



AFFILIATED WITH THE UNIVERSITY OF WATERLOO

Renison University College
Affiliated with the University of Waterloo
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Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Anishinaabeg, Hodinohsyó:ni, and Attawandaran (Neutral) Peoples, which is situated on the Haldimand Tract, the land granted to the Six Nations that includes ten kilometres on each side of the Grand River from mouth to source. Our active work toward reconciliation takes place in all corners of our campus through research, learning, teaching, community building and outreach. We are guided by the work of our Reconciliation and Restoring Steering Committee and Anti-Racism and Decolonization Spokesouncil, as well as the [University of Waterloo's Office of Indigenous Relations](#).

Winter 2024

Course Code: SDS 215R

Course Title: Education and Social Development from a Global Perspective

Class Times/Location: Wednesdays, 6:30 PM–9:20 PM, REN 2106

Instructor: Lifang Wang, PhD

Office: REN 1451

Office Phone: Please note that calls on Teams or Zoom can be arranged as there is no phone in the office.

Office Hours: by appointment

Email: l448wang@uwaterloo.ca

Catalogue Description

This course explores education and social development from a critical global perspective. Students learn the connections between educational practices and global conditions by focusing on themes such as citizenship, human rights, peace, and [the] environment.

Course Description

This course seeks to engage students in a critical and interdisciplinary analysis of education and social development from a global perspective. We will address such questions as: What is

education for? What does social development mean? How should knowledge be transmitted or taught? What content should be taught? How can education contribute to social development and transformation for peace, sustainability, gender equity, and social justice?

The course is divided into three parts. In Part I, **Global Foundations of Education and Social Development**, we will explore the contributions of international thinkers from antiquity to the present. In Part II, **Global Aims of Education and Social Development**, we will focus on autonomy, civic engagement, economic participation, and human flourishing as *universal* aims of education and social development. In Part III, **Education for Peace, Sustainability, Gender Equity, and Social Justice**, students will be encouraged to examine and envision their beliefs from a critical theory perspective and to incorporate the insights that postmodernists, feminists, and critical race theorists offer. We will also have opportunities to make connections between the course materials and discussions and between our professional work and personal life.

Course Objectives and Learning Outcomes

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

- A. Critically examine and reflect on the nature and purposes of education and schooling;
- B. Identify and analyze autonomy, civic engagement, economic participation, and human flourishing as important aims of education and social development;
- C. Examine global education and social development issues using the multidisciplinary approaches of sociology, philosophy, and gender studies;
- D. Understand why concerns about human rights, peace, sustainability, equity, and social justice need to be taken into account in all discussions of educational issues.

Required Textbooks

1. Gutek, G. L. (2011). *Historical and philosophical foundations of education: A biographical introduction* (5th edition). Columbus, OH: Prentice-Hall.

All students are expected to purchase, borrow, or otherwise legally acquire a copy of the required textbook. Used copies are acceptable. A copy has been placed on reserve at Lusi Wong Library (i.e., Waterloo Renison Library). You could also purchase a copy from the UW bookstore, thriftbooks, or stores online.

2. Brighouse, H. (2006). *On education*. London: Routledge.
The full text of this book is available online at https://ocul-wtl.primo.exlibrisgroup.com/discovery/fulldisplay?context=L&vid=01OCUL_WTL:WTL_D_EFAULT&search_scope=MyInst_and_CI&tab=Everything&docid=alma994224883350516_2

Readings Available on LEARN

Bajaj, M., & Chiu, B. (2009). Education for sustainable development as peace education. *Peace & Change, 34*(4), 441–455.

Banks, J. A. (2008). Diversity, group identity, and citizenship education in a global age. *Educational Researcher, 37*(3), 129–139.

Cohen, J. (2006). Social, emotional, ethical, and academic education: Creating a climate for learning, participation in democracy, and well-being. *Harvard Educational Review, 76*(2), 201–237.

Harris, I., & Mische, P. M. (2012). Environmental peacemaking, peacekeeping, and peacebuilding: Integrating education for ecological balance and a sustainable peace. In A. L. Wenden (Ed.), *Educating for a culture of social and ecological peace*. Suny Press. Chapter 7, pp. 169–182.

Hart, W. (2011). *The art of living: Vipassana meditation as taught by SN Goenka*. Pariyatti. Chapter 1, pp. 13–18.

