PACS 601: Systems of Peace, Order and Good Governance

Fall 2016
Tuesday afternoon 14:00 – 16:50
Fretz Seminar Room, CGR #4225, 4th Floor
Conrad Grebel University College, University of Waterloo

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Office hours: by appointment

Course Description

Catalogue description: This course analyzes the various roles and responsibilities of civil society, the state and the marketplace, as agents capable of creating a range of enabling or disabling conditions for peace, justice and human well-being. Case studies reveal how actors as individuals, organizations and sectors in a wide range of contexts, operate at local, mezzo and global levels. The course also explores the possibilities and challenges of brokering partnerships and collaborations for well-being across stakeholder groups in civil society, state and market.

Further description: This course explores the conceptual and functional frameworks that underwrite the MPACS program. Three strands of inquiry are woven together throughout this course. 1) What is well-being? And what does it mean to live well together, to flourish and experience sustainable peace? 2) How do societies in Canada and abroad bring together their individuals, organizations and sectors in order to support and improve their citizens’ peace and well-being? How can the public sector, private sector and civil society act and structure themselves in favour of positive local and systemic change that enables social well-being, especially in settings that experience conflict? 3) What forms of civil society action and cross-sector collaboration might deliver more sustainable peace and well-being?

This course’s first strand of inquiry – how we might live well together, explores a number of issues at the heart of human well-being and sustainability. Since the days of our earliest settlements we have debated what human well-being is and how to organize ourselves politically, economically and socially to advance that vision. A range of societies have developed different ways to understand, articulate and organize their political, economic and social structures in favour of living together well, as defined locally. Some structures have been
more successful than others at fostering human well-being. Canadians have in more recent years come to formulate our national-level aspirations as “peace, order and good governance.”

This first inquiry leads us to examine how civil society, the state and the market fit together and interact in our pursuit of human well-being, and what language we use to describe that. Civil society, the state and the marketplace have today become some of the “standardized codes of expression” that we use to talk about governance and how to organize our society for well-being – whether in Canada or Guatemala, Cambodia or Nigeria. This may be problematic if our assumptions about socio-political theory, and what is necessary in order for us to live well together, remain unstated and unexamined. Our assumptions behind our use of these terms are rooted in our own particular places, paradigms and times. In this course we therefore question, analyze and contextualize our stock phrases, and this excavation helps us to re-articulate meaningfully the pursuit of human well-being within our peace work today.

The second strand of inquiry at the heart of this course examines approaches to positive systemic change that strengthen citizens and organizations to pursue peace and social well-being. Here we focus particularly on MPACS program’s main interest in the role of civil society, its actors and organizations, and the capacities required to generate systemic change in settings of conflict. We will assess the tasks involved in developing a vision for social well-being, designing local and large scale multi-sector collaboration and partnerships for change, and engaging in conflict transformation. In order to address this second question, we look to models and cases studies for a range of approaches. We will explore both the opportunities and challenges in working for well-being that arise in settings of conflict.

The third strand of inquiry questions the limitations of “business as usual” in achieving sustainable living patterns, especially in light of the forces increasingly driving community agencies, government ministries and corporations out of their silos and towards mechanisms of joint partnership. Here we have a particular interest in the theory, issues and practices relevant to multi-stakeholder collaborations that address complex community development, peace and conflict challenges, both local and international. Armed with knowledge, tools and a passionate belief in collaboration that crosses traditional sector boundaries, a new class of “partnering brokers” is now emerging. These brokers seek to facilitate cross-sector networks, coalitions and partnerships to address local and global challenges of human well-being and sustainable peace.

**Learning Outcomes:**

By the end of this course successful participants will have:

**Knowledge**
- Defined and applied key concepts
- Read and understood theoretical approaches
- Articulated and analyzed their worldviews and assumptions about “civil society”
• Developed a theory of change for civil society, peace and well-being
• Identified roles and responsibilities for civil society actors in pursuing social change

Skills
• Enhanced their abilities for open and critical dialogue with peers
• Applied theoretical concepts to case studies
• Identified the main argument in a major work and assessed its viability
• Developed a joint case study with peers
• Written clearly and accurately with full citations
• Practiced presentation and facilitation skills
• Engaged in peer evaluation

Attitudes:
• Increased expectations for collegial dialogue and collaborative inquiry
• Increased appreciation of challenges and opportunities for civil society roles in peaceful relations and community well-being
• Increased respect for others’ diverse practices, visions and values of well-being
• Increased hunger for vocational engagement in peace and social well-being

Required Textbooks:


An additional range of additional required readings will be posted. See bibliography below.

