

A History of Peace Movements

PACS 203 • HIST 232 • Winter 2020

GENERAL INFORMATION

1. Class time: Thursday evenings from 6:00pm to 8:50pm
2. Class location: CGUC #1208
3. Instructor: Matthew Bailey-Dick (mrbailey@uwaterloo.ca)
4. Office hours: Tuesdays 1:00pm-2:30pm and Thursdays 4:00-5:30pm in CGUC #1301

DESCRIPTION

This course examines groups and individuals who have instigated popular movements for peace and social justice throughout the twentieth and twenty-first centuries. We will look at a variety of large-scale organizational strategies used within peace movements, and we will learn about some of the very small-scale, personal dynamics of becoming active protagonists within peace history. The selection of class materials will allow for contrasts and comparisons in terms of the motivations, tactics, and impacts of various peace movements. We will also explore the interplay between anti-war resistance and proactive peacebuilding.

LEARNING OUTCOMES

By the end of the term, you should be able to:

1. Describe a variety of motivations, philosophies, and spiritual traditions that give rise to peace movements.
2. Identify patterns in how peace movements evolve and respond to others (e.g. individuals, groups, corporations, governments) within their respective contexts.
3. Evaluate tactics and strategies used by 20th and 21st century peace movement participants.
4. Give voice to your own personal opinions about how historic peace movements can forewarn, inspire, and guide contemporary peace activists.

REQUIRED TEXTS

1. Engler, Mark and Paul Engler. *This is an Uprising: How Nonviolent Revolt is Shaping the Twenty-First Century*. New York: Nation Books, 2017. (The book is available at the UW Bookstore for \$24.14 including tax)
2. *Additional online readings* in library Course Reserve system (see list on page 10).

TERRITORIAL ACKNOWLEDGEMENT

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River. For more information about the purpose of territorial acknowledgements, please see the [CAUT Guide to Acknowledging Traditional Territory \(PDF\)](#).

APPROACH TO LEARNING

Each of us has an important part to play within this course. As a student, you will have opportunities to articulate your opinions, to agree and disagree with course materials (and with other students and with the instructor), to participate in various learning activities, and to give and receive feedback as the course unfolds. The instructor will have opportunities to facilitate learning activities, to lecture, to agree and disagree with course materials (and with students), and to guide the overall process of learning. Both students and instructor are expected to interact with each other and to work with course materials in ways that cultivate respect, openness, curiosity, and engagement.

