Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe, and Haudenosaunee 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. Our active work toward reconciliation takes place across our campuses through research, learning, teaching, community building and outreach, and is centralized within the work of our Truth and Reconciliation Working Group and the University of Waterloo’s Office of Indigenous Relations.

Fall 2022

Course Code: SDS 310 R

Course Title: Disability and Society

Class Times/Location: Tuesdays, 2:30-5:20 pm, REN 2107

Instructor: Margaret F. (Meg) Gibson

Office: REN 1422

Office Hours: By appointment. I am often available to meet after class.

Email: margaret.gibson@uwaterloo.ca

TA: bridget livingstone

Email: blivings@uwaterloo.ca

Office Hours: n/a - please contact by email.

Course Description

This course examines disability through a social justice lens. Engaging with key texts in critical disability studies, students will explore how dominant ideas of embodiment, difference, expertise, and social value produce (dis)ableism and inequity. Through a critical, social model of
disability, this course introduces concepts of access, inclusion, disability culture/justice, and universal design.

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

A. Analyze the ways in which disability and ableism are embedded in social structures, relations, and beliefs.
   - Identify connections between the institutions and practices that target disabled people, and those that target other oppressed groups.
   - Understand the ways in which colonialism and political structures have influenced the lives of disabled people.
   - Describe core elements of social movements led by and for disabled people.

B. Identify disability justice principles and how they pertain to different topics, relationships, and practices.
   - Share knowledge and ideas in a creative, accessible manner that promotes a broader awareness of disability as a social justice issue.

**Required Text**

- *Disability Visibility First-Person Stories from the Twenty-First Century* (2020), edited by Alice Wong

Paperback copies available at the University of Waterloo bookstore ($23).

**Readings Available on LEARN**

- Weekly readings listed below are available through University of Waterloo’s Course Reserve system. Additional resources may be added on the course LEARN site over the term.

Please note that some weeks offer choices between particular readings. Check the assigned readings carefully because there can be a combination of particular items that everyone is asked to read, and other items to choose between. Some weeks also include “recommended” readings that are not required but may be of interest.

Any of the readings listed in the syllabus will “count” toward the required totals in the assignments that ask you to cite course materials.

**Course Requirements and Assessments**
### Assessment

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Date of Evaluation</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Mind Map</td>
<td>September 27, 2:00pm EDT, submit online through Dropbox</td>
<td>15%</td>
</tr>
<tr>
<td>Show and Tell</td>
<td>Variable. Sign up for one presentation date by Friday, September 23, 5 pm EDT (sign up list linked below). Presentations will be conducted in person at the beginning of class for the date selected.</td>
<td>10%</td>
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<tr>
<td>Short paper</td>
<td>October 25, 2:00pm EDT, submit online through Dropbox</td>
<td>20%</td>
</tr>
<tr>
<td>Poster or Podcast</td>
<td>Due November 15, 2:00pm EST, submit online through Dropbox. Also share using the LEARN submission link under Week 9 content. Sign up by Friday, October 21, 5 pm EDT with name(s), format, topic.</td>
<td>20%</td>
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<tr>
<td>Final assignment</td>
<td>December 6, 2:00pm EST, submit online through Dropbox</td>
<td>25%</td>
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<tr>
<td>Participation self-assessment</td>
<td>December 13, 11:59pm EST, submit online through Dropbox</td>
<td>10%</td>
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<td><strong>Total</strong></td>
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**Assessment 1**

**Mind Map Assignment.** Due Week 3 (September 27th, 2022). To be completed individually.

Mind maps use spatial/visual connections and placements of text and/or images to represent different aspects of a topic in a diagram. Mind maps offer a way of displaying the breadth of a core topic and presenting the relationship of topics and subtopics with some examples. Mind maps do not usually offer depth and specifics, but they can reveal general patterns and connections. Learning to create and present mind maps can be a fun and useful tool for brainstorming and sharing ideas.
For this assignment, you will be creating a mind map and writing a short reflective paragraph. This assignment does not require any research. If you like, you can reference works that you have found helpful (e.g. readings from the course).

