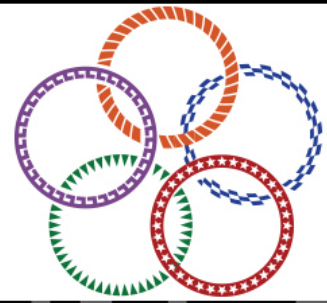


# Course Schedule



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

Week	Readings	Activities and Assignments	Begin Date	End/Due Date	Weight (%)
		<a href="#">Introduce Yourself</a>			Ungraded
		Check after	Wednesday,		
		Check group membership	September		
		for <a href="#">Discussion Postings</a>	6, 2023 at		
			8:00 AM		
<a href="#">Week 1: Introduction: The Radical Imagination</a>	Readings can be accessed from the <a href="#">Readings</a> page				
		<a href="#">Discussion 1</a>	Wednesday,	Tuesday,	Total <b>10%</b>
			September	September 12,	for
			6, 2023 at	2023 at	Discussion
			8:00 AM	11:55 PM	Posting
					Participation
<a href="#">Week 2: Capitalism and Social Inequality</a>	Readings can be accessed from the <a href="#">Readings</a> page	<a href="#">Discussion 2</a>	Wednesday,	Tuesday,	
			September	September 19,	
			6, 2023 at	2023 at	
			8:00 AM	11:55 PM	
<a href="#">Week 3: Capitalism, Social Justice, and Public Policy</a>	Readings can be accessed from the <a href="#">Readings</a> page	<a href="#">Discussion 3</a>	Wednesday,	Tuesday,	
			September	September 26,	
			6, 2023 at	2023 at	
			8:00 AM	11:55 PM	
<a href="#">Week 4: Settler Colonialism and Social Inequality</a>	Readings can be accessed from the <a href="#">Readings</a> page	<a href="#">Discussion 4</a>	Wednesday,	Tuesday,	
			September	October 3,	
			20, 2023 at	2023 at	
			8:00 AM	11:55 PM	
		<a href="#">Assignment 3:</a>		Tuesday,	
				October 3,	<b>5%</b>

**Reading Week (Saturday, October 7, 2023 to Sunday, October 15, 2023)**

**[Week 5: Settler Colonialism, Social Justice, and Public Policy](#)**

Readings can be accessed from the [Readings](#) page

[Discussion 5](#)

Wednesday, Tuesday, September 20, 2023 at 8:00 AM

October 17, 2023 at 11:55 PM

**[Week 6: Race, White Supremacy, and Social Inequality](#)**

Readings can be accessed from the [Readings](#) page

[Assignment 1: Double Take 1](#)

Tuesday, October 24, 2023 at 11:55 PM **25%**

**[Week 7: Race, Social Justice, and Public Policy](#)**

Readings can be accessed from the [Readings](#) page

[Discussion 6](#)

Wednesday, Tuesday, October 18, 2023 at 8:00 AM

October 31, 2023 at 11:55 PM

**[Week 8: Gender, Heteropatriarchy, and Social Inequality](#)**

Readings can be accessed from the [Readings](#) page

[Discussion 7](#)

Wednesday, Tuesday, October 18, 2023 at 8:00 AM

November 7, 2023 at 11:55 PM

**[Week 9: Heteropatriarchy, Social Justice, and Public Policy](#)**

Readings can be accessed from the [Readings](#) page

**[Week 10: Disability and Social Inequality](#)**

Readings can be accessed from the [Readings](#) page

[Assignment 2: Double Take 2](#)

Tuesday, November 21, 2023 at 11:55 PM **25%**

**[Week 11: Disability, Social Justice, and Public Policy](#)**

Readings can be accessed from the [Readings](#) page

[Discussion 8](#)

Wednesday, Tuesday, October 18, 2023 at 8:00 AM

November 28, 2023 at 11:55 PM

**[Week 12: Conclusion: The Radical Imagination Revisited](#)**

Readings can be accessed from the [Readings](#) page

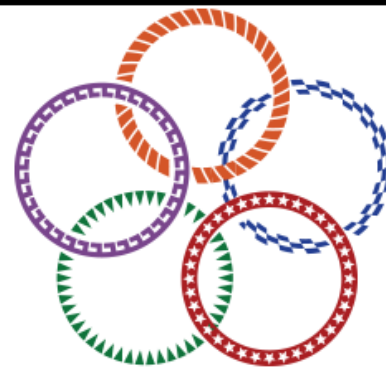
[Assignment 3: Oral History Interview and Social Movement Analysis](#)

