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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: SDS449R

Course Title: Prejudice and Discrimination

Class Times/Location: REN2918, Mondays, 11:30 a.m. - 2:20 p.m.

Instructor: Dr. Crystena Parker-Shandal, (OCT, Ph.D.)

Office: REN2607

Office Hours: Mondays, 2-3 pm, before/after class, by appointment

Email: crystena.parker-shandal@uwaterloo.ca

Teaching Assistant: Robert Fantauzzi, (BA, MA)

Email: robert.fantauzzi@uwaterloo.ca

Course Description

This course takes an interdisciplinary approach in examining causes of, impacts of, and ways to overcome stereotyping, prejudice, and discrimination. The experience and behaviour of both the target and the purveyor of discrimination will be studied from individual, interpersonal, and structural perspectives. Topics may include overt and subtle forms of prejudice, intersectionality, and situational

barriers to stigmatized groups' success. [Note: Formerly PSYCH 449R]

Course Objectives and Learning Outcomes - (Upon completion of this course, students should be able to)

- Develop a strong theoretical and practical repertoire for antiracist approaches to addressing prejudice and oppression
- Build and practice antiracist facilitation skills for diverse contexts and communities to interrupt injustice
- Collaboratively work together to learn and engage with antiracist pedagogy
- Practice proactive ways to manage and respond to social justice issues through inclusive, democratic processes, such as antiracist interventions
- Deepen mentorship, leadership, and activism in community-based contexts

Required Texts

1. Kendi, I. X. (2019). *How to be an antiracist*. One world.
2. DiAngelo, R. (2018). *White Fragility: Why it's so hard for white people to talk about racism*. Beacon Press.
3. Additional individual readings are available online; download via LEARN

Recommended Texts

1. Jewell, T. (2020). *This Book Is Anti-Racist: 20 lessons on how to wake up, take action, and do the work*. Frances Lincoln Children's Books.
2. **Book Review Novel (list provided)**

Course Requirements and Assessment

Assessment	Date of Evaluation (if known)	Weighting
1. Participation & in-class activities	Ongoing	20%
2. Group Presentation and Facilitation	Weeks 4-10	25%
3. Reflective Book Report	Week 6	25%
4. Research Thesis Proposal	Week 9 & 12	30%
Total		100%

Assessment 1: Participation & in-class activities

PARTICIPATION & IN-CLASS ACTIVITIES: 20% of each student's course grade is based on a demonstration of professionalism and evidence of constructive engagement. This mark is based on adherence to class interaction agreements (helping to create a constructive learning environment by listening actively and respecting the views and rights of others), attendance, collaboration with colleagues, and active class participation. Participation is essential to the course; students who attend consistently will be in a better position to learn and do well in the course. You are expected to complete the assigned readings before each class and to come to class prepared to ask questions and participate in discussions. Your participation grade will be based on your reasoned, thoughtful, informed and mutually respectful contributions to this course. In-class activities will be based on the course readings and content; they cannot be done outside of class time or made up. Students who miss any class are responsible for getting notes from two other students and to make up missed work.

Assessment 2: Group Presentation and Facilitation

GROUP RESEARCH PRESENTATION: Each student will be involved in presenting an analysis of research on one of the topic areas to be discussed in class. This group presentation will focus on the topics/readings assigned that week in addition to the selection of a research article that will be shared with the class one week prior to the presentation.

The focus of that analysis should be on work published after 2016 and should make connections to classic issues, theories, and papers in the area of antiracism, stereotyping, prejudice, and discrimination. Thus, the discussion facilitator's presentation will provide a sense of the evolution of the current research that is being discussed in class.

Each group will post their presentation/summary notes (minimum one page written and/or slide documents) to the LEARN discussion board one day before their presentation.

The number of presentations and type of presentations (individual vs. team; length) will depend on class size and composition (i.e., number of students). In general, presentations should not simply summarize sets of related findings, but rather, should provide an interesting, creative, integrative overview of work in the topic area. Presentations should connect to the readings assigned for the week. Presenters will also be responsible for leading the discussion for the class. To assist the rest of the class in their preparations, presenters should post a set of

2-3 discussion questions to the entire class before they present (this can be included in the summary that will be posted on LEARN. You are responsible for keeping track of the date on which your presentation is due (to be determined through a sign-up process after the first class).

