Assessment of Penalties](#).

**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, or Academic Advisor, 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):** The website can be found at [uwaterloo.ca/academic-integrity/](http://uwaterloo.ca/academic-integrity/)

### LEARNING MATERIALS AND ENVIRONMENT:

#### 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 <http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>. 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](mailto:counselling.services@uwaterloo.ca): counselling.services@uwaterloo.ca / 519-888-4096
- [MATES](#): one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services
- [Health Services](#) – Student Medical Clinic: 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
- [Empower Me](#): Confidential, multilingual, culturally sensitive, faith inclusive mental health and wellness service.
- Grand River Hospital: Emergency care for mental health crisis. Phone: 844-437-3247
- [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. Email: [ok2bme@caminowellbeing.ca](mailto:ok2bme@caminowellbeing.ca) Phone: 519-884-0000

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.

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.

If you feel that you are experiencing the above from any member of the Renison community (students, staff, or faculty), you may contact Melissa Knox, Renison’s external anti-harassment and anti-discrimination officer, by email ([mnknox@uwaterloo.ca](mailto:mnknox@uwaterloo.ca)) or by phone or text (226-753-5669). Melissa is an employment and human rights lawyer and part-time Assistant Crown Attorney for the Ontario Ministry of the Attorney General. Melissa is experienced in case management, discipline and complaints processes, and works with organizations across Canada to foster safe, respectful, and inclusive work and learning environments through policy development, educational workshops, conflict mediation and dispute resolution, and organizational culture audits.

For additional information see Renison’s [Harassment, Discrimination, and Abuse](#) policy.

**Appendix A: School Names in Waterloo Region**

AR Kaufman Public School**
Abraham Erb Public School
Sir John A Macdonald Secondary School**
Edna Staebler Public School
Elizabeth Ziegler Public School
Sir Adam Beck Public School
Jean Steckle Public School
J.W. Gerth Public School
J.F. Carmichael Public School
John Darling Public School
Mary Johnston Public School
Ryerson Public School**
Howard Robertson Public School
King Edward Public School
Lester B Pearson Public School
Mackenzie King Public School
N A MacEachern Public School
Queen Elizabeth Public School
St. Andrew’s Senior Public School
William G Davis Public School
Winston Churchill Public School
Jacob Hespeler Secondary School
John Mahood Junior Public School
Janet Metcalfe Public School
W.T. Townshend Public School

\*\* Note: These schools marked with asterisk’s (\*\*) have been renamed in the last year and a half. You may still choose to provide an analysis of these names, if you wish. However, you must continue to do the analysis on your own.