Tuesday, December 5, 2023 at 11:55 PM **35%**

**There is no final examination for this course**



## 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 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

#### Instructor

- Course-related questions (e.g., course content, deadlines, assignments, etc.)
- Questions of a personal nature

### Contact Details

**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.

Instructor: Karl Gardner  
[karl.gardner@uwaterloo.ca](mailto:karl.gardner@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.

[learnhelp@uwaterloo.ca](mailto:learnhelp@uwaterloo.ca)

**Technical Support,**  
Centre for Extended Learning

- Technical problems with Waterloo LEARN

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

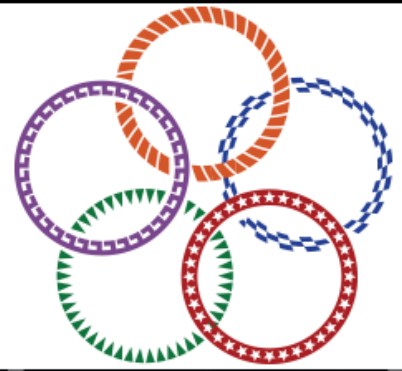
- General inquiries
- Examination information

[Student Resources](#)

[extendedlearning@uwaterloo.ca](mailto:extendedlearning@uwaterloo.ca)

Include your full name, WatIAM user ID, student number, and course name and number.

# Course Description and Learning Outcomes



## Description

The goal of this course is to delve into the radical imagination. We explore how communities (past and present) have resisted, challenged, and dismantled systems of power and oppression. By examining social inequality on both a structural and interpersonal level, we investigate how our daily interactions and relationships resist, reinforce, and respond to the structures of capitalism, heteropatriarchy, settler colonialism, white supremacy, and ableism in our social contexts. We also discuss how communities and individuals imagine and bring about new ways of being in the world.

Along the way, we will stumble upon a number of important questions: What are the various ways that activists, academics, and others come to understand and define social justice? Where do ideas for social change come from and how does this change take place? How do "regular folks" resist, imagine, and bring about change while faced with exploitation, oppression, and violence? What is the role of government and public policy in maintaining and/or achieving social justice? How do people form relationships of solidarity across differences in power, culture, identity, and positionality?

## Pedagogy

This course is developed under the premise that **knowledge** is created and generated in multiple ways (i.e., through oral traditions, land-based traditions, lived experiences, spirituality and ceremony, scientific and academic research, etc.) and that we must resist the colonialist limits of Western ontologies that delegitimize other ways of knowing and being. As such, the readings, activities, videos, and assignments that I have curated in this course will draw on these various ways of knowing and learning. Each week will combine a mix of reading, viewing/listening, discussion, case studies, and short answer/self-reflection.

Despite being a virtual course, your **interactions** with other humans, non-human beings, and the earth are foundational to engaging with the course materials. This engagement could be rooted in the communities in which you have developed relationships (i.e., work, family, social organizations, activist groups, ethnocultural and/or religious communities, recreational/artistic/sporting communities, etc.). It might also develop through active engagement in a social movement/group that you have identified as being of particular interest to you in this course.

As an online course, I would like to create a virtual space that opens up **discussion** between you and your classmates. This will be a place to grapple with the course materials in a respectful and thoughtful manner—it is not the same as Twitter or the Facebook comments section—but rather a space for careful, humble, and serious discussion and debate. It should be a place where you are open to being challenged about your politics and positions, but also a space where your critiques should be tempered by your understanding that folks are entering this space with a desire to learn and change. This means that we should attempt to create a space of care, mutual respect, accountability and trust—this is very difficult to do in online spaces.