Facilitators will need to post your reading to the class at least one week before your presentation/facilitation day. Your assigned reading needs to be a peer-reviewed academic article.

Evaluation criteria:

Each group will receive one grade per group. It is the responsibility of each group to coordinate its group members' contributions in a fair and equitable manner where each team member has a role and is represented in the presentation and discussion.

The grade will be calculated as follows:

10% will be determined through class peer evaluation, where fellow teams (based on your circle groupings) will provide one mark per circle. This is an evaluation of the content of the presentation based on the above objectives.

15% will be determined through team-peer evaluation where each individual will confidentially evaluate their teammates (download and submit the form on LEARN). This is an evaluation of the process leading up to the presentation.

Evaluation/feedback forms will be provided.

Assessment 3: Reflective Book Report

BOOK REVIEW: Students will be assigned a young adult fictional novel. The Book Review will include two parts: (i) A critical analytical review of the book, and (ii) your own personal connections to the story, based on your lived experiences (as a settler, migrant, Indigenous, person of colour).

In this book review you will write about your experience reading the book, what you learned from the book (why these concepts were thought provoking?) and with direct reference to the course textbooks, what questions do you still have and how might you answer those questions. How has your (family) history and life story shaped you into who you are? What are the stories that you don't know enough about that you want to know more of? Finally, why is this book important for a young adult to read? What messages do they take away from this text?

Your book review is not meant to be a summary of the book, but a critical commentary on your perceptions and experiences after reading this book—in relation to your own lived experiences and should include analysis that draws on both course content, in-class activities, and course readings. You are expected to engage with at least two academic citations in your book review. Your book will be assigned after the first class. Please see the LEARN site for your assigned text.

Ghost Boys by Jewell Parker Rhodes

Front Desk by Kelly Yang

Omar Rising by Aisha Saeed

Fatty Legs by Margaret-Olemaun Pokiak-Fenton, Christy Jordan-Fenton

The book review should be approximately three pages long (double-spaced) and should be formatted using APA citation guidelines.

Book Review DUE: Week 6, by the end of week on SUNDAY at 11:59 pm

Assessment 4: Research Thesis Proposal

All students will write a research thesis proposal-style paper in which they develop an idea for a research study on a topic related to antiracism, stereotyping, prejudice, and discrimination. You can write the proposal on any topic related to the focus of the course, and that can include a topic you covered for your presentation or for a thought paper. You should include an abstract, an introduction in which you present your research question and discuss how it builds upon existing research in the area, a brief method section, and a presentation of predicted results (preferably with tables or figures). You should also include a discussion section in which you describe the potential implications of your predicted findings, possible limitations of your study, and future research directions.

Papers will not be accepted over e-mail. Research papers should be 6-8 pages of text (excluding abstract, title page, figures, and references), in 12-point Times New Roman font, double-spaced, with margins of at least one inch. The paper should be in APA format. The paper is due Week 12. You must have your topic approved by me by our conference date.

Evaluation of the research proposal paper:

- Makes clear and precise connections between course material and concepts to support critical analysis;
- Demonstrates understanding of course content through appropriate use of researched material to support critical analysis;

- Integrative, coherent and well-organised writing;
 - Provides specific examples and detailed descriptions of learning experiences that were important for you through this research process
 - Double-spaced, have 2.54 cm margins, and use a common (Times New Roman) 12-point font;
 - Papers should have an APA title page that includes your name, the instructor's name, assignment title and date, and should be submitted in a Microsoft Word document (.doc/x);
 - All sources should be cited and consistently follow a single standard APA academic citation format and must include an APA formatted title page and reference page.
- * Include at least eight significant scholarly (peer-reviewed) sources in addition to course material (4 from course material; 4 external sources).

