



AFFILIATED WITH THE UNIVERSITY OF WATERLOO

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

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

## Winter 2023

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**Course Code: SDS 415R**

**Course Title: Gender and Education**

***Class Times/Location: Tuesdays, 2:30 PM–5:20 PM, REN 2918***

**Instructor: Lifang Wang, PhD**

***Office: REN 1701***

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

***Office Hours: by appointment***

***Email: [l448wang@uwaterloo.ca](mailto:l448wang@uwaterloo.ca)***

## Course Description

This course focuses on gender in education as both a sociological/analytical category and a teaching/learning tool. The course introduces students to the study of gender, intersected with socio-economic status, race, ethnicity, culture, sexuality, dis/ability, and more. Through an interdisciplinary framework, students will be presented with opportunities to examine feminist theories and pedagogies, gendered curriculum and policy, gender identities for conforming and

non-conforming students and teachers, gender-based exclusions and violence in/out of schools, as well as contemporary controversies and public campaigns for gender justice through education. Through readings, activities, and discussions, students will be encouraged to develop concepts, language, and actions to participate in the ongoing struggle for gender equity with/in schools.

### **Course Objectives and Learning Outcomes**

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

- Define their perspective on the relationship between gender and education based on foundational knowledge of feminist theories;
- Demonstrate an understanding of the social construction of gender as it intersects with race, ethnicity, class, sexual orientation, and other subject positions;
- Critically analyze research, policy, and practices related to gender with/in schools;
- Question representations of gender in public pedagogies (e.g., popular culture, media, social institutions) and take a theoretically-informed stance to contest issues of gender injustice;
- Create educational and public resources that develop social consciousness regarding gender justice with/in schools and for teaching/learning; and
- Identify written and verbal communication skills that effectively convey critical issues in gender and education.

### **Required Text**

Unless otherwise noted in the syllabus, required course readings are available in the “Readings” folder in the Content section on Waterloo LEARN.

### **Readings Available on LEARN**

- Johnson, A. G. (2014). Patriarchy, the system: An it, not a he, a them, or an us. *The gender knot: Unraveling our patriarchal legacy* (3<sup>rd</sup> edition) (pp. 26–47). Philadelphia: Temple University Press.
- Orenstein, P. (2013). Chapter 1: Learning silence: Scenes from the class struggle. *Schoolgirls: Young women, self esteem, and the confidence gap* (pp. 3–17). New York: Doubleday.
- Wingfield, T. T. (2015). Her(story): The evolution of a dual identity as an emerging Black female and scholar. In V. E. Evans-Winters and Bettina L. Love (Eds.), *Black feminism in education: Black women speak back, up, and out* (pp. 81–92). New York: Peter Lang.
- McIntosh, P. (1989). White privilege: Unpacking the invisible knapsack. *The National Seed Project*. Retrieved from <https://nationalseedproject.org/white-privilege-unpacking-the-invisible-knapsack>
- Wang, L. (2017). Negotiating the intersection of the urban-rural divide and gender in contemporary China: Rural female university students. *Modern China*, 43(6), 646–677.