Inoguchi, T., & Shin, D. C. (2009). The quality of life in Confucian Asia: From physical welfare to subjective well-being. *Social Indicators Research, 92*(2), 183–188.

Johnson, A. G. (2014). Patriarchy, the system: An it, not a he, a them, or an us. *The gender knot: Unraveling our patriarchal legacy* (3rd edition). Philadelphia: Temple University Press. Chapter 2: pp. 26–47.

McMullin, J. A. (2009). *Understanding social inequality: Intersections of class, age, gender, ethnicity, and race in Canada*. Chapter 1: Introduction, pp. 3–13.

Orenstein, P. (2013). *Schoolgirls: Young women, self esteem, and the confidence gap*. Anchor. Chapter 1: Learning Silence: Scenes from the Class Struggle, pp. 3–17.

Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race Ethnicity and Education, 8*(1), 69–91.

Course Requirements and Assessment

Assessment	Weighting
Attendance and Active Participation	20%
Reaction Essay:	20%:
Draft Reaction Essay	8%
Final Reaction Essay	+12%
Presentation and Facilitation:	20%:
Group Presentation and Facilitation	18%
Self and Group Evaluation	+2%
Questions on Group Presentations	10%
Take-Home Final Exam	30%
Total	100%

Attendance and Active Participation – 20%

To be effective, teaching and learning require all of us to be intellectually engaged. Therefore, regular class attendance is mandatory. Active participation means that you come to class prepared for discussions and activities, and that you share your ideas, insights and/or experiences with the class. Your preparation, attentiveness, and willingness to share and participate in small and large groups are essential. For details about how your attendance and participation will be evaluated, please see the rubric on LEARN.

Reaction Essay – 20%

Each student will write one 4–6 page (double-spaced) reaction essay that engages with **at least two required course readings** in a way that demonstrates your capacity to elaborate, evaluate, analyze, or critique key issues and arguments in the texts. The essay is an analytical reaction paper. You **ONLY** have 4–6 pages (that does not include the references page) to do this, so you will need to be quite focused, and not expect to cover everything! Choose the elements of the readings that you find most important and interesting, and compose a close reading of what the authors are trying to convey. You may offer your commentary (critical, curious, affirmative, dubious, ambivalent, etc.), or you could synthesize, analyze, and/or evaluate how the texts relate, e.g., what are the similarities and differences between different philosophies of education, or how different authors or figures complement, contradict, question, or critique each other’s ideas, thoughts, or arguments.

For this project, you will write two versions of essay. Your **Draft Reaction Essay** (marked for completion) will be worth 8% of your final grade. Your **Final Reaction Essay** (marked based on the guidelines below as well as a rubric posted on LEARN) will be worth 12% of your final grade.

- 1) how carefully you present and understand the materials;
- 2) how clearly you are able to communicate that understanding;
- 3) how well and complexly you evaluate the texts’ strengths and weaknesses;
- 4) how clearly and logically you present your ideas and assertions;
- 5) how closely your ideas and assertions are engaging with the texts;
- 6) how adequately you support your assertions/claims with evidence or examples;
- 7) how coherent your paragraphs are and whether the overall structure of your essay includes the following clear and effective elements: introduction, body paragraphs, and conclusion;
- 8) whether your essay has grammar, sentence structure, punctuation, and spelling errors;
- 9) whether your referencing is thorough and clear. For details about the referencing format, please see information under the Essay Format below.

The draft reaction essay is due **by 6:30 PM on Wednesday, March 6** in class where you will join a group with other students to review and comment on each other’s essay. Details about how to join a group for peer review on draft reaction essay will be provided in class on February 28. Based on the peer review, you will have a chance to revise your paper and upload the revised reaction essay to the dropbox called “Final Reaction Essay” on LEARN by **Friday, March 15, 11:59 PM**.

Essay Format

The essay should be double-spaced normal font size (10–12), with adequate margins for me to make comments. Pages should be numbered. A bibliography or list of references is required. Please title your paper, though you do not need to have a separate cover page.

All references to the texts should use APA format. For example, after a quote from Fennell & Arnot, the citation (which should be placed at the end of the passage and not at the bottom of the paper) should read: (Fennell & Arnot, 2007, p. 20) or (Author, Year of Publication, page #). For specifics about the APA style, please refer to [Purdue Online Writing Lab](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html) at [https://owl.purdue.edu/owl/research and citation/apa style/apa formatting and style guide/in text citations the basics.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html).