While this is a space of learning, it is also a space that seeks to resist the structures of oppression that permeate our day-to-day interactions. As such, I urge all students to be self-reflexive about behaviours or comments that have been identified as patriarchal, misogynist, classist, racist, homophobic, transphobic, ableist, etc. We are all in a process of learning and unlearning these logics that dominate our society, so there is no expectation here that anyone is self-actualized and perfect—all I ask is that you are mindful of how what you think, say and/or the way in which you interact with others is circumscribed by these forces. As Karl Marx once eloquently put it, "The ideas of the ruling class are in every epoch the ruling ideas."

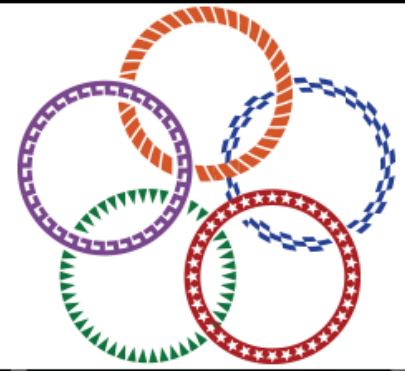
## Course Learning Outcomes

Upon completion of this course, students should:

- have **knowledge** of the historical origins of contemporary power structures and **comprehend** how these structures of social inequality impact our day-to-day lives;
- be able to critically **analyze** the way in which public policy creates social inequality and also plays a role in supporting social justice;
- have **knowledge** of how social movements seek to create social change and **apply** these goals, strategies, and tactics of collective action to real-world scenarios;

- have the ability to **synthesize** a myriad of individual and personal problems to place them within a broader structural and intersectional social context in order to contribute to grassroots social movement; and
- be able to **evaluate** goals and strategies for social change to determine their effectiveness, their weaknesses, the barriers that they face, and the opportunities that they present.

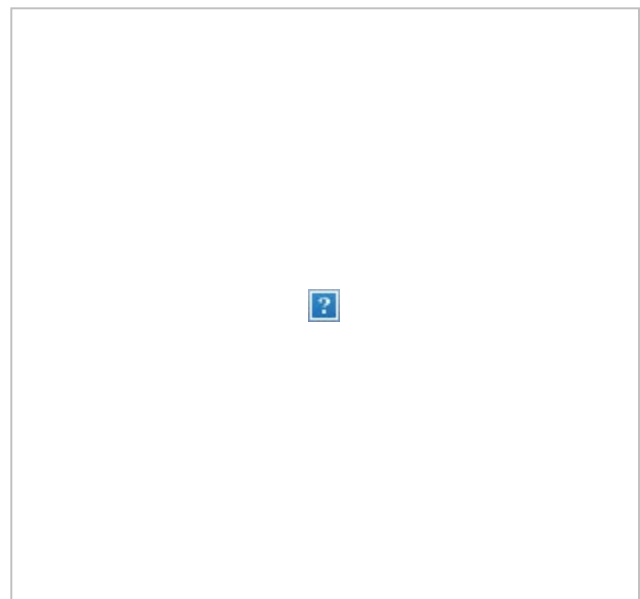




## About the Course Author

The course author may not be the course instructor. All communication regarding the course should be addressed to those listed in the **Instructor/TA Information** section of the [Contact Information](#) page.

## Course Instructor — Karl Gardner



### Bio

Karl Gardner (he/him) works and writes with social movements committed to migrant justice, Indigenous solidarity, and abolition. He completed his PhD in Political Science at York University, where his research focused on the politics and practices of sanctuary cities in Canada. He is currently a Postdoctoral Fellow at the University of Toronto, where he is extending his research into the areas of deportation, policing, and migrant-Indigenous solidarity. In his time off, he enjoys hiking, D&D, and the NBA.