- Bowl, M., & Tobias, R. (2012). Ideology, discourse and gender: A theoretical framework. In M. Bowl et al. (Eds.), *Gender, masculinities and lifelong learning* (pp. 14–28). New York: Routledge.
- Llewellyn, K. R., & Llewellyn, J. (2015). A restorative approach to learning: Relational theory as feminist pedagogy in universities. In T. Penny Light et al. (Eds), *Feminist pedagogy in higher education: Critical theory and practice* (pp. 11–31). Waterloo: Wilfrid Laurier University.
- Tao, S. (2016). How gender inequality is causally linked to teacher practice. In *Transforming teacher quality in the Global South: Using capabilities and causality to re-examine teacher performance* (pp. 79–98). London: Palgrave Macmillan.
- Brighouse, H. (2006). Educating for economic participation. In *On education* (pp. 27–41). London: Routledge.
- Pomerantz, S. et al. (2013). Girls run the world? Caught between sexism and postfeminism in school. *Gender & Society*, 27(2), 185–207.
- Frank, B. et al. (2003). A tangle of trouble: Boys, masculinity and schooling—future directions. *Educational Review*, 55(2), 119–133.
- Whitten, A., & Sethna, G. (2014). What’s missing? Anti-racist sex education! *Sex Education: Sexuality, Society, and Learning*, 14(4), 414–429.
- Martino, W., & Rezai-Rashti, G. (2008). The politics of veiling, gender and the Muslim subject: On the limits and possibilities of anti-racist education in the aftermath of September 11. *Discourse: Studies in the Cultural Politics of Education*, 29(3), 417–431.
- James, C. (2012). Students “at risk”: Stereotypes and the schooling of Black boys. *Urban Education*, 47(2), 464–494.
- Tootoo, B. (2015). Strengthening young Inuit male identity. In Fiona Walton & Darlene O’Leary (Eds.), *Sivumut—Towards the future together: Inuit women educational leaders in Nunavut and Nunavik* (pp. 121–140). Toronto: Women’s Press.
- Johnson, C. W. et al. (2014). “It’s complicated”: Collective memories of transgender, queer, and questioning youth in high school. *Journal of Homosexuality*, 61(3), 419–434.
- Frohard-Dourlent, H. (2016). “I don’t care what’s under your clothes”: The discursive positioning of educators working with Trans and gender-nonconforming students. *Sex Education: Sexuality, Society and Learning*, 16(1), 63–76.
- Osler, A. (2006). Excluded girls: Interpersonal, institutional and structural violence in schooling. *Gender and Education*, 18(6), 571–589.
- Dhillon, J. (2011). Social exclusion, gender, and access to education in Canada: Narrative accounts from girls on the street. *Feminist Formations*, 23(3), 110–134.
- Llewellyn, K. R. (2006). Performing post-war citizenship: Women teachers in Toronto secondary schools. *The Review of Education, Pedagogy, and Cultural Studies*, 28(3-4), 309–324.
- Freeman, K. (2008). “To remain working for the People”: Ojibwe women in an Indigenous teacher education program. *Encounters on Education*, 9(1), 121–143.
- Acker, S. (2012). Chairing and caring: Gendered dimensions of leadership in academe. *Gender and Education*, 24(4), 411–428.

## Course Requirements and Assessment

Assessment	Weighting
Attendance and Active Participation (every week, with self-evaluation due by April 7)	20%
Discussion Questions and Answers (for two self-selected weeks)	8%
Response Paper	20%
Draft Response Paper	8%
Final Response Paper	+12%
Presentation and Facilitation	20%
Abstract of Final Paper	7%
Final Paper	25%
Total	100%

### Attendance and Active Participation: 20%

To be effective, teaching and learning require all of us to be intellectually engaged. You are expected to attend class regularly. Active participation means that you come to class prepared for discussions and activities, and that you share your ideas, insights and/or experiences with the class. Your preparation, attentiveness, and willingness to share and participate in small and large groups are essential. The criteria for evaluating class participation are based on a student's understanding of course materials, consideration of classmates' ideas and social positions, and the ability to foster and engage in discussions. For details about how your attendance and participation will be evaluated, please see the rubric on LEARN.

You will be required to provide a self-evaluation for participation after the final class session that will assist me in determining your grade. The Self-Evaluation form for Class Participation has been uploaded to the "Self-Evaluation for Class Participation" folder in the Content area on LEARN. Your completed Self-Evaluation form should be submitted to the Self-Evaluation for Class Participation dropbox on LEARN no later than **Friday, April 7, 11:59 PM**. Attendance and participation is worth 20% of your final grade.

### Discussion Questions and Answers (for two self-selected weeks): 8%

Choose two weeks from Week 4 to Week 11 (except for the week when you will make your group presentation) and submit one discussion question and its corresponding response for each week, based on the required course readings. Each discussion question and answer should be 1/2–1 page, double-spaced. Each student should post the question and answer in the corresponding discussion topic on LEARN before **11:59 PM on Monday of your selected week**. Before March 28, each student should have posted two discussion questions and answers.

