



**Renison University College**  
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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 Attawandaron (also known as Neutral), Anishinaabe, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

### **Fall 2018**

**Course Code:** ARTS 140

**Course Title:** Information and Analysis: Social Change & Social Development

**Class Times/Location:**

**Instructor:**

**Office:**

**Office Phone:**

**Office Hours:**

**Email:**

### **Course Description**

This course introduces students to diverse ways of finding, examining, and using data and information in the social sciences and humanities. In a small seminar setting, students will explore a variety of topics based on instructor expertise in order to understand quantitative and qualitative methods of data gathering and build competencies in conceptualizing, contextualizing, and comprehending methods of information analysis. Students will be expected to investigate, use, and assess the presentation of information in their own work and the work of others so that they can better understand the range of social, ethical, and political challenges of our world.

## **Course Objectives and Learning Outcomes**

In an effort to invite students into an interactive scholarly community of researchers, and while developing a communication portfolio that provides a vehicle for the course outcomes, ARTS 140 students will:

1. Access information and practice navigating library resources, including indexes and databases.
2. Recognize, define, and reflect on the meaning of quantitative and qualitative data.
3. Practice writing and speaking in iterative communication assignments in a variety of genres and for a variety of audiences, including the design and effective presentation of quantitative or qualitative information.
4. Collaborate with peers and provide, incorporate and reflect on feedback.
5. Demonstrate an ability to reflect on the knowledge-making function of information, analysis, and communication.
6. Assess, examine, and evaluate the uses and purposes of information, including distinguishing between facts and values

### **Required Text**

- Fritsch, K., O'Connor, C., and Thompson, AK. *Keywords for Radicals: The Contested Vocabulary of Late-Capitalist Struggle*. Oakland: AK Press.

### **LEARN**

Course schedules, assignments, additional readings and announcements are all posted on LEARN. You must become acquainted and proficient in LEARN in order to access some readings and to submit all of your assignments.

What is LEARN? LEARN is an easy-to-use learning management system that your instructor uses to supplement a face-to-face course or deliver a complete online course. LEARN allows you to access course materials online, communicate with others in your class, and submit assignments.

LEARN can be accessed at <http://www.learn.uwaterloo.ca> - Click on ARTS 140 to access our page.

## Course Schedule

Week	Date	Topic	Readings
1		Introduction and Overview of Course	No Readings
2		Keywords for Social Change (The Unveiling!)	<p>Davis, H. (2016). "Love" in Fritsch, K., O'Connor, C., and Thompson, AK. <i>Keywords for Radicals: The Contested Vocabulary of Late-Capitalist Struggle</i>. Oakland: AK Press, pp.246-252.</p> <p>O'Connor, C. (2016). Accountability. In Fritsch, K., O'Connor, C., &amp; Thompson, A. (Eds.). <i>Keywords for radicals: The contested vocabulary of late-capitalist struggle</i> (pp. 29-39). Oakland: AK Press.</p> <p>Fekadu, M. (2018, January 31). Is Timberlake at Super Bowl white male privilege? The Detroit News. Retrieved from <a href="https://www.detroitnews.com/story/entertainment/music/2018/01/31/justin-timberlake-super-bowl-performance-white-male-privilege/109989014/">https://www.detroitnews.com/story/entertainment/music/2018/01/31/justin-timberlake-super-bowl-performance-white-male-privilege/109989014/</a></p>
3		Politics & the Pod	

4		Situating Yourself and Ideology	<p>Bannerji, H. (2016). Ideology. In Fritsch, K., O'Connor, C., and Thompson, A (Eds). Keywords for radicals: The contested vocabulary of late-capitalist struggle (pp. 207-215). Oakland: AK Press.</p> <p>Boggs, G.L. (2012). These are the Times to Grow Our Souls. In Boggs, G.L. &amp; Kurashige, The next American revolution: Sustainable activism for the twenty-first century (pp. 28-48). Los Angeles: University of California Press.</p> <p>Lamble, S. (2016). Community. In Fritsch, K., O'Connor, C., and Thompson, A. Keywords for radicals: The contested vocabulary of late-capitalist struggle (pp. 103-109). Oakland: AK Press.</p>
5		Knowing Your Audience	