Presentation and Facilitation – 20%

Working in pairs or groups (depending on the class size), you shall prepare and present a 30-40 minute presentation on an important historical figure in education and social development, followed by 5-10 minutes of Q&A, based on the assigned reading. The purpose of the presentation is not only to summarize the reading, but also to outline and critically evaluate the main ideas, concepts, and issues addressed. You can incorporate external resources such as related articles or stories, YouTube videos, podcasts, etc. into your presentation, if it helps to connect and/or illustrate the key points within the literature. Each group of students should also prepare **at least three open-ended substantive questions** to pose to the class about the reading in order to facilitate discussion.

You will be asked to formulate groups in class during Week 2 to choose the reading and the week for your presentation. Details about how to join a presentation group will be provided in class in Week 2. If you would like to join a presentation group before Week 2, you could click on **Connect** on the course navigation bar on LEARN and select **Groups**.

Presenters should submit your PowerPoint slides including at least three open-ended substantive questions to the Group Presentation dropbox on LEARN one day before you deliver your presentation in class (i.e., **prior to 6:30 PM the Tuesday before Wednesday's class when you make your presentation**).

At the end of each group presentation, each presenter will conduct a self-evaluation and provide feedback on group dynamics, which will be worth 2 points. The Self-Evaluation Form for Group Presentation has been posted on LEARN. To access it, please click on **Content** on the course navigation bar and open the folder "**Group Presentation**." After you complete the Form, please submit it to **the Self-Evaluation for Group Presentation dropbox** on LEARN by **11:59 PM, Wednesday of the week when you make your presentation**. The audience will also be asked to fill out a survey that evaluates each group presentation. To access the survey, please click on **Submit** on the course navigation bar on LEARN, select **Surveys**, and choose each respective group to provide them with feedback. The audience's completion of surveys will count toward their participation grade. The instructor will aggregate and send the anonymous survey results to each respective presenter.

In assessing each presentation, the instructor will use the checklist below. Students should refer to this checklist when preparing your presentation.

Presentation and Facilitation Grading Checklist:

1. Content (up to 5 points to be awarded for the following):

- Have the presenters identified the major trends, especially those of an intellectual nature, in the historical context in which the subject lived?
- Have the presenters explained how the subject's life, particularly his/her educational biography, shaped his/her understanding of the nature and purposes of education?
- Have the presenters described the subject's philosophy of education?
- Have the presenters identified the subject's contributions to contemporary formal education and social development?
- Have the presenters assessed the enduring impact of the subject's contributions to contemporary education and social development?

2. Effectiveness (up to 4 points to be awarded for the following)

- Have the presenters clearly and carefully explained their main points?
- Have the presenters adhered to the time limit (neither too short nor too long) and made effective use of the available time?
- Have the presenters shown that they are well-prepared?
- Have the presenters effectively and creatively used media and/or technological resources?

3. Facilitation of Class Discussion (up to 6 points to be awarded for the following)

- Have the presenters posed at least three open-ended substantive discussion questions to facilitate class discussion?
- Have the presenters contributed meaningfully to class discussion by commenting on the audience's responses?
- Have the presenters thoroughly responded to the audience's questions, if there are any?
- Have the presenters demonstrated content mastery when responding to questions and facilitating discussion?

4. Team Work (up to 3 points to be awarded for the following)

- Have the presenters engaged their team members by both constructively building upon or synthesizing the contributions of others?
- Have the presenters supported a constructive team climate by doing all of the following:
 - ✧ Treating team members respectfully by communicating politely and constructively.
 - ✧ Using positive tone, facial expressions, and/or body language to convey a supportive attitude about the team and its work.
 - ✧ Motivating teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.
 - ✧ Providing assistance and/or encouragement to team members.

5. Self and Group Evaluation (up to 2 points to be awarded for the following)

- ✧ Has the presenter submitted the completed Self-Evaluation Form for Group Presentation to the Self-Evaluation for Group Presentation dropbox on LEARN by 11:59 PM, Wednesday of the week when they make the presentation?
- ✧ Is the Self-Evaluation Form for Group Presentation clear and thorough?

Please note that even though this is a group presentation, it does not mean that each student in the same presentation group will receive the same grade regardless of their contribution, but each student will receive a grade individually. Each student's grade is determined by the grading checklist above.