Each discussion question and answer can connect the main theories or concepts between the readings, critically engage with the theoretical framework, methodology, discussion, or main

findings from the readings, provide alternative policy recommendations or suggestions for future research, or relate the readings to current events in the news.

Students may be asked to share their discussion questions and answers with each other in small group settings during class time. Students may also be randomly selected to share their discussion questions with the entire class.

Each discussion question and answer is worth 4% of your final grade. It will be graded as follows:

Full points (4/4): The discussion question and answer accurately and coherently conveys an understanding of theories or concepts in the readings; thoughtfully engages with and critically examines the theories or concepts; applies the concepts or theories into your own experience or adds new insights to the theories or concepts in the readings.

3/4: The discussion question and answer accurately and coherently conveys an understanding of theories or concepts in the readings; thoughtfully engages with and critically examines the theories or concepts.

2/4: The discussion question and answer accurately and coherently conveys an understanding of theories or concepts in the readings, but does not thoughtfully engage with and critically examine the theories or concepts.

1/4: The discussion question and answer is submitted, but does not accurately and coherently convey an understanding of theories or concepts in the readings.

0 point: The discussion question and answer is not submitted.

### **Response Paper: 20%**

This is an opportunity for you to conduct one written analysis of the readings. You don't have to use every single reading, but choose **at least two required course readings** to write the response paper. This process will enable you to pick topics of interest to you and to leave plenty of time in your schedule to write a thoughtful and insightful analysis. Here, your task is to identify connections or divergent arguments operating across the readings, to explore how one author's arguments complement, contradict, or question another's, and so on. Pretend this is a coffee shop and ask yourself how these authors would interact in a conversation: Who would (dis)agree and how? How would the authors further, corroborate, question, challenge, or critique each other's arguments and ideas? *These are not summaries of the readings, but critical analyses of the arguments and ideas in the readings, which require close reading and careful thinking.* The paper should be 4–6 double-spaced pages, which does not include the references page.

Please note that first-person pronouns are acceptable in your response paper. In addition to two required course readings that you choose, you could draw on external sources, if you find any external sources that are helpful for you to strengthen your ideas in your paper, but please make sure that you focus on the two required course readings. When you cite an author's ideas, please use direct quotes sparingly and avoid citing long quotes; instead, please paraphrase the sentences or passages, using your own words.

The Draft Response Paper is due by **2:30 PM on Tuesday, February 7**. Please post it to the "Peer Review on Draft Response Paper" discussion topic in Week 6 on LEARN where you will be asked to join a peer-review group to review and comment on each other's draft response paper. The main review questions will include: Has the paper identified connections or divergent arguments across at least two required course readings, in terms of how one author's arguments complement, further, contradict, question, or critique another's? Does the writer articulate their ideas clearly? Does the writer use evidence effectively to support their ideas? Is the analysis logical? Is the paper clearly organized? Does the writing include a strong beginning, middle, and end, with clear transitions and a focused closure? Is each paragraph coherent? Does each paragraph have strong topic and concluding sentences? Are the supporting sentences appropriate to support the central idea articulated in the topic sentence in each paragraph? Is the paper clearly written throughout? Is the use of vocabulary and word choice effective and engaging?

Based on the peer review, you will have a chance to revise your paper and submit the revised response paper to the dropbox called "Final Response Paper" on LEARN by **Friday, February 17, 11:59 PM**.

For this project, you will write two versions of your paper. Your Draft Response Paper (marked for completion) will be worth 8% of your final grade. Your Final Response Paper (marked based on the criteria stated above and the rubric on LEARN) will be worth 12% of your final grade.

### **Format for Response Papers**

Response papers should be double-spaced normal font size (10–12). Pages should be numbered. A list of references is required. Please title your paper, though you do not need to have a separate cover page.

