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 421R

Course Title: (Re)framing Indigenous-Settler Relations

Class Times/Location: Tuesdays 2:30 pm – 5:20 pm, room 2918

Instructor: Sharla Johnston (she/her)

Office: 1701 – shared instructor office

Office Hours: after class, another time to meet can be arranged

Email: sjohnsto@uwaterloo.ca

Course Description

Indigenous and Settler peoples know each other through the stories they have been told of each other in the past and which continue in the present. This course will uncover these stories and critique the ideologies, knowledge, beliefs, values, and assumptions that form the basis for these stories and which have impacted the kinds of interactions they have with one another. A discussion of the implications of oneself in these stories is discussed within the context of the reconciliation process that is underway in Canada. The format of this course will be primarily taught using Indigenous pedagogy.
With that in mind, this course will use a sharing circle format for teaching and learning (as opposed to a lecture-style of teaching) as well as for the seminar-nature of this course. In honour of oral tradition, several films will be a significant component of this course to stimulate discussions. While some films will be shown in class there will be a few longer ones that learners will be required to watch outside of class time. The responsibility for sharing knowledge and discussion of films and readings will rest equally with participants and the instructor. Sharing circles will rely on weekly discussions and critical thinking of readings and films.

Due to the participatory nature of this course, participants will need to be prepared to attend most classes, keep up with readings and films, and engage in providing feedback and critical reflection.

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

A. Articulate and develop an understanding of legitimate Indigenous approaches to teaching and learning
   - Indicate an understanding of a wholistic approach to self and Indigenous peoples through the lens of Indigenous ways of knowing.
   - Demonstrate an active participation in class through engagement in a sharing circle format.

A. Understand and analyze Settler and Indigenous peoples' ideologies that give rise to respective beliefs, values, assumptions, and presumptions.
   - Indicate an understanding of the ideological thought behind Settler society and colonization.
   - Indicate an understanding of Indigenous ideology and its connection to their ways of knowing, being, seeing, and doing.

A. Understand the connection of ideology to the development of the kind of relationships that have existed between many Settler and Indigenous peoples in Canada.
   - Explore and understand how relationships were established between Indigenous and Settler peoples from the time of early contact based on false claims and policies created for assimilation (e.g. Doctrine of Discovery, Royal Proclamation, Indian Act, and its impact on both Indigenous and Settler peoples).
   - Articulate relevance of one’s social location in relation to Indigenous peoples and what this means for relating to and working with Indigenous peoples through various societal institutions.
Required Text


The TRC text has been ordered through the University of Waterloo Bookstore for those who wish to keep it as a resource following the course. Others may wish to obtain a free online PDF format from the National Centre for Truth and Reconciliation Website.

The Reconciliation Manifesto has been ordered through the University of Waterloo Bookstore as well. On online version can also be purchased through the bookstore, should you wish.

Readings Available on LEARN


Hunka, R. (Director), Rajotte, C., Odele, C., & Ondaajte, G. (Producers), & Dando, S., & Ingles, P.J. (Executive Producers). (2012). 8th Fire Episode 2: It’s Time [Documentary Series]. Canada: Canadian Broadcasting Corporation. https://avanan.url-protection.com/v1/url?o=https%3A//curio.ca.proxy.lib.uwaterloo.ca/en/catalog/409deca5-c6b8-4257-a676-fc890397b22a&g=YTMzYzNmZDA4NzVjZDI0ZGw=&h=NmI4MzMzAzYmM5YzUzZDljODY0NGZhN2JiNjAxMGMVlYzZmM2JiNDg0MTkxMDUwZjQ4YzA1OTFmNzAwNDlyZmEzYQ==&p=YXAzOmZhY3N3YXRlcmxvbzphOm86NjFmOGQzMmE1ZDJhZjVhZTliNGZjY2JkNDMSZGExMjI6djE6cDpU