Questions on Group Presentations – 10%

For each of the five presentations (not counting your own) during the class sessions in Weeks 5, 6, and 7, each student should **write at least two open-ended substantive questions** for each presentation group and submit these questions to the **Questions on Group Presentations dropbox** on LEARN by the end of the class when presentation groups make the presentations. Since there are 6 groups of presentations in total, by the end of class in Week 7 (**February 28, 9:20 PM**), each student should submit at least 10 questions for 5 groups of presentations. Students are also encouraged to ask these questions to the presenters in class. Presenters are expected to respond to all questions posed to them in class.

Take-Home Final Examination – 30%

The take-home final exam will include questions on the Global Foundations of Education component of this course, including questions formulated by the instructor, questions that students write and pose to presenters, and some of the questions proposed by presenters on the content of their group presentations. It will also include at least four extended-response items based on the Global Aims of Education and Education for Peace, Sustainability, Gender Equity and Social Justice components of this course.

You will be asked to choose to write responses to five questions from the list of exam questions. To ensure that you have adequate time to prepare for your final exam, I will upload the list of exam questions and the grading rubric to the "Final Exam" folder in the Content area on LEARN by mid-March, 2024.

If you would like feedback/comments on your examination to help improve your writing and argumentative skills, you may submit it by **Tuesday, April 9, 11:59 PM**. If you are fine with just receiving a grade on your examination, it is due on **Friday, April 12, 11:59 PM** that is the firm deadline.

Course Schedule

Part I: Global Foundations of Education and Social Development

Week One, January 10, 2024 – Introduction to Education and Social Development from a Global Perspective

Welcome to the course! In this session, the instructor will first review the course content, required readings, assessment criteria, and particular topics to be addressed. We will also deal with practical matters including attendance and participation, group presentation, assignments, etc. Then the instructor will give an introductory lecture focusing on: What are the goals of education? What role does education play in social development? What skills, knowledge, and dispositions are needed for children to become engaged and responsible participants in a democracy? What can schools do to foster socially responsible, healthy, and happy citizens?

Recommended (Optional) Reading

Cohen, J. (2006). Social, emotional, ethical, and academic education: Creating a climate for learning, participation in democracy, and well-being. *Harvard Educational Review*, 76(2), 201–237.

Week Two, January 17, 2024 – Education and Social Development in Asia

Discussion questions to consider: What constitutes and shapes quality of life? How can Confucianism help us make sense of collective well-being? In what ways do Confucian values of collectivism complement or contradict the Western notion of individualism? Does Confucianism inherently undermine democracy? How do we live in peace and harmony with ourselves and others?

Required Readings

Gutek, G. L. (2011). *Historical and philosophical foundations of education: A biographical introduction* (5th edition). Chapter 2, pp. 9–27.

Inoguchi, T., & Shin, D. C. (2009). The quality of life in Confucian Asia: From physical welfare to subjective well-being. *Social Indicators Research*, 92(2), 183–188.

Hart, W. (2011). *The art of living: Vipassana meditation as taught by S. N. Goenka*. Pariyatti. Chapter 1, pp. 13–18.

Week Three, January 24, 2024 – Education and Social Development in Ancient Greece

Discussion questions to consider: What does Plato inform us in terms of living a balanced and harmonious life? What fascination do the ancient Greek philosophers hold for us today? What can we learn from them that will illuminate our concerns about society and education?

Plato: Idealist Philosopher and Educator for the Perfect Society

Aristotle: Founder of Realism

Required Readings

Gutek, G. L. (2011). *Historical and philosophical foundations of education: A biographical introduction* (5th edition). Chapters 3 and 4, pp. 30–65.

Documentary Clip

Greek Thought (1989): This documentary on the lives and times of Socrates, Plato, and Aristotle focuses on their contribution to Western educational and intellectual traditions. (27 min.)

Questions to consider for discussion after watching the clip:

What is your view on philosophy? Do you agree that philosophy is abstract and divorced from the real world, or is it concrete and able to inform your real life? Do you think that Plato's free-thinking approach of listening to your inner voice and asking questions to yourself and others until you find out the answer to an unknown question helps you understand what is truly right? If public and private duties clash, what could be prioritized? Which is more important: the individual or the state?

