



**Faculty of Education
Department of Curriculum & Instruction**

Summer 2020

Curriculum & Instruction in Elementary & Middle School Social Studies

EDCI 404 A01 – CRN 31316

1.5 Units

July 6, 2020 – July 28, 2020

Monday-Friday, 8:30am-10:20am

Instructor: Lyndze Harvey, PhD.
Office: Home Office, Zoom
Office Hours: By Appointment
Office Phone: Please Email
E-mail: lcharvey@uvic.ca

Course Website: CourseSpaces
Course Video Room: Zoom, link on CS
Alternative phone-only access: in email
Meeting ID: 956 2731 3872
Password: 134857

TERRITORY ACKNOWLEDGEMENT

We acknowledge with respect the Lekwungen peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

Calendar Description

A study of the curriculum organization and techniques of instruction in elementary or middle school social studies. Examples are drawn from a variety of content areas: history, geography, anthropology, sociology, political science, and/or economics, with emphasis on participatory citizenship, culture and traditions in a pluralistic society.

Course Description & Goals

This course is designed to assist participants in developing a strong understanding of planning and teaching Social Studies in Elementary or Middle School, specifically related to the BC Curriculum. Particular focus will be paid to critical pedagogy and expression as participants will be provided with challenging reading, participate in in-class discussions and activities, and complete activities and assignments in multimodal formats.

Participants will have opportunities to:

- Plan units/lessons based on BC Curriculum with a focus on Social Studies
- Develop a deeper understanding of social and political systems
- Develop a critical mindset from which to approach their teaching and their reading of curriculum and educational resources

- Explore and expand their teacher identity, including ways in which move beyond their prescribed role
- Share and learn with their peers, work collaboratively, and safely encounter controversy
- Discuss and create Social Studies materials and learning plans, as well as assessment techniques for elementary and middle school classrooms

Text/Reading List

- Articles assigned in the Course Outline/Schedule of Meetings (below)
- Supplemental Readings and video viewings relevant to your own preparation and engagement with the assignments

General expectations

- Evaluation is based on assignments. Attendance and participation in the daily meetings will have a significant impact on your ability to satisfactorily complete assignments at a professional level.
- Active participation in class discussions, small group discussions, presenting group findings, personal reflection and writing, and just generally being present serves you and the others in this group. Opportunities to participate that meet your needs and the needs of those around you will arise; please understand that learning needs and our methods of expressing our learning can differ.
- Completion and the timely submission of all assignments. Communication with the instructor surrounding struggles to meet deadlines should be in advance of the due dates.
- Be prepared with access to the reading, and materials such as paper and pencils, pens, or other colouring/drawing utensils (if that's your thing).
- Come committed to our faculty's Diversity and Equity Statement and Attendance & Participation policy (see below)

Diversity and Equity Statement

Our Faculty of Education embraces an inclusive learning community that respects and recognizes that we are enriched and strengthened by diversity including, but not limited to, ethnicity and national origins, language, gender and gender identity, sexuality, ability, age, socioeconomic status, and spirituality. We are committed to increasing the participation of people who have been historically and systemically excluded from higher education and welcome all who share this aspiration. We are committed to answering the Calls to Action from the Truth and Reconciliation Commission of Canada. We are a campus that educates for and encourages respect, acceptance of others, inclusion and diversity, with one principal limit: acts that incite hatred, espouse or encourage bigotry, either implied or explicit, will not be tolerated.

Text/Reading List

All assigned readings are listed in the course outline and on CourseSpaces. All readings are accessible through online sources in the University of Victoria's library catalogue. There are no required texts that need to be purchased, but it is encouraged that students invest in a copy of Marshall Rosenberg's *Nonviolent Communication: A Language of Life*, which is available in hardcopy, ebook, and audiobook. This is an excellent resource for all courses this summer and would deepen learning and support classroom practice.