CONCEPT MAP

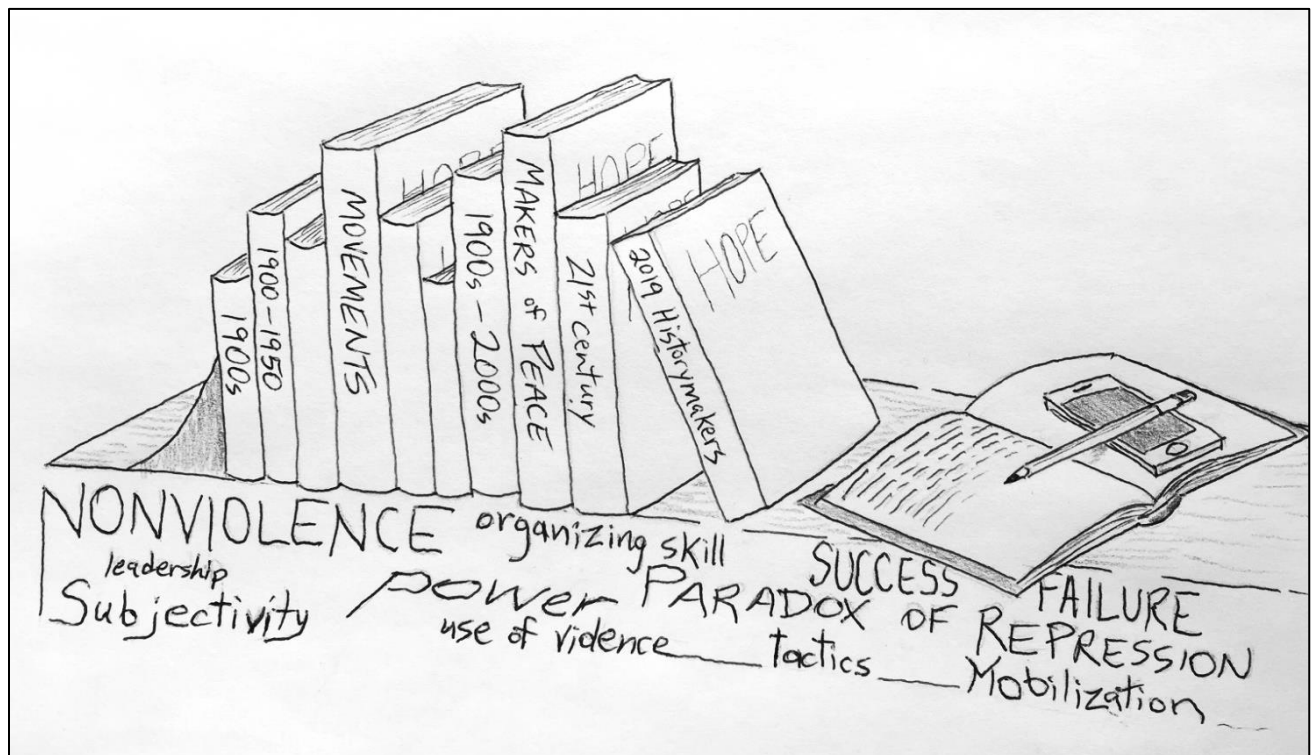


TABLE OF ASSIGNMENTS

	Op-Ed	Discussion Groups	Annotated News Collection	Peace Museum Assignment	Integration Assignment
Learning outcomes addressed by each assignment					
Describe a variety of motivations, philosophies, and spiritual traditions...	•		•		•
Identify patterns in how peace movements evolve and respond to others...		•		•	•
Evaluate tactics and strategies...		•	•	•	
Give voice to your own personal opinions...	•			•	•
% of final grade	10%	14%	16%	40%	20%
Due dates	Jan. 23	Jan. 30 and Feb. 6	Feb. 13	Feb. 6, Mar. 5, Mar. 26	Apr. 10

DETAILED LIST OF ASSIGNMENTS

Op-Ed

This assignment involves writing an op-ed of 700 to 900 words and then participating in a peer-review process with another student. The op-ed is worth 10% (including marks for your writing and marks for your participation in the peer review process) and is due in class on January 23 (in hard copy).

An op-ed is a newspaper opinion piece written by someone who is not affiliated with the editorial board of the newspaper. Op-ed is short for “Opposite the Editorial page” because of its traditional placement on the page opposite from the Editorial page. Writing an op-ed is good real-world practice because it requires you to be relevant, succinct, persuasive, and readable by a general audience. Features of a good op-ed include strong and concise arguments, a forthright tone, evidence of thoughtful (or provocative) engagement with the issue at hand, and the ability to communicate to a broad audience. The instructor will post several op-ed samples on LEARN.

Broadly-speaking, the topic of your op-ed should be one of the following: (1) why peace is vitally important in January 2020 (sample title: “Peace: why should we care?”); or (2) why people who care about peace are misguided (sample title: “Three reasons why peaceniks are out to lunch”). Please note that research is not required because the goal is to express your own opinion about why peace is important (or why peace is not important, or why a certain view of peace is misguided, etc.). Be bold with your own opinion about peace. Adopt a strong voice. Provide specific examples to make your ideas concrete. Consider the use of humour. Think of a unique perspective that you can offer. Overall, whether this course is your first experience with the study of peace or you have been studying peace for a long time, you have thoughts, opinions, and beliefs about peace; these thoughts, opinions, and beliefs are perfectly legitimate and they should form the basis for your op-ed.

Consider using the following outline: (1) *Title* – try to come up with a catchy title that grabs the attention of the reader. The title should allude to the overall message of the op-ed and, ideally, it should generate curiosity or anticipation on the part of the reader. (2) *Introduction* (or “lede” in newspaper jargon) which is where you entice the reader with a “hook” – for example, a strong claim, a surprising or mysterious fact, or a counter-intuitive opinion. In succinct and/or creative fashion, show the reader why the issue is important. You may also choose to be upfront about your basic viewpoint or solution – i.e. give an indication of where your op-ed is going. (3) *Evidence* – give specific examples and evidence, and try to respond to or refute counter-arguments. Be persuasive, not self-righteous. (4) *Conclusion* (or “walk-off” in newspaper jargon) which is where you summarize your argument and then provide a short, to-the-point explanation of what is to be done about the issue. Make it a call to action. Make it memorable.