## Education

BA (Hons.), Political Science, Queen's University

M.A., Political Science, York University

Ph.D., Political Science, York University

Postdoctoral Fellow, Political Science, University of Toronto

## Current Research

1. **Building Sanctuary in Canada:** I'm currently finishing a book manuscript on the politics, policies, and practices of "sanctuary" in cities across Canada. In this case, "sanctuary" refers to practices used by citizens to offer shelter, protection, and solidarity to migrants with precarious and or no immigration status who are facing immigration detention and deportation. Specifically, I'm analyzing the potentials and limits of sanctuary city policies and of the strategies that grassroots social movements use to build sanctuary "from above" (e.g. through policies) and "from below" (e.g. through direct action, community networks).
2. **Intersections of Immigration and Colonial Policy:** My new research direction analyzes peculiar instances when immigration policies and colonial policies (directed at governing Indigenous peoples) overlap and intersect in settler colonial countries (Canada, US, Australia, Aotearoa/New Zealand). An example of this is the focus of a recent article I published that looked at how Canada and Australia have tried to deport Indigenous peoples for not possessing citizenship. Another article I'm currently working on focuses on policing the "irregular" border-crossings of refugees and Indigenous peoples across the US-Canada border.
3. **Policing Harm Reduction and Mental Health:** A third strand of my research focuses on the increasing role of police in contexts of harm reduction and mental health emergency response in Canada. Obviously, the police are not often the right kind of response to people in need of health supports, yet they are increasingly involved as first responders in these contexts. This has led to increased harm for folks requiring support, especially those from Indigenous and racialized communities. This project critiques policing in these contexts and offers community-based, non-punitive, and abolitionist alternatives.

# Course Author — Craig Fortier



© University of Waterloo

## Educational Background

Bachelor of Arts – Accounting (University of Waterloo)

Masters of Social Work (University of Toronto)

PhD – Sociology (York University)

## Current Research

I am currently working on three major research projects:

1. *Speaking Fruit* is a collaborative art-project that brings the experiences, goals, dreams, and political desires of migrant workers in the Seasonal Agricultural Worker Program to the general public through a multi-media mobile fruit stand.
2. *Unsettling Movements* examines the relationship between radical left anti-authoritarian social movements in large cities (migrant justice, anti-capitalist, queer/trans\*, prison abolition, Black liberation, urban Indigenous) with Indigenous land-based struggles asserting sovereignty. It asks the questions: Can non-Indigenous social movements decolonize in the process of political struggle? And if so, what does that look like?
3. *Home Field Advantage* studies the historical origins of baseball in the United States, Hawai'i, Cuba, Japan, and Taiwan and examines the role of settler colonialism, imperialism, and anti-colonial/imperial resistance that the game plays in the formation of national identities.

Research interests include: social movements; settler colonialism; decolonization; borders & sovereignty; migrant justice; nationalism, queer/trans\* movements; baseball history.

# Philosophy of Teaching

My pedagogical approach is rooted in my experience as a community worker where I developed workshops on interpersonal conflict, the roots of youth violence, immigration, sexuality, and racism for youth who had dropped out or had been pushed out of high schools in some of Toronto's most racialized and marginalized neighbourhoods. Using locally rooted, culturally appropriate, and youth-centred approaches to collective learning I helped to develop Hip Hop education modules as part of my work with the Grassroots Youth Collaborative. This experience and some of the many questions that came out of working in youth organizations, tenant support, and other community-based initiatives pushed me to seriously consider pursuing graduate studies and a career in academia.

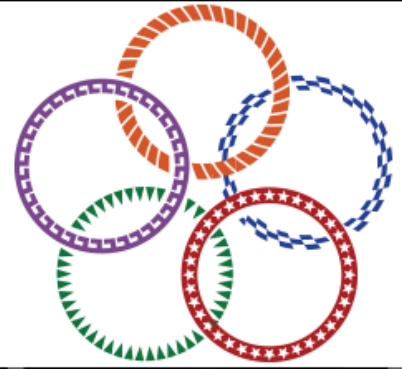
I believe in the importance of creating a learning environment based on the principles of mutual respect, accountability, and humility. This means that it is important for me to acknowledge the various pressures, life circumstances, and motivations of the students in my classrooms and to be open to multiple ways of learning. In this sense, the classroom is a living and dynamic part of our social and political landscape exhibiting the many issues of inclusion/exclusion, power imbalances, pressures and expectations, and material realities that exist in our broader societies. With this in mind, I believe it is important to acknowledge how my own positionality within these systems of oppression influences my relationships with students in fluid, yet material ways. Being aware of the way that race, gender, ability, status, and other factors impact classroom dynamics, I take great care to develop exciting and historically rooted classes that help students engage in respectful dialogue with each other.