Remote Access to Some University Services

A Virtual Private Network (VPN) allows users to access networks and services over a secure connection. Please note that some university services, including library access, may require you to connect to the library servers by VPN. To download and install the Cisco VPN software, please visit:

<https://www.uvic.ca/systems/support/internettelephone/remotearchive/index.php>

Mode of Instruction

This course will be offered online. We will be using Zoom for our virtual classroom to participate in live video meetings

(<https://uvic.zoom.us/j/95627313872?pwd=Zm5pYjFKc0ZIS25jN3JGUkdWT2ZZdz09>). There will be articles, projects, and other aspects posted on our CourseSpaces. We will use editable online documents (through google drive). All of these elements will be our learning spaces.

Please be familiar with the [OIPC Cloud Computing Guidelines for Public Bodies](#) and [UVic's Privacy resource](#) and engage in any cloud-based tools only as it may be your personal preference as it is NOT required to complete this course.

The course will be supported by a variety of communication tools including:

Please populate/edit depending on what tools are being used:

Email, CourseSpaces, video conferencing via Zoom, and Google Drive.

Please note that online learners must connect to the any video classes from a dedicated learning environment (e.g., not connecting from public wifi at the beach); consider the video conferencing etiquette (e.g., mute your mic when not talking to minimize background noise); and be aware of your video presence (e.g., the lighting is acceptable and your camera angle is not missing the top half of your head). Using a dedicated headset with microphone will also help to provide better audio.

REQUIRED TECHNOLOGY AND CONNECTIVITY

Students are required to have the following technologies and connectivity levels.

- Internet Connectivity
 - A *reliable* 10 MBps (minimum) Internet connection for live video sessions
 - Wired connection is preferred over wireless
 - No one else on a local network is actively streaming or downloading during the connection (e.g., streaming movies)
 - Successful test of your Blue Jeans/Blackboard/Zoom connection prior to course
- Hardware:
 - Use a desktop or laptop as opposed to a mobile device (e.g., iPad) for live sessions is recommended
 - The desktop or laptop should be capable of playing videos/participating in video conferencing, audio and include a webcam and mic for capturing video and audio
 - A headset with a microphone and noise cancellation feature

SUPPORT

- ❖ **Help Desk:** The computer help desk is open to all UVic students for general technical help.
 - Hours: Monday to Friday (closed statutory holidays)
 - Tel: 250.721.7687
 - Email: helpdesk@uvic.ca

- Website: <http://helpdesk.uvic.ca>

❖ **Education Student Tech Support**

Perry Plewes and a co-op student are available for technical help for students in Education courses. If you have any difficulty solving your problem, please give them a call. Their contact information is as follows:

- Tel: 250.360.6660 (Perry Plewes)
- Email: felctech@uvic.ca
- Website: <https://www.uvic.ca/education/resources/digital-studios/index.php>

UVic Libraries:

UVic Library Website: <https://www.uvic.ca/library/>

Ask Us Website: <https://www.uvic.ca/library/research/ask/index.php>

contains resources and information including:

- Text a Librarian: 250.514.7085
- Email a Librarian: askref@uvic.ca or use this [form](#)
- Live Chat with a Librarian via "AskAway" (open Mon-Thurs 9am-9pm, Fri 9am-5pm, Sat 11am-5pm, Sun 10am-9pm)

[Guide to Education Resources in UVic Libraries](#)

Education Librarian:

[Pia Russell, Reference Librarian for Education](#)

Phone: 250.721.8259

E-mail: prussell@uvic.ca

Twitter: [@LibrarianPia](#)

Extra Support for Distance Learners:

UVic Distance Learning and Research Infoline Office – specifically for distance education learners making library requests: 1.800.563.9494

UVic Library Services for Distance Students: <https://www.uvic.ca/library/locations/home/iline/>

Distance Learning Contacts and How to Request Materials:

<https://www.uvic.ca/library/locations/home/iline/contact.php>

Our Virtual Classroom

Let's learn together and support each other as we learn. Patience and compassion will be key as we get to know each other and the online mediums with which we engage. For some of us, these mediums will be new and pose challenges and cause us to feel vulnerable. Self-compassion will also be important. When connecting with the group via Zoom, please join from the quietest place with the strongest internet connection available. If possible, wear headphones or a headset during the session.