The peer review process will be as follows: During class time on January 23, each student will bring two printed copies of their op-ed. In pairs, students will read each other’s op-eds and offer feedback based on the *Op-Ed Peer Review Template* (to be posted on LEARN) that encourages reflection on strengths, weaknesses, and takeaways. At the end of the peer review process, each student will submit one copy of their op-ed (including total word count) along with their own *Op-Ed Peer Review Template*.

Discussion Groups

Discussion Group participation is worth 14% in total (7% for each of two scheduled discussions). At the start of the term, the class will be divided randomly into discussion groups of four members each. (As needed, a few groups might have three or five group members.) These groups will remain the same for both of the scheduled discussion assignments.

Each of the two discussions will cover four library reserve articles (see schedule below). Each group member chooses a different article so that all articles are covered. Read your chosen article, then prepare a one-pager (or 1½-pager) that will enable you to present that article to your group members (give a hard copy of the one-pager to each group member, too). Your one-pager should include summary statements (e.g. bullet points) about the main points of the article as well as several substantive questions that the article generates for you. Be prepared to present for eight to ten minutes and then respond to questions from your group members. All group members will take turns presenting about their respective articles on the same day. At the end of the in-class discussion group time, the instructor will facilitate a brief self-assessment activity, and then each student will submit a hard copy of their one-pager to the instructor (please make sure the one-pager includes your name and the title of your chosen article).

The two scheduled discussions will be as follows:

1. Discussion #1 (*January 30*) – reserve articles on the Canadian context: (1) Barker; (2) Lafrance and Sears; (3) Okemaysim-Sicotte, Gingell, and Bouvier; and (4) Rodgers.
2. Discussion #2 (*February 6*) – reserve articles on the international context: (1) Blanch, Hertzog, and Mahameed; (2) Flesher Fominaya; (3) Lozano; and (4) Williams.

Annotated News Collection

This assignment involves collecting news coverage of contemporary peace and social change movements, annotating your collection in terms of the tactics and strategies you observe in each case, and then presenting your annotated news collection to two other students as part of a peer review process. This assignment is worth 16% (including marks for your annotated collection and marks for your participation in the peer review process) and is due in class on February 13 (in both hard copy AND the same version submitted electronically to Dropbox no later than 11:30pm on February 13).

The purpose of this assignment is to encourage you to make connections between course materials and current events, and more specifically to foster a critical awareness of various tactics and strategies used by peace and social change movements in the year 2020. Your news collection should include the following:

1. Coverage of 8 to 14 different events
2. Current events – i.e. events taking place in the year 2020 (if need be, no more than two events taking place after November 1, 2019)
3. Mixture of various national and international events (ideally, local/regional events as well)
4. Mixture of different types of tactics and strategies
5. Good mixture of sources – e.g. national newspapers, local newspapers, TV or online news outlets (e.g. CBC or CTV news), current affairs magazine, independent media outlet, etc.
6. Combination of text-based and photo-based coverage

The Annotated News Collection consists of news items paired with your own annotations (use the *Template for Annotated News Collection* posted on LEARN).

Peace Museum Proposal

Important notes: (1) The following three assignments are sub-components of the Peace Museum assignment, and their respective marks (5% plus 8% plus 27%) add up to 40% of the final grade. (2) If you want to work in a group to plan and complete the Peace Museum assignment, please consult with the instructor.

The Peace Museum Proposal is worth 5% and is due on Thursday, February 6 at 11:30pm (submit to Dropbox). This is the preliminary stage of working toward the design and creation of a peace museum exhibit. Decide on a topic (consult the list of sample topics posted on LEARN) and then prepare a one-page proposal that includes the following five components:

1. Your name and student number
2. Tentative title

3. Paragraph explaining what you plan to do with the topic (i.e. how you will bring focus to the topic)
4. Four or five substantive questions that will guide your research
5. List of six to eight preliminary sources that you might use for your research (in order to establish the availability of sources). Strive for a balance of scholarly books, journal articles, web-based sources, mainstream books, etc.