Week Four, January 31, 2024 – Education and Social Development in Europe

Desiderius Erasmus: Renaissance Humanist and Cosmopolitan Educator

Martin Luther and John Calvin: Theologians and Educators of the Protestant Reformation

Required Readings

Gutek, G. L. (2011). *Historical and philosophical foundations of education: A biographical introduction* (5th edition). Chapters 7 and 8, pp. 94–125.

Week Five, February 7, 2024 – STUDENT PRESENTATIONS – Group One on Jean-Jacques Rousseau; Group Two on Johann Heinrich Pestalozzi

Jean-Jacques Rousseau: Prophet of Naturalism

Johann Heinrich Pestalozzi: Proponent of Educating the Heart and the Senses

Required Readings

Gutek, G. L. (2011). *Historical and philosophical foundations of education: A biographical introduction* (5th edition). Chapters 10 and 11.

* Note: The presenters are expected to give a clear and detailed presentation of their assigned reading. All students are required to watch presentations, ask questions, and participate in discussions in class.

Week Six, February 14, 2024 – STUDENT PRESENTATIONS – Group Three on Mary

Wollstonecraft; Group Four on Horace Mann

Mary Wollstonecraft: Proponent of Women's Rights and Education

Horace Mann: Leader of the Common School Movement

Required Readings

Gutek, G. L. (2011). *Historical and philosophical foundations of education: A biographical introduction* (5th edition). Chapters 13 and 14.

* Note: The presenters are expected to give a clear and detailed presentation of their assigned reading. All students are required to watch presentations, ask questions, and participate in discussions in class.

February 17–25, 2024 ** Reading Week ** No Class

Week Seven, February 28, 2024 – STUDENT PRESENTATIONS – Group Five on Mohandas Gandhi; Group Six on W. E. B. Du Bois

Mohandas Gandhi: Father of Indian Independence

W. E. B. Du Bois: Scholar and Activist for African American Rights

Required Readings

Gutek, G. L. (2011). *Historical and philosophical foundations of education: A biographical introduction* (5th edition). Chapters 23 and 24.

* Note: The presenters are expected to give a clear and detailed presentation of their assigned reading. All students are required to watch presentations, ask questions, and participate in discussions in class.

Part II: Global Aims of Education and Social Development

Week Eight, March 6, 2024 – Education for Autonomy and Economic Participation (Draft Reaction Essay due in class)

Discussion questions to consider: What is autonomy? Why is autonomy an important aim of education? Why is economic participation an important aim of education? How is educating for economic participation different from educating for human flourishing? What is the limitation of human capital theory used as an imperative for compulsory education provision?

Required Readings

Brighouse, H. (2006). *On education*. Introduction, and Chapters 1 and 2, pp. 1–41.

Week Nine, March 13, 2024 – Education for Human Flourishing and Global Citizenship

Discussion questions to consider: What is citizenship education? Why is civic participation an important aim of education? How is educating for civic participation different from patriotic education? Why might human flourishing be the most important aim of education? What is cosmopolitanism?

Required Readings

Brighouse, H. (2006). *On education*. Chapters 3 and 4, pp. 42–73.

Banks, J. A. (2008). Diversity, group identity, and citizenship education in a global age. *Educational Researcher*, 37(3), 129–139.

Part III: Education for Peace, Sustainability, Gender Equity, and Social Justice

Week Ten, March 20, 2024 – Education for Peace and Sustainability

Discussion questions to consider: What is the relationship between peace and environmental sustainability? How do we define peace? What is the difference between negative peace and positive peace? In what ways can we apply peace strategies to environmental crises? How do

intersections between peace education and environmental education promote sustainable development? What is sustainability and why does it matter?

Required Readings

Bajaj, M., & Chiu, B. (2009). Education for sustainable development as peace education. *Peace & Change*, 34(4), 441–455.

Harris, I., & Mische, P. M. (2012). Environmental peacemaking, peacekeeping, and peacebuilding: Integrating education for ecological balance and a sustainable peace. In A. L. Wenden (Ed.), *Educating for a culture of social and ecological peace*. Chapter 7, pp. 169–182.

Documentary Clip

Shop 'til You Drop: The Crisis of Consumerism (2010): This documentary examines the high-octane pace of materialism to show that the flip side of accumulation is depletion – the slow, steady erosion of both natural resources and basic human values. It is a riveting look at the relationship between consumerism and the pursuit of happiness. (52 min.)