Prepare yourself to be fully present during the session. Do you need to remove a pet from the room or hide your mobile phone? We won't be using email during this session, so you can close your email inbox, too, if it's open. Closing social networking apps may also help you to focus.

Course Outline/Schedule of Meetings

In addition to the table below, a detailed schedule of topics and activities is available to participants on the class Coursespaces through the UVIC website. Topics, readings, and schedule are approximate and may be changed to reflect the dynamic nature of the time we are in. Since this outline is subject to change, please see the course website for updates.

Date	Topic & Reading	Assignments or Activity
Mon., July 6	<i>What's 'The Social'</i> <i>The Oatmeal – The Backfire Effect</i> <i>Watch at home: Chimamanda Ngozi Adichie – The Danger of a Single Story</i>	
Tues., July 7	<i>Stories-that-we-all-know</i> <i>Boyd – Learning to leave liberalism... and live with complicity, conundrum and moral chagrin</i>	
Wed., July 8	<i>Pluralistic Democracy</i> <i>Ruitenbergh – "That's Just Your Opinion!" - "American Idol" and the Confusion Between Pluralism and Relativism</i>	
Thurs., July 9	<i>Pluralistic Democracy</i> <i>Zyngier – Rethinking the Thinking on Democracy in Education: What Are Educators Thinking (and Doing) About Democracy?</i>	
Fri., July 10	<i>Politics and The Political (Governance & Systems)</i> <i>Meadows – Leverage Points: Places to Intervene in a System</i>	<i>Sign-up for Bring-a-Book</i>
Mon., July 13	<i>Conflict & Mediation: An Intro to NVC</i> <i>Rosenberg – Nonviolent Communication: A Language of Compassion (in Transforming Terror: Remembering the Soul of the World)</i>	<i>NVC Workshop in Lyndze's class</i>
Tues., July 14	<i>Making Waves - Controversy</i> <i>Kelly – Discussing controversial issues: Four perspectives on the teacher's role</i>	<i>NVC Workshop in Meredith's class</i>
Wed., July 15	<i>Letting Go and Letting In</i> <i>BC Curriculum – Read/Review SS Introduction, Features, Big Ideas, Core Competencies</i>	<i>Bystander Intervention in Chaw-win-is's class</i>
Thurs., July 16	<i>Resist-A-Resource (Assignment 2B)</i> <i>Bring a resource (check out the assignment description for details)</i>	<i>Assignment 2B, in-class</i>
Fri., July 17	<i>Saris, Sitaris, and Samosas – Beyond Teaching 'Culture' in Social Studies</i> <i>Gorski – Good intention are not enough: a decolonizing intercultural education</i>	<i>Bring-a-Book</i>

Mon., July 20	<i>SOGI Inclusivity in our Pedagogy and our Resources</i> <i>Welsh – SOGI Myth-busting: Speaking points for supporters of inclusivity in schools</i> <i>Ambit – Definitions</i> <i>Ambit – Strong Practices Guide</i> <i>Jetté-Knox – My Trans Daughter is Not a 'Liberal Ideology'</i>	<i>Bring-a-Book</i>
Tues., July 21	<i>Economics and Class in Social Studies</i> <i>Oulu – Poor People Deserve to Taste Something Other Than Shame</i> <i>Swanson – What Poor People Say About Poor-Bashing (Chapter One of "Poor-Bashing: The Politics of Exclusion")</i>	<i>Bring-a-Book</i>
Wed., July 22	<i>Immigration & Xenophobia</i> <i>McCorkle – The Rationale and Strategies for Undermining Xenophobia in the Classroom</i>	<i>Bring-a-Book</i>
Thurs., July 23	<i>Environmental Justice & Oppression</i> <i>Mueller – Ecojustice Literacy is Much More than Being "Green!"</i> <i>Watch: Greta Thunberg TedX Talk</i>	<i>Bring-a-Book</i>
Fri., July 24	<i>Critical Pedagogy</i> <i>Bellous – Should We Teach Students to Resist?</i>	<i>Bring-a-Book</i>
Mon., July 27	<i>Unit Plan Challenge (Assignment 2C)</i> <i>No Reading – we will be grouped and assigned a grade and topic and create unit plans and lesson overviews.</i>	<i>Assignment 2C, in-class</i>
Tues., July 28	<i>A Sharing Fair</i> <i>Sharing our final assignment with our colleagues</i>	<i>Assignment 3</i>