Peace Museum Updated Proposal and Bibliography

The Peace Museum Updated Proposal and Bibliography is worth 8%. Submit an update to your original peace museum proposal, including the following:

1. Any changes to the topic and/or specific emphases within the topic
2. Confirmation of OR update to the list of key research questions, along with an explanation for why you are confirming or updating the key research questions (e.g. perhaps you realized that several newly-posed questions will lead to more substantive research and discoveries).
3. A general proposal for how you will make your exhibit interactive in some way.
4. Draft bibliography of at least twelve sources. Strive for a balance of scholarly books, journal articles, web-based sources, mainstream books, etc. Use proper bibliographic formatting.
5. Length: 1½ to 2 pages
6. Bring to class on Thursday, March 5.

Peace Museum Exhibit

The Peace Museum Exhibit is worth 27%. After researching, designing, and creating your peace museum exhibit, the project culminates in an end-of-term “pop-up peace museum” in which students will present their exhibits in front of their peers (i.e. half of the students will present in “open-house style” while the other half of the students act as visitors, then vice versa). Each exhibit will focus on a particular topic within peace movement history, and the goal for each exhibit is to be both informative and interactive (earlier in the term we will discuss what “interactivity” could look like). Each exhibit should be designed according to the following:

1. Based on a table-top display such as a three-panel display board that is 36 inches high and 48 inches wide (although variations would be welcome)
2. Creative and/or visually appealing design
3. Informative vis-à-vis the topic – e.g. overview, contextual details, key historical individuals and/or groups involved, explanation of why/how this topic fits into peace movement history (include timeline if appropriate), consideration of strategic/tactical issues involved, description of the impact/effectiveness of the movement, and an elaboration of any unresolved questions
4. Thoughtful use of the minimum twelve sources (including proper citation)
5. Bibliography should be on a separate sheet (i.e. not on the display itself) and should be easily available if a visitor wants to clarify any sources
6. Photos and/or visual imagery and/or physical objects to illustrate the topic (but be careful not to use images simply in order to fill space)
7. Interactive vis-à-vis the topic – i.e. the exhibit invites interaction and engagement on the part of the visitor. Interaction can be invited in many ways – e.g. creative juxtaposition of information, posing provocative or complex questions about the topic, encouraging the visitor to do some sort

of embodied learning activity, imaginative use of props, artifacts, or images, or an in-person way of animating the physical display. Part of the grade will be based on the effort and design toward interactivity, not the actual interactivity that occurs or does not occur when the exhibit is set up.

8. The final, ready-to-present Peace Museum Exhibit is due in class on Thursday, March 26.
9. By Friday, March 27 at 9:00am at the latest, each student submits one digital version of the entire exhibit (e.g. PDF versions of all individual display panels, PDF of bibliography, digital photo of an accompanying physical object, etc.).

Integration Assignment

The Integration Assignment is worth 20%. The purpose of this assignment is to integrate and compare various themes, historical examples, and ideas covered during the term. The assignment will include two parts: (1) shorter answer questions that are meant to assess, compare, and contrast the various movements, readings, theories, and other materials covered during the term (this is a good reason to attend all classes!); and (2) an integration-reflection essay question in which you will articulate some of the ways you are integrating the course themes and reflecting on your own life vis-à-vis the history of peace movements. A study sheet with specific topics will be handed out near the end of the course.

The actual assignment questions will be posted on LEARN by 9:00am on Wednesday, April 8 and you must submit the assignment to Dropbox by 9:00am on Friday, April 10. Suggested length of completed Integration Assignment: 5 to 7 pages (1800 to 2600 words).

SCHEDULE

Week 1 (January 9) - Introduction

- Setting the stage, looking at a framework for understanding the whole, and clarifying our methodology vis-à-vis the disciplines of history and peace and conflict studies.
- Assigned readings: (no readings required)

Week 2 (January 16) – Chapter won?