Mitchell, T., Thomas, D., & Smith, J. (2018). Unsettling the Settlers: Principles of a Decolonial Approach to Creating Safe(r) Spaces in post-secondary Education. American Journey Community Psychology 62(3-4): 350-363. Peninsula, CA: Society for Community Research And Action. https://avanan.url-protection.com/v1?url=https://proxy.lib.uwaterloo.ca/login%3Furl%3Dhttps%3A//doi.org/10.1002/ajcp.12287&g=NmE1OWJiYTI4MWZiOTgwYg==&h=ZTU0NmFkMzQ0MDkwYzg4NmI0ODY2ODA3YTc2NDkZTBIyZ2hZjU0NgFmZGM1OGMwZDc3YjRmNDg5NjQ0Nzd0OQ==&p=YXAzOmZhY3N3YXRlc3xvbzphOm86NjFmOGQzMmE1ZDJhZjVhZTliNGZjY2JkNDM5ZGEExMjI6djE6cDpU


The Fifth Estate. (2022, January 2022). Kamloops residential school survivors recall students going missing, digging, of graves in orchard [video]. Youtube. https://www.youtube.com/watch?v=m8wXEExEhS8

**Course Requirements and Assessment**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Date of Evaluation (if known)</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>Social Location Paper</td>
<td>September 20</td>
<td>20%</td>
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</tbody>
</table>
Assessment | Date of Evaluation (if known) | Weighting
--- | --- | ---
Reflection Paper | October 18 | 30%
Final Reflexive and Research Paper | December 6 | 40%
participation | Every class | 10%
Total | | 100%

Caveat: For all submissions of written work, be mindful of the use of language you are using. Historically and to present day, the way language was/is used in communication between Settlers and Indigenous peoples created certain assumptions. Thus, there were/are misunderstandings and gaps in understanding because of the assumptions people use in their writing. Define ambiguous terms and concepts. Do not assume the reader will know what you are discussing. Do not use “we” as this implies that everyone reading the paper is in agreement with that part of the topic you are discussing. Do not use “you” as this is a non-professional and non-specific term describing somebody, but who is it?

**Assessment 1**

Social Location Paper – 3-5 page double-spaced

Identify who you are in relation to your worldviews. Who are you? Explore past and current in-home traditions, values, and beliefs, how you were raised that helped to mold and nurture who you are today. Explore sense of safety, health, and overall wellbeing. There is no right or wrong response when sharing your truth about your social location. The more details the better, as this paper will be carried forward into your final paper. In this paper, please define somewhere what civilized and savage means to you and provide examples.

**Assessment 2**

Reflection Paper – 5-8 pages double-spaced

Using the Medicine Wheel and the 7 Grandfather Teachings, share/explore your truth of a challenging time where you were unaware of its lingering impact in your life until you were older. Some examples may be school bullying, job harassment, issues with teachers, issues with a school system, medical and/or mental health care lack of support, etc. Discuss how the system supported or not supported you. Discuss what you believe the root issues were/are, how it affected your overall sense of safety and wellbeing. Be concise and clearly show how you implemented the 4 elements of the Medicine Wheel and all the 7 Grandfather Teachings in your self-reflection.
Some questions to think about when sharing your truth:

Discuss how family, friends, coworkers, peers did or did not support you and why? Were they able to support you?
What were some of the impacts of emotions, feelings, thoughts, etc.? Use the Medicine Wheel as guidance and clearly explore the 4 elements
Did your values and beliefs change? Why or why not?
What did you need that you did not get?
How did it make you feel? Were your rights violated? How?
Was there any reconciliation? What did that look like? Do you feel you have inner reconciliation from what took place? What did it look like?
How did your environment change? What changed?
How did it change/affect you?
Is it lasting? Does it cause hardship for you today?
How, why, or why not?
If you didn’t get support that you needed, why not? What stopped or blocked you from getting the support you needed?
Did it change your perspective of you, in life in general? How?
Are you more bold, courageous, or scared because of it? Why? What lessons did you learn? Good? Bad?

Assessment 3

Final research, opinion, and reflection paper – 10-12 pages maximum, double-spaced using APA, including title page, font size 12, in Times New Roman

In this paper you will take your social location and self-reflection paper and use it as resources in addition to the two required texts and 5 other academic resources, videos can be included in these resources. This assignment asks that learners take a critical look at themselves from their own social location, the social location of Indigenous peoples, and to analyze how the readings, films, and discussions from class have impacted their perspectives regarding the history in Canada and the reconciliation process that is underway.