Assignments

Assignment – Details below	Grade Allotment	Due Date*
Responding to my Pinky Toe/Reflection-in-Action (3 submissions, one for each instructor - Lyndze, Chaw-win-is, Meredith)	20%	Tuesday, July 21
In-Class Assignments Assignment 2A Bring-A-Book Assignment 2B Resist-A-Resource Assignment 2C Unit Plan Challenge	15% each, 45% of overall grade	A: TBD B: Thursday, July 16 C: Monday, July 27

Assignment 3 Multimodal Investigation – Looking deeply into Social Studies	<i>35% of overall grade</i>	Consultation on topic by July 24, Due on Tuesday, July 28
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A due date can be extended in consultation with the instructor **prior to the date due for **some** assignments. Assignments are due on date due. Late assignments may impact the final grade for the course and will be deducted 5% per day to a maximum of 3 days.*

Assignment Details & Evaluation Criteria

Assignment 1: Responding to my Pinky Toe/Reflection-in-Action (3 submissions, 20% each, one for each instructor - Lyndze, Chaw-win-is, Meredith)

Due Date: Tuesday, July 21

After an in-class workshopping of a certain topic and related educational issues, or engaging in a reading for coursework, students are asked to reflect on their own experiences and write a [250 words, double-spaced, 11/12 point font] summary of these reflections. The reflections should not summarize what occurred in the class or the activities, but rather should focus on a specific instance, or moment of shift or transformation, a particular struggle, or a significant question that resulted. Did your pinky toe scream when you read a particular sentence? Did you have strong feelings about what was said in class? Where in your body did you feel these feelings? This assignment is about leaning into this discomfort and exploring vulnerability. The assignment should conclude with a post-reflection question that arises for you, or what of this experience you can bring into your life to effect change or answering the question of how this reflection has changed your thinking.

Please write the individual instructor's name on each of the three (3) submissions and send all three to all of us by July 21st.

To receive 18-20/20	Demonstrates that you read stuff, considered the stuff, or engaged in classroom meetings and considered the stuff of the class. Also includes your own thoughts and reflections on the above in a way that shows an awareness of worldview (or thinking or beliefs) and how this is challenged. This can be evidenced through feelings, storytelling, questioning/resistance. In addition, you assessed where this process leaves you, what questions have emerged for you, and how your thinking may have shifted or what you can bring back into the world outside our classrooms.
To receive 16-17/20	Demonstrates that you read stuff, considered the stuff, or engaged in classroom meetings and considered the stuff of the class. Some engagement with a struggle. Missing some of the above elements. Some indication of shift, questioning, connecting to life beyond our classrooms.

To receive 13-15/20	Demonstrates that you read stuff and discussed the stuff. May read more like a summary of a reading or a description of what happened in class. Many of the essential elements are missing or only scratching the surface.
To receive $\leq 12/20$	Not sure if you read stuff, your reflections sound interesting but may not demonstrate a solid understanding of the topic. You do not engage in struggle or take on your own vulnerabilities, leaving little room for shift.

Assignment 2: In-Class Assignments (in small groups, mostly completed during class time, 3 installments [A, B, C], each worth 15%)

A: Bring-a-Book (in a small group, 15%)

Due Date: TBD, you will sign up, in-class

Sign-up to bring a children's book (picture book or children's novel) that relates to the topic designated (ie: xenophobia, gender identity). Guide your small group in a conversation about the book. With the support of your small group, develop an outline of a lesson or the way in which this book could be used in an elementary or middle years classroom. There will be time in class to either share to the larger group or to create notes on your discussion/plans and post to coursespaces.

B: Resist-a-Resource (in a small group, 15%)

Due Date: Thursday, July 16, in-class

Locate an educational resource that one could find in a typical school or classroom and which relates to BC Curriculum in Social Studies (ie: a text book or a map of Canada). Bring to class in the form of a picture or item to show, or if this item is not visible, perhaps a description or recording.