## Hobbies/Interests/Sports

I am actively engaged in a number of social movement groups and movements, including No One Is Illegal-Toronto, the Ontario Coalition Against Poverty and in support of the sovereignty struggles at Grassy Narrows First Nation, Six Nations, among others.

I am one of the coordinators of the Field of Dreamers Cooperative Softball Association, a league that was created to resist the (trans)misogyny, nationalism, heteronormativity, and ultra-competitiveness that is prevalent within recreational sports leagues. I have played centre field for the Uncertainty softball team for over 10 years.

## Materials and Resources



## Textbooks

### Required

- Fortier, C. (2017). *Unsettling the Commons: Social Movements Within, Against, and Beyond Settler Colonialism*. Winnipeg: ARP.
- Maynard, R. (2017). *Policing Black lives: State violence in Canada from slavery to the present*. Halifax: Fernwood Publishing.
- Walia, H. (2013). *Undoing border imperialism*. Oakland: AK Press.

For textbook ordering information, please contact the [W Store | Course Materials + Supplies](#).

For your convenience, you can compile a list of required and optional course materials through [BookLook](#) using your Quest userID and password. If you are having difficulties ordering online and wish to call the Waterloo Bookstore, their phone number is +1 519-888-4673 or toll-free at +1 866-330-7933. Please be aware that textbook orders **CANNOT** be taken over the phone.

## Course Reserves

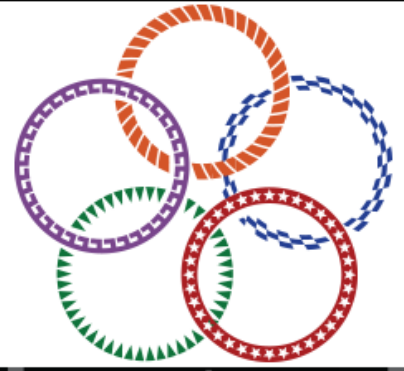
[Course Reserves for Students](#) are used in this course. Course Reserves can be accessed using the **Library Resources** widget on the **Course Home** page.

## Resources

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



# Grade Breakdown



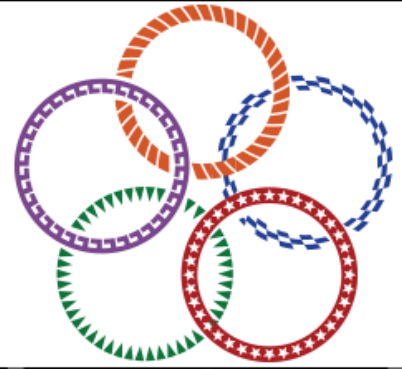
The following table represents the grade breakdown of this course.

<b>Activities and Assessments</b>	<b>Weight</b>
Introduce Yourself	Ungraded
Individual Reflections	Ungraded
Assignment 1: Double Take 1	25%
Assignment 2: Double Take 2	25%
Assignment 3: Oral History <ul style="list-style-type: none"><li>• Proposal (5%)</li><li>• Interview (10%)</li><li>• Social Movement Analysis (25%)</li></ul>	40%
Discussion Posting Participation	10%

## Official Grades

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

# Course and Department Policies



## Course Policies

### Late Policy

---

Please note that all assignments are expected to be submitted on time. If you encounter circumstances that you feel may cause you to be late in submitting any particular assignment you should contact me immediately, explain the circumstances, and we may negotiate an extension. To do so, you must be in contact with me **at least 48 hours prior to the deadline** to request an extension.

Late assignments will be accepted up to a week beyond the deadline at a penalty of 2% per day. After the fifth day, late assignments will not be accepted for any reason except 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 an extension is granted, students are expected to submit their assignment at the agreed upon time and date, with the appropriate documentation. Please review the Waterloo policy regarding accommodation for illness for unforeseen circumstances.

### 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.

## Department Policies

### Academic Integrity

---

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the Waterloo [Academic Integrity](#) webpage for more information.