Research (6 pages):

From the panel discussion, reflect on the significance of land for Indigenous peoples and their connection to identity and culture using the medicine wheel and 7 Grandfather Teachings. How
has land been used to effect assimilation using policies? Provide 4 relevant examples from the course (residential school, education, child welfare, church, etc.) using required and additional academic resources how policy was and continues to be uphold assimilation. Clearly outline why and how land is so important to maintaining Canada’s assimilation policies.

Some questions to think about when constructing your research/opinion/reflection paper but not limited to:

Who does it impact/effect? How? Why? What are the health detrimental from assimilating policies and colonial systems? How has land been used to create poverty for Indigenous people? What has been the impact to Indigenous health and who is responsible? What knowledge or understanding do you want to reader (who knows nothing about this topic) to leave with? Be organized with your thoughts, concise, chronological, and clear with the reader how you are presenting your paper.

Opinion (2 - 3 pages):

Is Canada actively violating human rights? Why or why not? Is Canada civilized in their approach in addressing Indigenous issues? Why or why not? Do you think Canada is committed to true reconciliation? What are your thoughts on Arthur Manual’s ideology of true reconciliation. Do you agree or disagree? Why or why not? Who is responsible for health and wellness? I want you to think about how policies and rule of law have contributed to health and wellness or the lack there of an who it truly benefits. In addition, identify 2 thoughts that you wish to leave with the reader to ponder further about regarding reconciliation.

Reflection (2 - 3 pages):

Using you initial social location paper, has your understanding of civilized and savage changed? Why or why not? How can you implement change today in school and/or your workplace? Have you attempted moral courage? If so, provide an example. What have you learned from a wholistic perspective using the Medicine Wheel and 7 Grandfather’s Teaching. Has this approach changed how you view yourself and others? How and why? How has reflecting on a personal situation using the Medicine Wheel and 7 Grandfather Teachings impacted your ability to see Indigenous and non-Indigenous peoples through an Indigenous lens? How did you find this process? How has this course impacted your knowledge of Indigenous-Settler relations and what can you do differently as you move forward in your personal life, school, and/or your place of work?
**Assessment 4**

Participation:

Come prepared to share in the circle through discussing topics, readings – what stood out to you the most in the readings, why did it impact you the way it did, engage in hard conversations in a safe space, asking questions, make attempts to apply the Medicine Wheel and 7 Grandfather Teachings.