During class time, in a small group, share your item briefly and lead a discussion that critically engages with this resource.

As a small group, select one of the shared items with which to critically discuss.

Create a shared document to show your discussion. Please include:

- a critical review of the resource and how it might be used in a Social Studies classroom. Points of inquiry may be, but are not limited to, the ways in which power, oppression, dominant or status quo messages, and the Big Ideas and Core Competencies from the BC curriculum are engaged or evaded.
- discuss how this resource would be taught, how controversy would be taken into account, and the way(s) in which conflict would be addressed.
- discuss how the found resource *could be taught critically*.

Post the shared document to coursespaces for colleagues to see.

C: Unit Plan Challenge (in a small group, 15%)

Due Date: Monday, July 27, in-class

During class, we will be grouped and assigned a grade and topic and create unit plans and lesson overviews. By the end of class, post you completed unit plan on coursespaces for your colleagues to see.

Unit plan is a mini-unit with 3-5 lessons. It can follow whatever format suits your needs, but it should be easy to follow/understand, and it should include:

- a) learning outcomes/objectives
- b) connections to curriculum
- c) plans for differentiation and inclusion
- d) critical reflections/considerations of social justice
- e) assessment

Assignment 3: Multimodal Investigation – Looking deeply into Social Studies (individual or partner, 35%)

Due Date: Tuesday, July 28 (Final Class)

Before completing this project, participants need to meet with the instructor to discuss their topic by the end of the third week of classes (Friday, July 24).

With a partner or group of three, select an issue that relates to the Social Studies Curriculum (and possibly your local or provincial area) and about which you would like to know more. Develop an inquiry question to help direct your research. Your focus is for you to deepen your understanding of an issue that will influence your class and your teaching. **YOU ARE NOT DEVELOPING A UNIT OR LESSON PLAN.**

Once you have done some investigating, create a multimodal expression of your learning. Your learning will be shared in a brief presentation highlighting your project on the last day of the course. Projects should involve personalized learning, a critical approach, be about a topic that is of great interest to the participant and show reflective practice. A multimodal element is also strongly encouraged (i.e. create a video of your investigation, a PPT with sound/voice over, a photo album with text, a quilt, a story, iBook, song, photo essay, etc...the options are many!). Further details will be discussed in class, including a rubric.

Attendance & Participation

The University of Victoria's Teacher Education Program is highly participatory in nature. Full attendance and active participation are encouraged. This connects with the First Peoples Principles of Learning, which recognizes that "Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, reciprocal relationships, and a sense of place)."

Your attendance serves your learning *and* the learning of your colleagues. During this challenging time, and under new and unexpected circumstances, we hope to support each other. Please attend as much as you can and with as little or as much preparation as you can. If attendance or participation is a challenge for you, please reach out to discuss your needs and problem-solve with the instructor. Let's support each other!

Department of Curriculum & Instruction Policy on Students' Use of an Editor

We are pleased allow you to use the following forms of assistance by an editor:

1. **Proof reading** which includes: reviewing work for accuracy of inputting; adherence to a specified design' mechanical or typographic errors in text or formatting; identifying inconsistencies in elements (e.g. headings in APA format); and identifying errors in spelling, punctuation and visual elements

AND

2. **Copy editing** which includes: editing work for grammar, spelling, punctuation, usage and other mechanics of style; reviewing work for consistency of mechanics and internal consistency of facts; indication the hierarchy of heading and placement of art; identifying citation errors; editing captions and credit lines' and editing front matter.

In addition, BUT ONLY WITH WRITTEN PERMISSION OF YOUR INSTRUCTOR, you may seek Stylistic editing which includes: clarifying meaning; polishing language; querying confusing sentence structures; identifying wrong word choices and ambiguous passages; checking tables, figures and visual materials for clarity; identifying faulty connections and transitions; and/or identifying jargon, redundancies and verbosity.