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

**Presentation and Facilitation: 20%**

Starting in Week 7, working in pairs, groups, or individually (depending on the class size), students shall prepare and make a 25-30 minute interactive presentation on one of the required course readings, followed by 5-10 minutes of Q&A. The purpose of the presentation is not to simply summarize the reading but to outline and analyze the overarching argument, key concepts, central themes, main theories, methodology, and/or findings presented in the reading. Each group of students should also prepare **at least three open-ended substantive questions** to pose to the class about the reading in order to facilitate the discussion. You can draw on other sources such as books, journal articles, news reports, videos, podcasts, or personal experiences, etc. if they help to connect and/or illustrate the main points made in the reading that you present on. Presenters should submit your PowerPoint slides including at least three open-ended discussion questions to the Group Presentation dropbox on LEARN by **5:30 PM the Monday before Tuesday's class when you make your presentation.**

You will be asked to join a group or choose to present individually in class during Week 3 to choose the reading and the week for your presentation and facilitation. Details about how to join a presentation group will be provided in class in Week 3. If you would like to join a presentation group before Week 3, you could click on **Connect** on the course navigation bar on LEARN and select **Groups**.

At the end of each group presentation, each group member will conduct a self-evaluation and provide feedback on group dynamics, which will be worth 2 points. The Self-Evaluation Form for Group Presentation has been posted on LEARN. To access it, please click on **Content** on the course navigation bar and open the folder "**Group Presentation.**" After you complete the Form, please submit it to **the Self-Evaluation for Group Presentation dropbox** on LEARN by **11:59 PM, Tuesday of the week when you make your presentation.**

The audience will also be asked to fill out a survey that evaluates each group presentation. To access the survey, please click on **Submit** on the course navigation bar on LEARN, select **Surveys**, and choose each respective group to provide them with feedback. The audience's completion of each survey will count toward their participation grade. The instructor will aggregate and send the anonymous survey results to each respective presenter.

### **Abstract of Final Paper: 7%**

You are required to conduct research and write a final paper by applying concepts and theories you learned in the course. The specific requirements for this paper are indicated below under Final Paper. Please submit an abstract of your final paper to the Abstract of Final Paper dropbox on LEARN by **Friday, March 24, 11:59 PM**. In this abstract, please summarize the problem or issue your paper addresses. Please also include a summary of your argument supported by evidence, write about the significance of your research, and provide a list of references that includes *at least five* external academic sources such as peer-reviewed journal articles and books in addition to any relevant readings from the course. The abstract should be between 150 and 300 words that does not include the references page.

## **Final Paper: 25%**

Explore a topic related to the course in more depth. I encourage you to use this opportunity to pursue research that interests you while engaging with the course materials. The paper should draw on the course in demonstrable ways, employing concepts and theories you learned from the course readings and class discussions. Be sure to make a succinct argument and provide evidence to support and develop that argument. The purpose of the final paper is for you to develop a research topic that can eventually evolve into a conference paper, thesis, or larger project. Include an abstract, an introduction that presents your thesis statement and outlines your research objectives, your conceptual framework/theory, a literature review, a statement on the significance of conducting this research, your conclusion, and references. Given that this will be a 10–14 page double-spaced paper (that does not include the references page), you should cite *at least five* external academic sources such as books and peer-reviewed journal articles in addition to relevant readings from the course. Please submit your final paper in MS Word format to the Final Paper dropbox on LEARN by **Friday, April 14, 11:59 PM**.

### **Format for the Final Paper**

The final paper should be double-spaced normal font size (10–12). Pages should be numbered. A list of references is required. Please title your paper, though you do not need to have a separate cover page.

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

## **Course Schedule**

### **Week 1, January 10, 2023 – Introduction to Gender and Education**

Welcome to the course! In this session, the instructor will give an overview of the course including the course content, learning objectives, and particular topics to be addressed. We will also deal with practical matters including attendance and participation, assignments, assessment criteria, and group expectations, etc.

#### **Recommended (Optional) Resources:**

Sheryl Sandberg's Lean in. Retrieved from <https://leanin.org/>

Covert, B. (2013, February 25). Lean in, trickle down: The false promise of Sheryl Sandberg's theory of change. Retrieved from <https://www.forbes.com/sites/brycecovert/2013/02/25/lean-in-trickle-down-the-false-promise-of-sheryl-sandbergs-theory-of-change/#502283b04256>

### **Week 2, January 17, 2023 – Patriarchy as a System and the Hidden Curriculum**

#### **Required Readings:**



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

Orenstein, P. (2013). Chapter 1: Learning silence: Scenes from the class struggle. *Schoolgirls: Young women, self esteem, and the confidence gap* (pp. 3–17). New York: Doubleday.