Week Eleven, March 27, 2024 – Gender Equity and Intersectionality

Discussion questions to consider: How are gender norms and the hidden curriculum reproduced by schools and society? What are the implicit messages conveyed to girls and boys in schools and what are the consequences of these messages? How do these messages shape who we become? What is intersectionality? In what ways does it inform our analysis of our lived experiences with race, gender, class, and other social dimensions?

Required Readings

Johnson, A. G. (2014). Patriarchy, the system: An it, not a he, a them, or an us. *The gender knot: Unraveling our patriarchal legacy* (3rd edition). Philadelphia: Temple University Press. Chapter 2: pp. 26–47.

Orenstein, P. (2013). *Schoolgirls: Young women, self esteem, and the confidence gap*. Anchor. Chapter 1: Learning Silence: Scenes from the Class Struggle, pp. 3–17.

Week Twelve, April 3, 2024 – Cultural Capital, Structural Inequality, and Human Agency

Discussion questions to consider: What is cultural capital? In what ways does the conventional notion of cultural capital or dominant cultural capital neglect the cultural wealth of marginalized groups of students? How is social structure defined? What is the relationship between structural inequality and human agency?

Required Readings

McMullin, J. A. (2009). *Understanding social inequality: Intersections of class, age, gender, ethnicity, and race in Canada*. Chapter 1: Introduction, pp. 3–12.

Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race Ethnicity and Education*, 8(1), 69–91.

April 12, 2024 – Take-Home Final Examination Due (for students who do not request feedback). Students who would like feedback may submit it by 11:59 PM, Tuesday, April 9,

2024. Please submit your completed exam in MS Word format to the Final Exam dropbox on LEARN.

IMPORTANT INFORMATION

Late or Incomplete Work

Students should make every effort to submit their assignments on time. Late assignments except for the group presentation and facilitation will be accepted up to seven days including the weekend beyond the deadline at a penalty rate of 2% per day. After the fifth day, late assignments will not be accepted for any reason except for those outlined in the University of Waterloo calendar (e.g., medical or family emergencies, or some other such event) and will receive a grade of 0. If you encounter circumstances that you feel may cause you to be late in submitting any particular assignment, you should contact your instructor as soon as possible once the realization is made, explain the circumstances, and provide required documentation; you and your instructor may discuss an extension. To do so, you must be in contact with your instructor at least 48 hours prior to the deadline to request an extension.

For the group presentation and facilitation, late work will not be accepted unless accommodations have been made in accordance with [University Policies, Guidelines, and Academic Regulations for Assignments, Tests, and Final Exams](#) at least 48 hours prior to the deadline.

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](#).

Information on Plagiarism Detection

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

Generative Artificial Intelligence (GenAI)

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, may be used for assignments in this class with proper documentation, citation, and acknowledgement. Recommendations for how to cite GenAI in student work at the University of Waterloo may be found through the Library:

https://subjectguides.uwaterloo.ca/chatgpt_generative_ai. Please be aware that generative AI is known to falsify references to other work and may fabricate facts and inaccurately express ideas. GenAI generates content based on the input of other human authors and may therefore contain inaccuracies or reflect biases. In addition, you should be aware that the legal/copyright status of generative AI inputs and outputs is unclear. Exercise caution when using large portions of content from AI sources, especially images. More information is available from the Copyright Advisory Committee: <https://uwaterloo.ca/copyright-at-waterloo/teaching/generative-artificial-intelligence>. You are accountable for the content and accuracy of all work you submit in this class, including any supported by generative AI.

Electronic Device Policy

Students who choose to use electronic devices to support their learning may do so provided that the individuals in the class are not disturbed or prohibited from their own learning. Electronic devices should be used for the purposes of supplementing the learning experience and focus on topics being discussed in class. Phones should be kept on silent during the class.

Attendance Policy

Students should make every effort to attend each class session as scheduled. If a student is aware of an upcoming absence, the student should inform the instructor, as soon as possible after the realization.

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.

Final Examination Policy

For **Winter 2024**, the established examination period is **April 11 – April 25**. The schedule will be available early October. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time. See the [Final Examination Schedule](#).

Accommodation for Illness or Unforeseen Circumstances

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

Academic Integrity, Grievance, Discipline, Appeals and Note for Students with Disabilities

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/

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.

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 / 519-888-4096
- [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: 1-844-437-3247
- [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 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) 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.