Mind maps can be created using a digital program specifically for this purpose. They can also be created using text boxes and lines on Word or Powerpoint. Or, they can also be created by hand – and photographed/ scanned for digital submission. Whatever method you use, you will need to be concise so that the map is clearly legible.

There are many, many ways to organize a mind map! Mind maps group things together spatially to show hierarchies and relationships – branching out into a tree or web of topics and connections. For examples of what this can look like (on unrelated topics) see https://learningfundamentals.com.au/resources/ (please note that the instructor is not promoting the software linked to this site). There is no single “correct” set of topics or examples – these will vary from person to person. Have fun with the visuals and play around with how you can organize these to convey your own thinking in your own way.

This assignment is an exercise in brainstorming, drawing connections, organizing your ideas, and communicating your thoughts. You will be graded on your evident engagement and reflection on the topic, as well as the creativity and clarity of your finished product.

   i) Create a map of the key places where you have learned about the social meaning(s) of disability.

At the centre of the map, put the question “Where did I learn about disability?” Emerging around or from the centre, title 4-6 “places” with subtopics and/or examples under each of what central message(s) they conveyed about disability. There might be multiple messages – even some that contradict – within a certain category.

Note: these categories do not need to be physical places (though they may be!). Cultural sites/social spaces such as “media” or “family” can be included as well.

For example, you could include “School” as one of your places and describe examples such as “The special education program room was kept in a separate part of the school. We learned that disability meant being sent somewhere different”. You might also add, “We had a teacher who used a wheelchair. We learned that disability could be an everyday thing.”
Tips:
- Your assignment does not need to be revealing or personal, but you can, if you choose, include individual narrative references under the larger categories, such as “my uncle always says…” or “on my local transit system…”.
- You can include more contextual details about your location or your positionality/identity (e.g. disability identity, gender, race, etc.) if you choose. This is not required.
- Where possible, use colour, shapes, or other features of the map to designate patterns that emerge. For example, you could designate “supportive” versus “unsupportive” things you have learned. You can also decide to have the whole assignment fall into a particular shape/image.
- Under each “place” where you have learned about disability, list sub-topics and divide these further into other categories or examples, using bubbles/shapes/boxes and groupings to show relationships. For example, “Media” might be a larger category – bigger box – where you have a number of smaller elements, such as a particular movie or news story branching off. There are many possible ways to do this. You could divide each larger “place” heading into smaller categories (e.g. television shows) and then offer a specific example (e.g. Big Bang Theory) and briefly attach a short description/narrative of what you learned there. You could also divide the place into different kinds of messages, such as “stereotypical” and “resisting stereotypes”, and offer examples under each of these. You could focus on a particular type of message that dominates the media (e.g. “Disability as tragedy”) and then offer examples of where you have encountered this across particular books, films, etc.
- Use arrows or lines to show how elements are connected or influence each other.
- Play around with the placement, descriptions, fonts, etc.

ii) Write 1 paragraph (approx. 100-200 words) about what you noticed in creating this mind map. What was difficult? What was easy? Did any questions emerge?

This paragraph can be added onto the bottom of your map, or submitted as a separate document. You can choose to write this paragraph as bullet points rather than a formal paragraph, as long as the meaning is clear to the reader/viewer.

**Alternative format:**

Students can submit this assignment in a purely textual form if this is more accessible than the mind map format. The assignment should be titled “Where I learned about disability” and proceed to have a series of subheadings for 4-6 places (social spaces or institutions) where you
received messages about the meaning of disability. These spaces lead to more specific subtopics or narrative elements, arranged in a hierarchical list. This format will convey the same information as is required in a mind map, without the same use of visual elements such as colour, size, shape, and placement on the page.

In this format, 2 paragraphs will be required. Following your list of headings and examples, write the following in either complete sentences or in easily understood bullet points.

i) Paragraph 1 will answer the following questions: What relationships do you see between these spaces, messages, and narratives? How did events and messages about disability in some spaces influence what happened in other spaces? This paragraph should be 300-500 words.

ii) Paragraph 2 will answer the following questions: What was difficult about creating these lists? What was easy? Did any questions emerge? This paragraph should be approximately 100-200 words. You can choose to write this paragraph in point form rather than complete sentences, as long as your meaning is clear.