Academic Integrity

Students are reminded that they must follow University policies on academic integrity. Violations of this policy include plagiarism, unauthorized use of an editor, cheating, multiple submission and falsifying materials. Further details, including penalties, can be found online via the Academic Calendar <https://web.uvic.ca/calendar2019-01/undergrad/info/regulations/academic-integrity.html#> Students should consult with their instructors if in doubt about what constitutes a violation of academic integrity.

Course Experience Survey (CES)

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete a confidential survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey you will receive an email inviting you to do so. Please ensure that your current email address is listed in MyPage. If you do not receive an email invitation, you can go directly to <http://www.uvic.ca/learningandteaching/students/resources/ces/login.php> . You will need to use your UVic netlink ID to access the survey, which can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR; Sedgewick C119

Phone: 250.721.8021

Email: svpcoordinator@uvic.ca

Web: www.uvic.ca/svp

Undergraduate Grading Scale

Passing Grades	Grade Point Value	Percentage*	Description
A+ A A-	9 8 7	90-100 85-89 80-84	An A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.
B+ B B-	6 5 4	77-79 73-76 70-72	A B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material. Normally achieved by the largest number of students.
C+ C	3 2	65-69 60-64	A C+ or C is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities.
D	1	50-59	A D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.
COM	Excluded Grade	N/A	Complete (pass). Used only for 0-unit courses and those credit courses designated by the Senate. Such courses are identified in the course listings.
CTN	Excluded Grade	N/A	Continuing . Denotes the first half of a full-year course.
Failing Grades	Grade Point Value	Percentage*	Description
E	0	0-49	Conditional supplemental. Supplemental examinations are not offered by all departments and the allowable percentage may vary by program (e.g. 35-49). Students will be advised whether supplemental will be offered and if the percentage range varies when assessment techniques are announced at the beginning of the course.
F	0	0-49	F is earned by work, which after the completion of course requirements, is inadequate and unworthy of course credit towards the degree.
N	0	0-49	Did not write examination or complete course requirements by the end of term or session; no supplemental.
N/X	Excluded Grade	N/A	Did not complete course requirements by the end of the term; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.
F/X	Excluded Grade	N/A	Unsatisfactory performance. Completed course requirements; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.
Temporary Grade	Grade Point Value	Percentage*	Description
INC	N/A	N/A	Incomplete . Used only for those credit courses designated by the Senate, to be replaced with a final grade by June 1 for Winter Session courses and by October 1 for Summer Session courses. Such courses are identified in the course listings.
DEF	N/A	N/A	Deferred status granted. Used only when deferred status has been granted because of illness, an accident or family affliction. See "Deferred Status", page 61.
INP	N/A	N/A	In Progress . Used only for courses designated by Senate, to be replaced with a final grade by the end of the next Winter Session except for TIED courses (identified in the Calendar). In TIED courses the INP must be replaced with a final grade by the end of the subsequent term (including Summer Session) or, where a COOP Work Term, or other activity approved by the academic unit intervenes, within eight months. If a student fails to complete the second course of a TIED course sequence, then the final grade will be N.
CIC	N/A	N/A	Co-op Interrupted Course . See "General Regulations: Undergraduate Co-op", page 79.
Grade Note			Note
AEG	N/A	N/A	Aegrotat . Transcript notation accompanying a letter grade, assigned where documented illness or similar affliction affected the student's performance or prevented completion of all course work.
WE	N/A	N/A	Withdrawal under extenuating circumstances . The WE registration status will replace a course registration or grade when approved by the Dean following a request for academic concession from a student. This registration status is excluded from the calculation of all grade point averages; it will appear on the official transcript.

*The grading scale for the evaluation of course achievement at the University of Victoria is a percentage scale that translates to a 9 point GPA/letter grade system. The 9 point GPA system is the sole basis for the calculation of grade point averages and academic standing. Standardized percentage ranges have been established as the basis for the assignment of letter grades. The percentage grades are displayed on the official and administrative transcripts in order to provide fine grained course assessment which will be useful to students particularly in their application to graduate studies and for external scholarships and funding. Comparative grading information (average grade [mean] for the class), along with the number of students in the class, is displayed for each course section for which percentage grades are assigned.

BIBLIOGRAPHY – Assigned Readings

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