6		Situating Yourself, Situating Your Keyword	<p>Ahmad, A. (2015, March 2). A note on call-out culture. Briarpatch Magazine. Retrieved from <a href="https://briarpatchmagazine.com/articles/view/a-note-on-call-out-culture">https://briarpatchmagazine.com/articles/view/a-note-on-call-out-culture</a></p> <p>Ahmad, A. (2017, August 29). When calling out makes sense. Briarpatch Magazine. Retrieved from <a href="https://briarpatchmagazine.com/articles/view/when-calling-out-makes-sense">https://briarpatchmagazine.com/articles/view/when-calling-out-makes-sense</a></p> <p>Black, J. (2018, April 4). Take it to the altar: Why I spoke up at Canada reads. ByBlacks. Retrieved from <a href="https://byblacks.com/main-menu-mobile/opinion-mobile/item/1858-take-it-to-the-altar-why-i-spoke-up-at-canada-reads">https://byblacks.com/main-menu-mobile/opinion-mobile/item/1858-take-it-to-the-altar-why-i-spoke-up-at-canada-reads</a></p> <p>Faisal, M. (2015, September 15). How do you handle being called out? The Medium Blog. Retrieved from <a href="https://blog.themedium.ca/uncategorized/how-do-you-handle-being-called-out">https://blog.themedium.ca/uncategorized/how-do-you-handle-being-called-out</a></p>
7		Lived Experience & Working Across Difference	<p>Grace Lee Boggs’ “Partner in Struggle” <a href="https://themoth.org/stories/partners-in-struggle">https://themoth.org/stories/partners-in-struggle</a></p> <p>Lee Boggs, Grace. “These Are the Times to Grow Our Souls.” <i>The Next American Revolution</i>.</p>

8		Amplifying the Political	<p>Ganz, Marshall. 2001. The Power of Story in Social Movements. In the Proceedings of the Annual Meeting of the American Sociological Association, Anaheim, California, August 18-21, 2001.</p> <p>smartMeme, "Storybased Strategies" <a href="https://www.storybasedstrategy.org/intro-to-sbs">https://www.storybasedstrategy.org/intro-to-sbs</a></p> <p>Sandy &amp; Nora podcast: <a href="http://sandyandnora.com/episodes/">http://sandyandnora.com/episodes/</a></p>
9		Narratives & Counter-Narratives	<p>This American Life, "Little War on the Prairie" <a href="https://www.thisamericanlife.org/479/little-war-on-the-prairie">https://www.thisamericanlife.org/479/little-war-on-the-prairie</a></p>
10		Understanding Your Audience	<p>Code Switch, "Location! Location! Location!" <a href="https://one.npr.org/?sharedMediaId=601131468:601396049">https://one.npr.org/?sharedMediaId=601131468:601396049</a></p> <p>D'Souza, S. (2016). "Black Music And White People: The Problem Kendrick Lamar Faces With Fans In 2016" <a href="http://junkee.com/white-people-black-music-problem-kendrick-lamar-faces-fans-2016/75549">http://junkee.com/white-people-black-music-problem-kendrick-lamar-faces-fans-2016/75549</a></p>

11		Research & Revision	Talking Radical Radio "Palestine, statelessness, and Omar Ben Ali's fight for immigration status in Canada" <a href="http://talkingradical.ca/2017/10/17/trr-omar_and_tadamon/">http://talkingradical.ca/2017/10/17/trr-omar_and_tadamon/</a>  Rafeef Ziadah (2011) "We Teach Life, Sir" Recorded in London, England on Demember 11, 2011
12		Conclusion & Consolidation	

## Course Requirements and Assessment

The course **requires students to regularly attend classes**; participate in the emerging discussions by sharing ideas, thoughts and anecdotes; complete classroom activities; read and critically examine the content in the textbook.