For either format:

Hand your assignment in through the Dropbox provided. If you did some of this work by hand, scan or take a good-quality photo of it to accompany your paragraph upon submission. If you reference any items, include a reference list in APA format (but research and references are not expected or required).

This assignment is worth 15% of your final grade.

Assessment 2

Show and Tell. Due various weeks. To be completed individually or in pairs.

Note:
Sign up for a week to present online by 5 pm, September 23. You can sign up by yourself or in pairs. The show and tell you select does not need to be relevant to the weekly topic, but does need to be relevant to the course overall. See the sign-up sheet at the following link.
https://docs.google.com/document/d/1TQqf3P5Lj9FMe5HcR5uHTU6YOPIVvjUwlw1B6S1Qlg/edit?usp=sharing
Please sign up only once on one of the available slots. This link will be changed to stop further edits after the stated deadline. Please let the instructor or TA know if a problem arises and you need to change your presentation date.

**Description:** At the beginning of each class there will be time for brief, informal student presentations. Each student will be required to share something with the class, either on their own or in a pair, at some point in the term.

The show and tell presenter(s) will present something that would be of interest to others and relevant to the topic of the course: an object, an announcement for an upcoming event, an image, a song, a poem, a petition, a news story, a meme, a comic, a website, a social media thread, a (very short) description of a historical event, a review of a book/film/show, or a mini-biography of a group or person you think people should know about. If you have an idea that isn't on this list, feel free to ask the instructor.

In a presentation of approximately 5-7 minutes, explain:

i) What are you sharing?
ii) How is it relevant to disability and society?
iii) How can people learn more about it?

You can use visual, olfactory, gustatory, haptic (touchable), or audio aids, if these are relevant, however a formal Powerpoint presentation is not required. Consider how best to make your presentation accessible. If you want to distribute links, etc. through LEARN, let the instructor know.

This assignment is worth 10% of your final grade.

**Assessment 3**

**Short paper:** Due Week 6 (October 25th, 2022). To be completed individually.

Write a 750-1000 word paper. Select 2 readings from the first half of the course (week 1-6). In a clear and integrated paper, address the following questions:
i) What did you learn about disability and society from each reading? Describe core learnings about how disability is socially produced and situated, and connect to larger themes that we have discussed (e.g. topics for different weeks).

ii) How do these readings overlap? How are they different? What else would you want to know about each?

Hand in your paper in the Dropbox provided. This assignment is worth 20% of your final grade.

**Assessment 4**

**Poster or Podcast.** Due Week 9 (November 15th, 2022) – to be shared in class and online.

To be completed individually or in groups of up to 5.

Note: **Sign up by Friday, October 21, at 5 pm,** on the following sheet:  
https://docs.google.com/document/d/1PL-FhbS3E3nWvJoM6qt5I8n_MLRoRa6-Sns09JmXTEY/edit?usp=sharing

You can form your own groups but know that additional people may join, depending on the numbers and stated areas of interest. Individuals will only have others join if they indicate that they are interested in this. No group can contain more than 5 members.

**Description:** Create a poster or podcast to inform a university student audience about an aspect of disability justice. You can select a topic from any of the weeks of this course, or something from outside, as long as it relates to disability justice. Options include:

- A concept or strategy that more people should hear about (e.g. neurodiversity, sexual education for disabled people, combatting “inspiration porn”, decolonizing disability, disability ancestors, mutual care networks, etc.)
- A law or policy or program that has been celebrated/protested (e.g. medical assistance in dying, ODSP rates, pandemic policies, AODA)
- A protest or event taking a disability justice stance
- A particular group or organization and its work
- An influential individual and their work on disability justice
- A way to make events more accessible (e.g. parties, art shows)
- A common misconception and how to correct it (e.g. about accommodations, about invisible disabilities, about “overcoming disability”)
Present your information and suggestions in ways that are accessible to people who are new to this topic. Think about how to catch people’s interest and make the material relatable while also asking people to consider new approaches, information, or ideas.