### **Week 3, January 24, 2023 – Intersectionality and Systemic Privilege**

#### **Required Readings:**

Wingfield, T. T. (2015). Her(story): The evolution of a dual identity as an emerging Black female and scholar. In V. E. Evans-Winters and Bettina L. Love (Eds.), *Black feminism in education: Black women speak back, up, and out* (pp. 81–92). New York: Peter Lang.

McIntosh, P. (1989). White privilege: Unpacking the invisible knapsack. *The National Seed Project*. Retrieved from <https://nationalseedproject.org/white-privilege-unpacking-the-invisible-knapsack>

Wang, L. (2017). Negotiating the intersection of the urban-rural divide and gender in contemporary China: Rural female university students. *Modern China*, 43(6), 646–677.

### **Week 4, January 31, 2023 – Feminisms in Education and Feminist Pedagogy**

#### **Required Readings:**

Bowl, M., & Tobias, R. (2012). Ideology, discourse and gender: A theoretical framework. In M. Bowl et al. (Eds.), *Gender, masculinities and lifelong learning* (pp. 14–28). New York: Routledge.

Llewellyn, K. R., & Llewellyn, J. (2015). A restorative approach to learning: Relational theory as feminist pedagogy in universities. In T. Penny Light et al. (Eds.), *Feminist pedagogy in higher education: Critical theory and practice* (pp. 11–31). Waterloo: Wilfrid Laurier University.

### **Week 5, February 7, 2023 – Gender Inequality, Teacher Practice, and Human Flourishing (Draft Response Paper due by 2:30 PM in the “Peer Review on Draft Response Paper” discussion topic on LEARN)**

#### **Required Readings:**

Tao, S. (2016). How gender inequality is causally linked to teacher practice. In *Transforming teacher quality in the Global South: Using capabilities and causality to re-examine teacher performance* (pp. 79–98). London: Palgrave Macmillan.

Brighouse, H. (2006). Educating for economic participation. In *On education* (pp. 27–41). London: Routledge.

### **Week 6, February 14, 2023 – “Over-achieving” Girls and “Failing” Boys?**

#### **Required Readings:**

Pomerantz, S. et al. (2013). Girls run the world? Caught between sexism and postfeminism in school. *Gender & Society*, 27(2), 185–207.

Frank, B. et al. (2003). A tangle of trouble: Boys, masculinity and schooling—future directions. *Educational Review*, 55(2), 119–133.

**February 20-24 \*\* Reading Week \*\* No Class**

### **Week 7, February 28, 2023 – Anti-Racism and Gender Education**

#### **Required Readings:**

Whitten, A., & Sethna, G. (2014). What's missing? Anti-racist sex education! *Sex Education: Sexuality, Society, and Learning*, 14(4), 414–429.

Martino, W., & Rezai-Rashti, G. (2008). The politics of veiling, gender and the Muslim subject: On the limits and possibilities of anti-racist education in the aftermath of September 11. *Discourse: Studies in the Cultural Politics of Education*, 29(3), 417–431.

### **Week 8, March 7, 2023 – Decolonization, Masculinity, and Education**

#### **Required Readings:**

James, C. (2012). Students “at risk”: Stereotypes and the schooling of Black boys. *Urban Education*, 47(2), 464–494.

Tootoo, B. (2015). Strengthening young Inuit male identity. In Fiona Walton & Darlene O’Leary (Eds.), *Sivumut—Towards the future together: Inuit women educational leaders in Nunavut and Nunavik* (pp. 121–140). Toronto: Women’s Press.

### **Week 9, March 14, 2023 – Queering Curriculum**

#### **Required Readings:**

Johnson, C. W. et al. (2014). “It’s complicated”: Collective memories of transgender, queer, and questioning youth in high school. *Journal of Homosexuality*, 61(3), 419–434.