Assignment	Value	Deadline
Keywords Assignment	25%	Week 7
Activities Portfolio #1	15%	Week 7
Participation (Weeks 1-6)	10%	Week 7
(Pod)Cast Assignment	25%	Week 12
Activities Portfolio #2	15%	Week 12
Participation (Weeks 7-12)	10%	Week 12
<b>TOTAL</b>	<b>100%</b>	

### Keyword Assignment (25%, Due Week 7)

*"To give a thing a name, a label, a handle; to rescue it from anonymity, to pluck it out of the Place of Namelessness, in short to identify it -- well, that's a way of bringing the said thing into being." (Salman Rushdie, Haroun & the Sea of Stories, 1990:63)*

**Final Product:** A 1,500-word contribution to the growing lexicon of keywords for social change developed in ARTS 140. A keyword is a reference

tool that gives a definition and overview of an important idea, issue, or event. Students will submit this keyword contribution along with a portfolio that will include weekly activities and peer editing work (as per the course instructions)

**Word Count:** 1500 words (max)

**Citation:** Should follow one of APA/MLA/Chicago formatting and referencing and be consistent.

***Q: How Do I Select My Keyword?***

In week 3 you will sign up for one of six pods:

- Decolonization & Reconciliation
- Disability Justice
- Economic
- Environmental Justice
- Gender & Sexuality Justice
- Racial Justice

Each pod will include 4-5 students. Pods will be filled on a first-come/first-serve basis - once spots are filled, you will be required to select from the remaining options. Students who do not sign up for a pod by the end of week 3 will be automatically enrolled in a pod.

Each student will select their keyword from a list of keywords in their respective pod. Student may propose a keyword related to the pod topic but not listed in the pod list, however, they will require email consent from the instructor prior to selecting their keyword for the term. Your keyword work will take place both individual and with your other pod members for the course of the assignment.

## ***Instructions:***

Explain the significance of your keyword. What is important about it? Why should people care about this idea, issue, or event? How does it connect to larger social, political, cultural, and historical issues? This assignment is written for an educated but general audience. The language should be accessible. The writing should be clean and clear, and free of grammatical, spelling, and punctuation errors.

## ***The keyword must include the following sections:***

***Definition (150-250 words):*** This is a quick and pithy definition of the keyword. It will allow readers to instantly understand, on a basic level, what the keyword is about. This definition should be carefully worded within 2-3 sentences.

Here you want to take quotes from sources that you've researched (i.e. dictionary, Wikipedia, academic books/articles, etc.) and put it into your own words. This is harder to do than it sounds!!

One strategy we use to formulate a good definition is to practice explaining your keyword to family, friends, and others - say it out loud! Explain what you think the word means, how it relates to social change, and answer any questions that the person you are practicing with might have. You could even record it!

Your definition here is giving a brief overview of what the word means and how it is used in relation to movements for social change.

***Context (250-350 words):*** Situate the keyword in social, political, cultural, and historical contexts. How does the keyword relate to specific social movements? Is it rooted in a particular history?

Here you are trying to get the reader to understand how the word came to be an important keyword in social change movements today! Who uses this word and why? You should also be able to give a brief trajectory of the different ways people have used this word in the past.

Are there any particular social movement groups or individual activists who are known for using this particular keyword? How do they use it and why? You might think about using relevant statistics and other quantitative information here to help strengthen your response! This is a good place to draw from your annotated bibliography.

**Background (350-400 words):** how have other people (academics, journalists, activists, etc.) described and defined your keyword?

Here you are trying to explain how the word is used today, perhaps there are contested meanings and definitions. You should be able to explain why the word is being debated! This is also a good place to draw from your annotated bibliography, but you may also want to pull out references and citations from news articles on topics related to your keyword and activist websites.

You are trying here to give the reader a sense of how the word is used in different arenas. Is this word controversial? Is it commonly accepted? Do people disagree on the meaning? These are all really useful questions that you would explore.