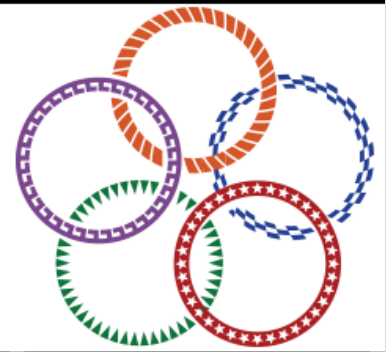
Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. You can view the [Fair Dealing Advisory](#) webpage for more. Violation of Canada’s Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

### 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, see Renison's [Harassment and discrimination](#) information for guidance.

# 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](http://www.worldtimeserver.com/convert_time_in_CA-ON.aspx) ([http://www.worldtimeserver.com/convert\\_time\\_in\\_CA-ON.aspx](http://www.worldtimeserver.com/convert_time_in_CA-ON.aspx)).

## Short-Term Absences

Review the University of Waterloo's [Accommodations](http://ugradcalendar.uwaterloo.ca/page/Acad-Regs-Accommodations) (<http://ugradcalendar.uwaterloo.ca/page/Acad-Regs-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](https://uwaterloo.ca/registrar/current-students/undergraduate-student-short-term-absences) (<https://uwaterloo.ca/registrar/current-students/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 \(https://uwaterloo.ca/library/research-supports/academic-integrity/undergraduate-academic-integrity-module\)](https://uwaterloo.ca/library/research-supports/academic-integrity/undergraduate-academic-integrity-module) and graduate students should see the [Graduate Academic Integrity Module \(https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/graduate-students-and-academic-integrity/\)](https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/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 \(http://uwaterloo.ca/academic-integrity/\)](http://uwaterloo.ca/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 (<https://uwaterloo.ca/academic-integrity/integrity-waterloo-faculty/turnitinr-waterloo>).

# Discipline

A student is expected to know what constitutes academic integrity (<http://uwaterloo.ca/academic-integrity/>) to avoid committing an academic offence, and to take responsibility for their 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 (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>). For typical penalties, check Guidelines for the Assessment of Penalties (<https://uwaterloo.ca/secretariat/guidelines/guidelines-assessment-penalties>).

# Appeals

A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70>), (other than a petition) or Policy 71 - Student Discipline (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>), 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 (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72>).

# 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 (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70>), 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](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policies/policy-46-information-management) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policies/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](https://uwaterloo.ca/quest/) (<https://uwaterloo.ca/quest/>) to see all final grades. Any grades posted in Waterloo LEARN are unofficial.

## AccessAbility Services

[AccessAbility Services](https://uwaterloo.ca/accessability-services/) (<https://uwaterloo.ca/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 \(AODA\)](http://www.ontario.ca/laws/statute/05a11) (<http://www.ontario.ca/laws/statute/05a11>) are guided by University of Waterloo accessibility [Legislation](https://uwaterloo.ca/human-resources/accessibility/legislation) (<https://uwaterloo.ca/human-resources/accessibility/legislation>) and policy and the [World Wide Web Consortium's \(W3C\) Web Content Accessibility Guidelines \(WCAG\) 2.0](http://www.w3.org/TR/WCAG20/) (<http://www.w3.org/TR/WCAG20/>). The majority of our online courses are currently delivered via the Desire2Learn Learning Environment. Learn more about [Accessibility at D2L](http://www.d2l.com/accessibility/standards/) (<http://www.d2l.com/accessibility/standards/>).

# Use of Computing and Network Resources

Please see the [Guidelines on Use of Waterloo Computing and Network Resources](https://uwaterloo.ca/information-systems-technology/about/policies-standards-and-guidelines/campus-computing-and-network/guidelines-use-waterloo-computing-and-network-resources) (<https://uwaterloo.ca/information-systems-technology/about/policies-standards-and-guidelines/campus-computing-and-network/guidelines-use-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) (<mailto:extendedlearning@uwaterloo.ca>).

[Credits and Copyright \(/d2l/common/dialogs/quickLink/quickLink.d2l?ou=930146&type=content&rCode=uWaterloo-460859\)](/d2l/common/dialogs/quickLink/quickLink.d2l?ou=930146&type=content&rCode=uWaterloo-460859) University of Waterloo