Final Paper DUE: Week 12

Course Outline

Week	Date	Topic	Readings Due
1	Jan 8	What is prejudice and discrimination? What is anti-racism and equity? — Where does inclusion fit in all of this?	Purchase books at UW store or online
2	Jan 15	Contextualizing anti-racism—Perspectivism and questioning assumptions	White Privilege: Unpacking the Invisible Knapsack" by Peggy McIntosh (1989) "Racial Formations" by Michael Omi and Howard Winant (1986)
3	Jan 22	Equity and relationality in anti-racism—asking questions and creating options	"Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color" by Kimberlé Crenshaw (1991) Toward a Critical Race Theory of Education" by Gloria Ladson-Billings and William F. Tate IV (1995)

Week	Date	Topic	Readings Due
4	Jan 29	Embodying Anti-racism	Kendi: Introduction, Chapter 1 – Definitions & Chapter 2 – Dueling Consciousness
5	Feb 5 (TEAM 1) <u>Book Review Conference</u>	Examining power and status in diverse contexts	Kendi: Chapter 3 – Power & Chapter 4 – Biology Chapter 5 – Ethnicity & Chapter 6 – Body • Additional Resource (shared by Facilitation Team)
6	Feb 12 (TEAM 2) <u>Book Review Group Sharing</u>	Situating Colorism in Antiracism	• Kendi: Chapter 7 – Culture & Chapter 8 – Behavior 9 – Color, Chapter 10 – White • Additional Resource (shared by Facilitation Team)
	Feb 19	Family Day	
	Feb 17 – 25	Reading Week	
7	Feb 26 (TEAM 3)	Sexuality and Identity in Antiracism	Kendi: Chapter 11 – Black, Chapter 12 – Class, Chapter 14 – Gender & Chapter 15 – Sexuality • Additional Resource (shared by Facilitation Team)
8	Mar 4 (TEAM 4)	The role of class consciousness in antiracism praxis	DiAngelo: Introduction, Chapters 1-4 • Additional Resource (shared by Facilitation Team)
9	Mar 11 (upload outline of your research proposal paper on LEARN)	Preparing for writing a research paper tutorial	Literature review for case study; bring in summaries of three articles for your final research proposal

Week	Date	Topic	Readings Due
10	Mar 18	Antiracist Writing in Action: research proposal completion week	Review three articles for your final research proposal
11	Mar 25 (TEAM 5)	<i>What are the characteristics of an anti-racist</i> <i>Sharing our writing projects: Class Conference Presentations</i>	DiAngelo: Chapters 5-8
	Mar 29	Good Friday	
12	Apr 8	Sharing our writing projects: Class Conference Presentations What are the next steps in your journey? How do you want to continue to learn and to engage? How can we continue this journey together, toward allyship and action?	<ul style="list-style-type: none"> • Kendi: Chapter 18 – Survival DiAngelo: Chapters 9-12

Late or Incomplete Work

Students should make every effort to submit their assignments on time. Late work will be deducted cumulatively at 10% each day that the assignment is late, including weekends. If a student anticipates a conflict with an assignment deadline or has concerns about completing the assignment, the student should contact the instructor as soon as possible once the realization is made.

Coursework Submission Policy

Your assignment must be submitted online to the LEARN Dropbox by the deadline specified in the Course Schedule. Dropboxes can be accessed by clicking **Submit** and then **Dropbox** on the course navigation bar above.

Your assignment must be submitted in one of the following file types:

- Microsoft Word (DOC or DOCX)

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](#).

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)

This course includes the independent development and practice of specific skills, such as collecting, synthesizing, and analyzing information, in addition to developing and practicing 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

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.

Students are not permitted to make any audio or video recordings in the class. Electronic devices should be used for the purposes of supplementing the learning experience and focusing on topics being discussed in class. Phones and electronic devices should be kept silent during the class.

Attendance Policy

Students should make every effort to attend each class and class component (tutorial, lab, etc.) as scheduled. If a student is aware of an upcoming absence, the student should inform the instructor and the TA, if applicable, as soon as possible after the realization. In-class activities and participation grades cannot be made up if a student has missed the class.

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: 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.