It would be here as well that you might speak to your own relationship to this keyword. This would draw on your activities in week 3-4 where you situated your own political perspectives and relationships to structures of power!

**Significance (250-350 words):** Explain the significance or importance of the keyword. Why is your word important? Are there relevant historical or current social events that really make your keyword stand out? Describe these in relation to your word!

Think about why people who use this word do so - why do they believe it is important? This is a good place to think about qualitative research since you are talking about going deeper into the meaning of the word! Perhaps you can find interviews, oral histories, academic research where an activist, group, artist, writer speaks more deeply about the meaning of the word to

them and to their community! You might use academic articles, blog posts, interviews online, etc.

**Further Reading (150-200 words):** Provide a list of 3-5 books or academic journal articles that you believe would help your reader learn more about your keyword. Explain why you have chosen each source.

You should only draw on full length books or peer reviewed academic articles here. You want to give the reader a clear idea why this particular selection for further reading is relevant to the keyword!

**Works Cited (not included in word count):** Include all the sources you directly consulted in creating your keyword. These are sources that you have quoted or summarized information from in the keyword document.

If you use MLA citation style: <http://www.citationmachine.net/mla>

If you use APA citation style: <http://www.citationmachine.net/apa/>

If you use Chicago citation style: <http://www.citationmachine.net/chicago>

### **Activities Portfolio #1 (Weeks 1-6)**

In this course you will complete weekly activities that will be included in your portfolio on LEARN. These weekly activities are meant to help you develop analysis and academic skills through the scaffolding of your Keywords assignment.

Your portfolio will be graded as a single submission (rather than individual grades for each activity included) and the evaluation will be based on the following criteria: completeness, quality of work in progress, and collaboration with pod members.

**Portfolio #1 will include the following activity submissions:**

Week	Assignment Name	Activity Number	Individual or Group
1	What is Social Change?	1.1	Individual

Week	Assignment Name	Activity Number	Individual or Group
1	How Does Social Change Happen?	1.2	Group
2	Started from the Bottom	2.1	Group
2	Wardrobe Malfunction	2.2	Group
2	Ontario Safe Streets Act	2.3	Group
2	Accountability	2.4	Individual
2	Internet Searches	2.5	Individual
3	Pod Selection, Member Interview	3.1	Group
3	Mapping Yourself!	3.2	Individual
3	Annotated Bibliography	3.3	Individual
4	Political Ideology Mapping	4.1	Individual/Group
4	My Keyword & the Pod	4.2	Group
4	Drafting Your Keyword	4.3	Individual
5	Posting Your Keyword	5.1	Individual
5	I Have a Dream	5.2	Group
5	Memes: We Have the Right	5.3	Individual
5	Create Your Meme	5.4	Individual/Group
5	Peer Feedback - Draft #1	5.5	Group
6	Draft #2	6.1	Individual
6	The Comments Section	6.2	Group
6	Giving & Receiving Feedback	6.3	Group

### **(Pod)Cast Assignment (25%, due Week 12)**

*"The world we want to transform has already been worked on by history and is largely hollow. We must nevertheless be inventive enough to change it and build a new world. Take care and do not forget ideas are also weapons."*  
*(Subcomandante Marcos, Ideas Are Also Weapons, 2003)*

**Final Product:** A 6 minute audio podcast contribution to the growing library of social movement awareness campaigns, political intervention, and histories developed in ARTS 140. The (pod)cast assignment is an individual project that draws on support and collaboration with members of your pod to develop an audio project that communicates to a general audience awareness about a social change initiative, issue, event, or organization. Students will submit this (pod)cast contribution along with a portfolio that will include weekly activities and peer edited work (as per the course instructions).

This media submission is associated with the themes of your pod and students will conceptualize their particular project by working through the iterative activities assigned each week. The style of these submissions might include public service announcements, podcasts, vlogs, documentaries, oral history interviews, and other forms of creative audio projects.