**Poster option:** Create a poster either by hand or by using Powerpoint or another digital platform (e.g. Canva). Create something that could be printed to hang in a hallway or be shared on social media. The poster should be concise, visually clear, edited, and well-organized. Be sure to include information that is accurate and provide any needed definitions. Incorporate images and other visual elements such as colour and placement in ways that would catch people’s attention and also convey information that is consistent with your overall message.

Accessibility: Provide alternate text to describe any images you include. Powerpoint has options for this. For a poster created using other media, you can type up a short description of the visuals that to submit separately.

**Podcast option:** Create a short podcast of up to 6 minutes on your topic. Keep the information clear and concise, and use vocal tone, audio clips, and editing to produce a well-organized final podcast that would appeal to a broad audience.

Accessibility: Include a transcript of the podcast. This can be done using transcription software such as Word or otter.ai, but it is a good idea to edit it afterward.

**For both options:**

Posters and podcasts will be shared on LEARN and/or in class so that they are available for discussion in Week 9’s class.

**Hand in one version of your podcast/ poster to the Dropbox provided** for grading (if you have created your poster by hand, please submit a high quality picture of the poster). **Include a separate page of references, using APA format to list at least 5 course readings/ videos** (not lectures) that informed your work. Also include the transcript/ image descriptions.

Grading will take into account the number of people contributing to the project. Expectations will be higher for larger groups than for individuals.

This assignment will be worth 20% of your final grade.
Assessment 5

Final assignment. Due week 12 (December 6, 2022). To be completed individually.

For the final assignment, you can do either a creative option or a longer paper. You are encouraged to consider taking a creative approach!

i) For the creative option:

Choose a creative medium that you will use to illustrate a central piece of your learning from this class. You need to create an original piece of art – not simply select an existing artistic work.

Some options: beading, dance (recorded), music (recorded), painting, collage, sculpture, photo series, multimedia performance (recorded), drawing, digital arts, poetry, spoken word (recorded), carving, knitting, sewing, other…?

Your artistic capacity will not be assessed in the grading!

Then write a 400-500 word paper that addresses the following questions:

1) What did you want this artistic creation to convey about disability and society?
2) What materials from the course influenced your approach? Meaningfully reference at least 3 course items.
3) Now that you are done, how do you feel about the process and product?

Submit a photo/recording of your artwork and a pdf/Word version of your paper to Dropbox.

You are also encouraged to share some of your work in the final class. This is optional but would be fantastic for everyone!

ii) For the long paper option:

Select an existing artistic work to analyze using the ideas and materials from this course. This can be anything creative, but it is best to be specific. For example, choose a particular character or episode in a series, not an entire television show. Choose a particular character or moment,
not an entire film. Choose a particular painting, poem, or performance rather than an artist’s entire body of work.

Then write a **1000-1250 word paper** about this work. Start with a brief description/ synopsis of the cultural work (just enough so that the instructor can follow your paper even if they are not familiar with the selected work). Explore and analyse how the ideas, events, and tensions explored in this course relate to this selected work. Consider the following:

i) How does this work present an understanding of disability and society?
ii) What overlaps or tensions do you see between this work and other themes or materials from the course?
iii) Do you see this work as consistent with a disability justice framework? Why or why not?

Throughout, be specific about the texts you are referencing. Please don’t write “according to disability studies” or the equivalent – use the work of specific authors that were assigned or recommended, and, as needed, feel free to read beyond the provided materials. You are expected to **reference at least 7 items from the course** (not including lectures as references).

**For either option:**

Submit your paper and any related materials (links, recordings) to the Dropbox provided in either pdf or Word format. Please provide a reference list using APA format. The reference list does not count toward the word limit.

The final assignment will be worth 25% of your final grade.

**Assessment 6**

**Participation.** Due one week following the last class (December 13th, 2022). Self-assessment and reflection to be completed individually.