- Religious and spiritual approaches to peace, early Canadian peacemaking efforts, and the long, frustrating, exhilarating, blood-sweat-and-tears wrestling match of history
- Assigned readings: Engler and Engler – Introduction *and* Chapter 1 *and* Chapter 2

Week 3 (January 23) – 20th century I

- Peace efforts during times of war, early 20th century practices of nonviolence
 - Assigned readings: Engler and Engler – Chapter 3
- DUE DATE: Op-ed due on January 23 at 6:00pm (bring to class in hard copy)

Week 4 (January 30) – 20th century II

- War resisters, conscientious objectors, and civil resistance during World War II, and the interplay between resisting violence and building a culture of peace.
- Assigned readings: articles for Discussion group #1
- DUE DATE: Discussion group #1 on January 30 (bring one-pager to class)

Week 5 (February 6) – 20th century III

- The civil rights movement, the anti-Vietnam War movement, and the historical interplay between the Great Person and the Great Group.
- Assigned readings: articles for Discussion group #2
- DUE DATE: Discussion group #2 on February 6 (bring one-pager to class)
- DUE DATE: Peace museum proposal due on February 6 at 11:30pm

Week 6 (February 13) – 20th century IV

- Peace movements against nuclear weaponry, and the evolving political and social influence of peace activists.
- Assigned readings: Engler and Engler – Chapter 4 *and* Chapter 5
- GUEST SPEAKER from Canadian Voice of Women for Peace (VOW)
- DUE DATE: Annotated news collection due on February 13 at 6:00pm (bring to class)
- DUE DATE: Digital annotated news collection due on February 13 at 11:30pm to Dropbox

Reading Week (February 20) – no classes

- No assigned readings

Week 7 (February 27) – 21st century I

- Mass movements, spontaneous political mobilizations, and wielding “people power”
- Assigned readings: Engler and Engler – Chapter 6 *and* Chapter 7
- GUEST SPEAKER from Zero Gun Violence Movement

Week 8 (March 5) – 21st century II

- Peace activism during spasms of terrorism and counter-terrorism, the commandeering of peace rhetoric, and the mandate to protect the innocent.
- Assigned readings: Engler and Engler – Chapter 8
- DUE DATE: Peace museum updated proposal and bibliography due on March 5 (bring to class)

Week 9 (March 12) – 21st century III

- Confronting the interlocking systems of militarism, sexism, racism, classism, and the age-old patterns of domination and submission.
- Assigned readings: Engler and Engler – Chapter 9

Week 10 (March 19) – 21st century IV

- @ctivism from Occupy to the Arab Spring, and from #MeToo to protests against gun violence. And asking a direct question: What if we see ourselves on the stage?
- Assigned readings: Engler and Engler – Chapter 10 *and* Conclusion

Week 11 (March 26) – Peace Museum!!

- Consolidating the main patterns, capacities, and limitations of peace movement history, and brainstorming how we might agree on the “blueprints for peace”.
 - Assigned readings (no readings required)
- DUE DATE: Peace museum exhibit due on March 26 at 6:00pm (bring to class)
- DUE DATE: Digital peace museum exhibit due on March 27 at 9:00am

Week 12 (April 2) – Conclusion: Teaching the movement to be unconquerable

- The role of peace education in general, the significance of our peace-related learning experiences at the University of Waterloo, and the mysterious reservoir of hope.
 - Assigned readings: (no readings required)
- DUE DATE: Integration assignment will be posted on LEARN by 9:00am on Wednesday, April 8. The assignment is due by 9:00am on Friday, April 10.

EXPECTATIONS FOR ALL WRITTEN ASSIGNMENTS

- 12-point Times New Roman font; one-inch page margins; double-spaced text
- For submissions to Dropbox: Word format or PDF format. No other formats please.
- Turabian-style endnotes and bibliography – i.e. not footnotes and not author-date. Visit this [Turabian quick guide](#) for more information.
- Title pages, endnotes, and bibliographies are not included in page counts or word counts
- Inclusive language – use language that promotes respect, inclusion, and justice vis-à-vis gender, culture, sexual orientation, ability/disability, etc. Write for a diverse readership.
- Students are expected to complete the assignments by the dates and times indicated. Extensions will be granted only under extenuating circumstances as determined in consultation between the student and the instructor. In cases where an extension has not been granted, a penalty of 5% (of the total mark available for the assignment) will be incurred for each additional day beyond the due date, including each day of a weekend.