**Due:** End of Week 12.

### ***How Do I Select My (Pod)Cast?***

You will participate in a discussion with other members in your Pod about issues and topics relevant to your social change theme:

- Decolonization & Reconciliation
- Disability Justice
- Economic
- Environmental Justice
- Gender Justice
- Racial Justice

Here you will work through collective brainstorming exercises to help you decide upon individual topic areas. Each student will select their topic by the

end of Week 8 and will begin to plan, develop, record, and then edit their (pod)cast in subsequent weeks.

### ***What Will I Use to Record My (Pod)Cast?***

You are free to use a voice recorder, cell phone, or any other form of digital recording device (including voice thread) to record your (pod)cast.

To edit and adapt your podcast, students can download Audacity a free audio editing software: <https://www.audacityteam.org/>

You can learn about Audacity and how to use this software through Youtube Videos like this one: <https://www.youtube.com/watch?v=aCisC3sHneM>

### ***On Podcasts***

Each week you will be introduced to a variety of podcast examples and styles. We will also read and discuss examples of social change initiative and movements from a variety of initiatives inside and outside of the theme of your pod. Through these activities you will be introduced to communications tools that are used by social movements and those who support them to get messages out to the public!

### **Activities Portfolio #2**

<b>Week</b>	<b>Assignment Name</b>	<b>Activity Number</b>	<b>Individual or Group</b>
7	Growing Our Souls	7.1	Individual
7	Partners in Struggle	7.2	Individual/Group
7	Podcast Brainstrom	7.3	Group
8	Amplifying the Political	8.1	Individual/Group
8	Selecting Your Topic	8.2	Individual
9	The Counter-narrative of #MeToo	9.1	Individual
9	Little War on the Prairies	9.2	Group
9	Indigenous History	9.3	Individual
9	Collecting Podcast Information	9.4	Individual

Week	Assignment Name	Activity Number	Individual or Group
10	Code Switch	10.1	Group
10	Name that Audience	10.2	Group
10	The Storyboard	10.3	Individual
11	Talking Radical Radio	11.1	Individual/Group
11	Editing Your Podcasts	11.2	Individual
12	Reflection	12.1	Individual
12	Group Discussion	12.2	Group

## Participation

The course will involve discussions, group work, individual work, activities, and lectures. I believe in interactive teaching and that means that I expect each student to be prepared for the class, but also for us to work collaboratively as a classroom to support each other's learning. Not in competition with each other, but as a team. As such we help each other keep up with the readings and engaging in respectful discussion in the class – while actively listening to their peers.

**Participation includes both listening and speaking.** Students will receive a grade for class participation for comments that reflect careful listening to and consideration of others' points of view, that are thoughtful and in-depth, that demonstrate a willingness and ability to rethink one's own ideas, that are pertinent to the course material and issues being discussed, and that reflect critical thinking and humility.

**Active listening is a key component of participation that often goes unrecognized.** It means that you must not only contribute to the discussion, but know when it is appropriate for you to listen, to hear someone else out, and recognize who is speaking/who is not speaking and why. As the instructor, I hope to help the class to develop strategies to become better listeners and I expect that you hold me accountable to this principle as well.

**Participation involves collectively creating a supportive learning environment.** A supportive learning environment requires all of us to act on an awareness of our responsibilities to others in the class (particularly related to group and team work), our social location, and of the dynamics of group discussion (i.e., only one person speaks at a time, interrupting another speaker most often makes respectful discussion difficult, silence and reflection are necessary parts of learning and as important as speaking, all students should have somewhat equal “air time,” students have different styles of communication, etc.).

You will be evaluated at the end of the first half of the course (Week 6) and in the final week of the course (Week 12).

### **Late Penalty**

Please note that all assignments are expected to be submitted on time. If you encounter circumstances that you feel may cause you to be late in submitting any particular assignment you should contact the instructor immediately, explain the circumstances, and we may negotiate an extension. **To do so you must be in contact with your instructor at least 24 hours prior to the deadline to request an extension.** No last minute extensions will be granted.