**Course Outline**

Notes on readings.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
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<tbody>
<tr>
<td>1</td>
<td>Sept 13</td>
<td>Welcome and Introductions. Engagement in Indigenous ceremony with smudging. Setting context for course using Indigenous pedagogy. Worldview and teachings of the circle. Necessity of a sharing circle for this kind of course. Overview of course, course syllabus and assignments.</td>
<td>Social Location paper due next class</td>
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<td>Homework due next class: TRC textbook pages 1 – 55; what are some things that stood out to you specifically in pages 37 - 55? Why? How did it impact you using the medicine wheel? Come prepared next class to share and discuss readings and video; watch The Indian Act Explained.</td>
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<td>2</td>
<td>Sept 20</td>
<td>Doctrine of Discovery, Royal Proclamation, Treaties, Enfranchisement, Indian Act, Bill C-31; the impact on Indigenous peoples; residential school</td>
<td>In-class Video: Doctrine of Discovery: Stolen lands, Stolen hearts; discuss readings and documentary</td>
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<td>Homework due next class: TRC textbook pages 55 – 101; what are some things that stood out to you? Why? How did it impact you using the medicine wheel? Come</td>
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<td>Week</td>
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<td>prepared next class to share and discuss; watch the 8th Fire, episode 2</td>
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<td>3</td>
<td>Sept 27</td>
<td>Indigenous peoples’ stories of their history in Canada in Residential Schools</td>
<td>In-class video: Kamloops residential school survivors recall students going missing, digging of graves in orchard</td>
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<td></td>
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<td></td>
<td>Homework due next class: TRC textbook pages 101 – 134; TRC pages: 320-322 (calls to action: 6-17); 331 (calls to action: 62-65); Loppie, S., Reading, C., &amp; de Leeuw, S. (2014); Reconciliation Manifesto book pages 48 – 113; Watch 8th Fire: It’s Time. Episode 2</td>
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<tr>
<td>4</td>
<td>Oct 4</td>
<td>Residential Schools - debrief</td>
<td>In Class video: Truth and Reconciliation – preparation for next assignment</td>
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<td></td>
<td>Oct 11</td>
<td>No class, Reading Week</td>
<td>Assignment due at 11:59 pm</td>
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<td>5</td>
<td>Oct 18</td>
<td>Check-in</td>
<td>Homework due next class: TRC textbook pages 319-320 (calls to action: 1-5)</td>
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<td>Week</td>
<td>Date</td>
<td>Topic</td>
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<td>6</td>
<td>Oct 25</td>
<td>Child welfare and the impact on moving forward</td>
<td>In-class: 8th Episode 3 Fire Whose land is it anyway?</td>
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<td>7</td>
<td>Nov 1</td>
<td>Government and Church apology, religious continuum, calls to action –</td>
<td>In class video: Pope’s Apology</td>
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<td>terre nullius, significance of land</td>
<td>Homework due next class: come prepared to participate with questions in panel discussions next class; Reconciliation Manifesto book pages: 220-228, 242-246</td>
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<td>9</td>
<td>Nov 15</td>
<td>MMIW, Starlight Tours, difficulties accumulating research – debrief –</td>
<td>In class video: Two Worlds Colliding</td>
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<td>discuss final paper</td>
<td>Homework: initiate final assignment due December 6; come prepared to share your thoughts on Reconciliation Manifesto – highlight sections that stood out to you and why, discuss Calls to Action</td>
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<td>10</td>
<td>Nov 22</td>
<td>The road to decolonization and reconciliation</td>
<td>In-class: Reconciliation Manifesto</td>
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<td>Is it possible? Calls to Action</td>
<td>Homework: final assignment due December 6; come prepared to discuss Calls to Action; Mitchell, T., Thomas, D., &amp; Smith, J. (2018).</td>
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<tr>
<td>11</td>
<td>Nov 29</td>
<td>Guest Speaker: Jackson Smith Safe(r) Spaces. Critiquing the way</td>
<td>Homework: initiate final assignment due December 6; bring something to for the feast next week</td>
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<td>forward, living a</td>
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<td>Week</td>
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<td>decolonizing lens, ally/allyship. TRC Calls to Action</td>
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<tr>
<td>12</td>
<td>Dec 6</td>
<td>Community Feast, debrief, circle sharing and reflections</td>
<td>Assignment due 11:59 pm</td>
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<td>Week 5 topics</td>
<td>Week 5 readings</td>
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**Late or Incomplete Work**

Students should make every effort to submit their assignments on time. Late papers will have a 1-mark deduction/day, including weekends. Later papers after 1 week are not accepted. 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**

Instructor’s policy on what coursework must be submitted to meet the minimum requirements to pass the course (assignments, final exam, etc.) and where and how the work should be submitted.

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.

**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.

If using Turnitin.com add the relevant statement here

**Electronic Device Policy**

Instructor’s policy on electronic devices. Please note that electronic devices cannot be banned from the classroom due to accessibility options. If you are unsure if your policy meets the requirements of the Ontario Human Rights Commission, please communicate with your Chair.

**Attendance Policy**

Regular attendance is expected and required. Absence from one class is excused without penalty.

**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 Fall 2022, the established examination period is December 9-23. The schedule is available now. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time. See the Final Examination Schedule at uwaterloo.ca/registrar/final-examinations

**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 www.registrar.uwaterloo.ca/students/accom_illness.html
**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](http://uwaterloo.ca/academic-integrity) and the Arts Academic Integrity webpage at [uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour](http://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](http://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](http://uwaterloo.ca/academic-integrity/). For typical penalties check the [Guidelines for the Assessment of Penalties](http://uwaterloo.ca/academic-integrity/).

**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](http://uwaterloo.ca/academic-integrity/). 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](http://uwaterloo.ca/academic-integrity/) (other than a petition) or [Policy 71, Student Discipline](http://uwaterloo.ca/academic-integrity/) 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](http://uwaterloo.ca/academic-integrity/).

**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 / 519-888-4096)
- [MATES](mailto:): 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.