ONLINE RESERVE READINGS FOR DISCUSSION GROUPS

- Barker, Adam J. "'A Direct Act of Resurgence, a Direct Act of Sovereignty': Reflections on Idle No More, Indigenous Activism, and Canadian Settler Colonialism." *Globalizations* 12, no. 1 (2015): 43-65.
- Blanch, Andrea K., Esther Hertzog, and Ibtisam Mahameed. "Women Reborn: A Case Study of the Intersection of Women, Religion, and Peacebuilding in a Palestinian Village in Israel." In *Women, Religion, and Peacebuilding: Illuminating the Unseen*, edited by Susan Hayward and Katherine Marshall, 209-229. Washington, DC: United States Institute for Peace Press, 2015.
- Flesher Fominaya, Cristina. "Globalization and Social Movements." In *Social Movements and Globalization: How Protests, Occupations and Uprisings are Changing the World*, 27-49. New York: Palgrave Macmillan, 2014.
- Lafrance, Xavier and Alan Sears. "Infrastructure of Dissent: The Case of the Quebec Student Movement." In *A World to Win: Contemporary Social Movements and Counter-Hegemony*, edited by William K. Carroll and Kanchan Sarker, 159-175. Winnipeg: ARP Books, 2016.
- Lozano, Elizabeth. "I Am the Leader, You Are the Leader: Nonviolent Resistance in the Peace Community of San José de Apartadó, Colombia." In *Peace Movements Worldwide: Volume 3: Peace Efforts That Work and Why*, edited by Marc Pilisuk and Michael N. Nagler, 93-109. Santa Barbara: Praeger, 2011.
- Okemaysim-Sicotte, Darlene R., Susan Gingell, and Rita Bouvier. "Iskwewuk E-wichiwitochik: Saskatchewan Community Activism to Address Missing and Murdered Indigenous Women and Girls." In *Keetsahnak: Our Missing and Murdered Indigenous Sisters*, edited by Kim Anderson, Maria Campbell, and Christi Belcourt, 243-270. Edmonton: University of Alberta Press, 2018.
- Rodgers, Kathleen. "Politics, Law, and the State." In *Protest, Activism, and Social Movements*, 40-59. Don Mills: Oxford University Press, 2018.
- Williams, Jenni. "Overcoming Fear to Overcome Repression." In *The Paradox of Repression and Nonviolent Movements*, edited by Lester R. Kurtz and Lee A. Smithey, 143-163. Syracuse: Syracuse University Press, 2018.

OTHER IMPORTANT INFORMATION

LEARN site

Various course-related materials will be posted on the LEARN site for PACS 203/HIST 232. It is the student's responsibility to regularly check the LEARN site for updates, announcements, additional readings, etc.

Turnitin.com

Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is 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 if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

Cross-listed course

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

Academic integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage](#) for more information.

Discipline

A student is expected to know what constitutes academic integrity to avoid committing academic offences, and to take responsibility for his/her actions. Check [the Office of 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 instructor, academic advisor, or the Undergraduate Associate Dean. 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](#).

Grievance

A student who believes that a decision affecting some aspect of his/her 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 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 he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

Intellectual property

Students should be aware that this course contains the intellectual property of their instructor and/or the University of Waterloo. Intellectual property includes items such as: (1) Lecture content, spoken and written (and any audio/video recording thereof); (2) Lecture handouts, presentations, and other materials prepared for the course (e.g. PowerPoint slides); (3) Questions or solution sets from various types of assessments (e.g. assignments, quizzes, tests, final exams); and (4) Work protected by copyright (e.g. any work authored by the instructor or used by the instructor with permission of the copyright owner). Course materials and the intellectual property contained therein are used to enhance a student’s educational experience. However, sharing this intellectual property without the intellectual property owner’s permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository). Permission from an instructor or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a

violation of intellectual property rights. Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

Mental health support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health support if they are needed.

On-campus support:

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext. 32655
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

Off-campus support available 24 hours per day, 7 days per week:

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- [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. Phone: 519-884-0000 extension 213

Full details can be found online on 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.

Academic freedom at the University of Waterloo

[Policy 33, Ethical Behaviour](#) states, as one of its general principles (Section 1), “The University supports academic freedom for all members of the University community. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base teaching and research on an honest and ethical quest for knowledge. In the context of this policy, 'academic freedom' refers to academic activities, including teaching and scholarship, as is articulated in the principles set out in the Memorandum of Agreement between the FAUW and the University of Waterloo, 1998 (Article 6). The academic environment which fosters free debate may from time to time include the presentation or discussion of unpopular opinions or controversial material. Such material shall be dealt with as openly, respectfully and sensitively as possible.” This definition is repeated in Policies 70 and 71, and in the Memorandum of Agreement, Section 6.

Note for students with disabilities

The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (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 [AccessAbility Services](#) at the beginning of each academic term.