Complete a self-assessment where you assign your participation in this class a grade out of 10. Consider the following:

i) how you contributed to the class’s learning
ii) how you challenged yourself to participate in different ways
iii) what takeaway thoughts you have on your own participation
Write a **100-300 word brief reflection** discussing why you decided on this grade. The instructor and TA may adjust your self-assessed grade based on your contributions over the term.

Submit your self-assessment and reflection in either pdf or Word format via Dropbox. Participation will be worth 10% of your final grade.

**Course Outline**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
</tr>
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</table>
*Textbook*: Alice Wong, *Introduction* (p. xv-2)  
*Textbook*: Harriet McBryde Johnson, *Unspeakable Conversations* (p.3-27) |
| 2    | Sept 20 | Disability and Institutions | Textbook: Harriet McBryde Johnson, *Unspeakable Conversations* (p.3-27) (if you haven’t read it yet)  
*Textbook*: Jenn Deerinwater, *The Erasure of Indigenous People in Chronic Illness* (p. 47-52) |
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<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
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<tbody>
<tr>
<td>5</td>
<td>Oct 18</td>
<td>Disability and Justice</td>
<td>frazee-bill-c-7-begs-the-question-why-us-why-only-us/</td>
</tr>
</tbody>
</table>
|      |            | Note: Sign up for Poster/ Podcast by Oct 21 | sb. smith (2021). Who speaks for us? Bill C-7 and class privilege.  
https://nsadvocate.org/2021/03/04/who-speaks-for-us-bill-c-7-and-class-privilege/ |
|      |            |                              | Gabrielle Peters (2021). We are entering a dangerous time to be a disabled person in Canada.  
https://nsadvocate.org/2021/03/01/gabrielle-peters-we-are-entering-a-dangerous-time-to-be-a-disabled-person-in-canada/ |
<p>|      |            |                              | <strong>Textbook</strong>: Elsa Sjunneson, <em>How to Make a Paper Crane from Rage</em> (p.134-140) |
|      | Oct 10     | Thanksgiving                 | -                                                                           |
|      | Oct 11 – 14| Reading Week                 | -                                                                           |
| 5    | Oct 18     | Disability and Justice       | Kafer, A. (2013). At the same time, out of time: Ashley X. In Feminist, Queer, Crip, pp. 47-68. Bloomington &amp; Indianapolis: University of Indiana. |
|      |            | Note: Sign up for Poster/ Podcast by Oct 21 | <strong>Textbook</strong>: Piepzna Simarasinha, <em>Still Dreaming Wild Disability Justice Dreams at the End of the World</em> (p.250-261) |
|      |            |                              | <strong>Textbook (choose 1 other):</strong>                                              |</p>
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<tr>
<th>Week</th>
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OR  
OR  
s.e. smith, *The Beauty of Spaces Created for and by Disabled People* (p.271-276)  

**Choose 1:**

OR  
[http://hdl.handle.net/10012/15351](http://hdl.handle.net/10012/15351)  

**Recommended Textbook:** Mari Ramasawakh, *Incontinence is a Public Health Issue - And We Need to Talk About It* (p.174-178) |