Frohard-Dourlent, H. (2016). “I don’t care what’s under your clothes”: The discursive positioning of educators working with Trans and gender-nonconforming students. *Sex Education: Sexuality, Society and Learning*, 16(1), 63–76.

### **Week 10, March 21, 2023 – Gender-Based Violence in/out of Schools**

#### **Required Readings:**

Osler, A. (2006). Excluded girls: Interpersonal, institutional and structural violence in schooling. *Gender and Education*, 18(6), 571–589.

Dhillon, J. (2011). Social exclusion, gender, and access to education in Canada: Narrative accounts from girls on the street. *Feminist Formations*, 23(3), 110–134.

### **Week 11, March 28, 2023 – Feminization and Teachers’ Work**

#### **Required Readings:**

Llewellyn, K. R. (2006). Performing post-war citizenship: Women teachers in Toronto secondary schools. *The Review of Education, Pedagogy, and Cultural Studies*, 28(3-4), 309–324.

Freeman, K. (2008). “To remain working for the People”: Ojibwe women in an Indigenous teacher education program. *Encounters on Education*, 9(1), 121–143.

### **Week 12, April 4, 2023 – Women’s Leadership and Chilly Campus Climates**

#### **Required Reading:**

Acker, S. (2012). Chairing and caring: Gendered dimensions of leadership in academe. *Gender and Education*, 24(4), 411–428.

**April 14, 2023 – Final Paper due by 11:59 PM**

**Please submit your completed Final Paper in MS Word format to the Final Paper dropbox on LEARN.**

### **IMPORTANT INFORMATION**

#### **Late or Incomplete Work**

Students should make every effort to submit their assignments on time. Late work except for the group presentation and facilitation will be accepted up to a week (seven days including weekends) beyond the deadline at a penalty rate of 2% per day. After the seventh day, late work will not be accepted for any reason except for those outlined in the University of Waterloo calendar (e.g., medical or family emergencies, or some other such event) and will receive a grade of 0. If 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, explain the circumstances, and provide required documentation through the Arts [Accommodations for illness or extenuating circumstances](#); the student and the instructor may discuss an extension. To do so, the student should be in contact with the instructor at least 48 hours prior to the deadline to request an extension.

For the group presentation and facilitation, late work will not be accepted unless accommodations have been made in accordance with the Arts [Accommodations for illness or extenuating circumstances](#) at least 48 hours prior to the deadline.

#### **Policy on Plagiarism**

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

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

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

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

### **Information on Plagiarism Detection**

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

It is the responsibility of the student to notify the instructor, in the first week of term or at the time assignment details are provided if they wish to submit an alternate assignment.

### **Electronic Device Policy**

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

### **Attendance Policy**

Roll call will be taken at the beginning of each class session and students unable to attend due to illness or other valid reasons should contact the instructor prior to class. Regular class attendance is mandatory for this course. Students are expected to arrive on time and not to leave until the class is over.

### **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 2023**, the established examination period is **April 13-28**. The schedule will be available early February. 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](#).

## **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/](http://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](mailto:counselling.services@uwaterloo.ca): counselling.services@uwaterloo.ca / 519-888-4096
- [MATES](#): one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services
- [Health Services](#) – Student Medical Clinic: located across the creek from Student Life Centre

#### **Off Campus, 24/7**

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- [Empower Me](#): Confidential, multilingual, culturally sensitive, faith inclusive mental health and wellness service.

- Grand River Hospital: Emergency care for mental health crisis. Phone: 844-437-3247
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender, or questioning teens in Waterloo. Email: [ok2bme@kwcounselling.com](mailto: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](mailto:mnknox@uwaterloo.ca)) or by phone or text (226-753-5669). Melissa is an employment and human rights lawyer and part-time Assistant Crown Attorney for the Ontario Ministry of the Attorney General. Melissa is experienced in case management, discipline and complaints processes, and works with organizations across Canada to foster safe, respectful, and inclusive work and learning environments through policy development, educational workshops, conflict mediation and dispute resolution, and organizational culture audits.

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