Late assignments will be accepted up to a week beyond the deadline at a penalty of 2% per day. After the fifth day late assignments will not be accepted for any reason except those outlined in the UW calendar (e.g. medical or family emergencies, or some other such event) and will receive a grade of 0. If an extension is granted, students are expected to submit their assignment at the agreed upon time and date, with the appropriate documentation. Please review the UW policy regarding accommodation for illness for unforeseen circumstances.

[http://www.registrar.uwaterloo.ca/students/accom\\_illness.html](http://www.registrar.uwaterloo.ca/students/accom_illness.html)

### **Electronic Device Policy**

Electronic devices are permitted in class. Please be respectful when using them. If you are planning on using your device for non-class related

activities, please ask the permission of the students seated within range of your device. Please turn off all sounds and notifications when you enter the classroom and be mindful of how your use of electronic devices changes the learning environment. If someone requests that you refrain from using your device, please turn it off or continue outside of the classroom.

### **Attendance Policy**

Roll call will be taken at the beginning of classes and students unable to attend due to illness or other valid reasons should contact the instructor prior to class.

Attendance is critical to your success in this course. However, you are all free to make the choices that best suit your lived realities and the course is set up in a way that will allow for some absences due to illness or other issues. Chronic and unaccountable absences from class may have a deleterious effect on your grade.

Students are expected to prepare for class by reading the required materials and reflecting on this material in relation to their own experiences. Participation in all class activities is also important. In class, students are expected to contribute to group learning by being present and engaged in the discussion and by sharing their ideas, reflections, questions, and experiences in a manner that is respectful of others.

### **Final Examination Policy**

For **Fall 2017**, the established examination period is **December 7-21, 2017**. The schedule will be available after mid-October. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time (see: <https://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 [http://www.registrar.uwaterloo.ca/students/accom\\_illness.html](http://www.registrar.uwaterloo.ca/students/accom_illness.html)

### **Academic Integrity:**

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty,

trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage \(https://uwaterloo.ca/academic-integrity/\)](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity webpage \(https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour\)](https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour) for more information.

**Discipline:** Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration, should seek guidance from the course professor, academic advisor, or Academic Dean. 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 [Guidelines for the Assessment of Penalties \(https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties\)](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties).

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 here: <https://uwaterloo.ca/copyright-guidelines/fair-dealing-advisory> Violation of Canada’s Copyright Act is a punishable academic offence under Policy 71 - Student Discipline.

**Grievance:** A student who believes that a decision affecting some aspect of university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4 (<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>). When in doubt, please be certain to contact the department’s administrative assistant, 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 are grounds. Students who believe they have grounds for an appeal should refer to [Policy 72, Student Appeals \(https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72\)](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72).

**Academic Integrity website (Arts):** [http://arts.uwaterloo.ca/arts/ugrad/academic\\_responsibility.html](http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html)

**Academic Integrity Office (uWaterloo):** <http://uwaterloo.ca/academic-integrity/>

### **Accommodation for Students with Disabilities:**

**Note for Students with Disabilities:** The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (NH 1401), 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 the AAS office 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.

### **A respectful living and learning environment for all**

1. It is expected that everyone living, learning or working on the premises of Renison University College will contribute to an environment of tolerance and respect by treating others with sensitivity and civility.

2. Harassment is unwanted attention in the form of jokes, insults, gestures, gossip, or other behaviours that are meant to intimidate. Some instances of harassment are against the law in addition to Renison University College policy.
3. Discrimination is treating people differently because of their race, disability, sex, sexual orientation, ancestry, colour, age, creed, marital status, or other personal characteristics. The Ontario Human Rights Code considers actions and behaviours rather than intentions.
4. If you experience or witness either harassment or discrimination, you may contact the Renison University College Interim Harassment and Discrimination Officer at [megan.collings-moore@uwaterloo.ca](mailto:megan.collings-moore@uwaterloo.ca) (519-884-4404, ext. 28604).