**Textbook (choose 2):**
Sandy Ho, *Confei to Canji: The Freedom of Being Loud* (p.112-116)  
OR  
Jessica Slice, *Imposed Syndrome and Parenting with a Disability* (p.129-133) |
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<th>Week</th>
<th>Date</th>
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<th>Readings Due</th>
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<tr>
<td>8</td>
<td>Nov 8</td>
<td>Disability and Intimacy</td>
<td>OR</td>
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<td>Reyma McCoy McDeid, <em>Lost Cause</em> (p.197-204)</td>
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<td>Mingus, M. (2011). Access Intimacy.  <a href="https://leavingevidence.wordpress.com/2011/05/05/access-intimacy-the-missing-link/">https://leavingevidence.wordpress.com/2011/05/05/access-intimacy-the-missing-link/</a></td>
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<td><strong>Textbook (choose 1):</strong></td>
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<td>Talila A. Lewis, <em>For Ki’tay D. Davidson, Who Loves Us</em> (p.28-35)</td>
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<td>Jamison Hill, <em>Love Means Never Having to Say...Anything</em> (p.262-266)</td>
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<td>9</td>
<td>Nov 15</td>
<td>Disability and Culture</td>
<td><strong>Choose 1:</strong></td>
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<td>Bring means to access LEARN site and headphones to class</td>
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<td><strong>Textbook (choose 1):</strong></td>
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<td>10</td>
<td>Nov 22</td>
<td>Disability and Design</td>
<td>Zipporah Arielle, <em>Selma Blair Became a Disabled Icon Overnight. Here’s Why We Need More Stories Like Hers</em> (p.141-148) &lt;br&gt;OR&lt;br&gt; A. H. Reaume, <em>Why My Novel is Dedicated to My Disabled Friend Maddy</em> (p.149-158) &lt;br&gt;OR&lt;br&gt; Shoshana Kessock, <em>Falling/Burning: Hanah Gadsby, Nanette, and Being a Bipolar Creator</em> (p.179-188)</td>
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<td>12</td>
<td>Dec 6</td>
<td>Concluding Thoughts</td>
<td>Discussion and sharing of final assignments! Let the instructor know if you want to share something with the class in advance.</td>
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<td></td>
<td>Final Assignment Due</td>
<td>No readings this week</td>
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<td>Participation self-evaluation and reflection due by Dec. 13</td>
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**Late or Incomplete Work**

It is always better to submit something late or incomplete than not at all. It is recommended that you contact the instructor before a late or incomplete submission so that you can discuss possible supports and accommodations. If you did not contact the instructor before the submission deadline, it is still a good idea to do so later.

**Coursework Submission Policy**

All assignment descriptions list how, where, and when to submit them. If you have questions, please ask the instructor or TA.

If you would like to discuss any adjustments to the submission deadlines (e.g. extensions), please contact the instructor as soon as possible. Some of these assignments are more flexible than others.

**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. Waterloo’s policy on Fair Dealing is available at uwaterloo.ca/copyright-guidelines/fair-dealing-advisory. Violation of Canada’s Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

**Electronic Device Policy**

The use of electronic devices can support individual and collective learning. It can also impede this learning. Please be mindful of the ways in which your electronic devices might add to or detract from the learning environment for everyone.

**Attendance Policy**

This class has an in-person component and students are expected to attend whenever possible. Given the many considerations that people have to make about health, well-being, and safety, some absences may occur. Please contact the instructor or the TA in advance if you anticipate that you will not be able to attend class.

Due to privacy concerns for everyone in the class, lectures and discussions will not be recorded. Due to technological and pedagogical considerations, it is not possible to run this class in a hybrid format. Please contact the instructor if you have particular questions or concerns.

**Communication Policy**

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

**Accommodation for Illness or Unforeseen Circumstances**

If you need to miss class due to illness or unforeseen circumstance, please let the instructor and/or TA know as soon as possible.

For more on university policies, see www.registrar.uwaterloo.ca/students/accom_illness.html
As we have all seen during the COVID-19 pandemic, there are many ways in which people’s experiences of risk and safety vary from person to person. In this classroom, we will follow and support the health measures that promote the greatest possible access for all. We ask that everyone follow – and consider the possibilities of going beyond – the public health recommendations of the university, college, and region, and that we promote a general value of mutual care. The use of face masks will be supported and respected, even when it is not mandated.

**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 webpage at uwaterloo.ca/academic-integrity and the Arts Academic Integrity webpage at uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour 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 at uwaterloo.ca/academic-integrity 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/ Disabled Students**

Accessibility is an ongoing practice and an ever-evolving set of relations. If there are ways in which the course, classroom, or materials are inaccessible to you, this is a collective concern and an opportunity for others to rethink and adjust. Please talk to the instructor or TA if there are ways to make this a better learning experience, whether or not you have registered with AccessAbility Services.

[AccessAbility Services](#) is located in Needles Hall, Room 1401, and collaborates with all academic departments to arrange appropriate accommodations for students with disabilities. If you require academic accommodations, you can register with AccessAbility Services at the beginning of each academic term.

**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.
If you ask, the instructor can also willingly share materials and possibly even adjust them for designated audiences.

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@kwcounselling.com 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.