Learning Outputs: Requirements and Expectations

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<thead>
<tr>
<th>Date/deadline</th>
<th>Assignment/Output</th>
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<tbody>
<tr>
<td>Each week:</td>
<td>Each student completes assignments and required readings</td>
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<tr>
<td>Each week:</td>
<td>One group of student facilitates review of assigned readings</td>
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<tr>
<td>October 13(^{th})</td>
<td>Book report</td>
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<tr>
<td>October 25(^{th})</td>
<td>Proposal for research paper</td>
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<tr>
<td>November 1(^{st})</td>
<td>CS interpretive framework and poster marketplace</td>
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This course employs a range of learning methodologies, following principles and practices of collaborative adult learning. The course provides a combination of theoretical investigation, professional engagement, personal reflection and vocational skills building. The classroom setting is informal, and expects continuous critical analysis by students who participate empathetically both as deconstructive and co-constructive, learner-focused adults. Including a range of verbal, visual and kinesthetic methodologies, the class may at times resemble a lecture hall, workshop or development café. Instructor, individual students and learning teams jointly engage through:

- dialogical seminars,
- case studies,
- research and writing,
- facilitation and presentation,
- interactive discussions,
- role plays,
- multi-media,
- mini-projects,
- lectures,
- visiting experts.

Knowledge delivery on given topics and cases is combined with participative exercises, dialogue and discussion. At times the classroom is employed as a forum in which to simulate multi-stakeholder civil society. The health of that forum depends on the co-operative commitments of students and instructor to its processes and products. The syllabus provides both a structured framework for us to probe and explore a range of inputs (readings, media, experts, peer wisdom) and also a launching pad for open processes of questioning, discovery and construction around sustainable peace and well-being.

Active and successful adult-learning environments require particular forms of intentionality from all participants. Active adult learners define, create and sustain their own individual objectives within the learning outcomes for each learning session, and seek to support the group’s collective aims as well. This demands a continuing commitment from everyone to make the enterprise work, and to prepare for each week’s engagement. Group and individual learning assignments provide critical content for numerous classroom sessions, so weekly preparation of readings and assignments is key.
What are the standards for participation? Each of us:
- sets and pursues our own objectives within the course learning outcomes.
- shows up every week, prepared.
- participates fully in classroom activities, learning exercises, assignments.
- identifies and employs our own learning style and gifts for enriched personal and peer learning.
- practices active listening, building on others’ ideas, offers “yes, and” constructive criticism, asks “killer” questions, ranges throughout Bloom’s taxonomy.
- displays evidence of careful reading and thorough preparation, including factual details (required readings, plus recommended readings with time and interest).
- provides original, logically-consistent contributions, using relevant evidence.

1) Student pairs facilitate readings (10%) Date: see sign-up list in class.
Two students per week will together develop and facilitate a 45-minute workshop-style session on the assigned readings. In addition to an extra-in-depth examination of all the readings, you are expected to prepare learning exercises that facilitate your colleagues’ engagement with the critical questions, key points, arising implications and puzzles within the readings. Optional facilitation tools for learning exercises will be provided. You should prepare to facilitate in a manner that ensures all sides of the questions and arguments are considered, and provide a learning structure for everyone to participate. Timeframes will vary depending on additional class content but be prepared to facilitate for 45 min. Make sure that both members of your team take roles in the facilitation. This assignment provides opportunity for you to develop and hone your facilitation skills essential to effectively leading workshops, focus groups, and any type of community or organizational forum.

2) Book report (20%). Deadline: post on LEARN before class on Thursday, 13th October.
Each student will choose, read, review and assess one of the following publications (see full information on each resource in the bibliography below):
3. The Oxford Handbook of Civil Society: an agreed selection of entries.
4. Mahmood Mamdani, Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism.
5. V.A. Hodgkinson and M.W. Foley (eds), The Civil Society Reader: an agreed selection of articles.
7. Raffaele Marchetti and Nathalie Tocci (eds), Conflict Society and Peacebuilding.

This assignment should be produced in the genre of a critical book review. Keep in mind that other students and the instructor will review it.
- Give evidence that you have read, understood and can summarize the thesis and key themes of the book. Do not simply report on the book – analyze it thoughtfully and critically; rethink its categories and assumptions; deconstruct its core themes.
• Choose one theme in the publication and assess its significance for issues of civil society, well-being and conflict being raised by this course. Locate your assessment lens contextually in your own worldview, assumptions, and cultural geography. Where do you affirm and/or challenge the author(s)? How would you apply, adapt, modify this theme?
• Reflect on how working through this book enriches, changes or impacts your own knowledge, attitudes or even vocational direction.
• You will be graded on: accuracy of summary, use of evidence, organization and clarity, and quality of analysis. See the grading guidelines below.
• Written reports = 2000 words.

NOTE: We will share these reports on LEARN and in the classroom.

3) Civil society Interpretive framework: poster and narrative (20%)  Deadline: Tuesday, Nov 1st with student marketplace.

Each student will develop an interpretive framework, or set of lenses, through which to view civil society within the context of promoting human well-being and peace, and accountable to other sectors for conflict and collaboration. Further details will be discussed in class. Elements of the framework will be developed week by week within the classroom and assignments, and include:
• External and internal worldviews
• Definitions of well-being/ill-being
• Mapping and diagrams of civil society, public and private sectors and relationships
• Theory of change
• Relationship to constituencies (geographic, digital)
• Core capacities for CSOs

The output for each student will be a physical, visual poster, with descriptive narratives. These will be presented in a marketplace session in class on November 1st, using a market-style kiosk. Each student will use their poster and narratives to facilitate a 15-20-minute session for this marketplace, including peer-to-peer discussions and review of their interpretive framework. The success of these marketplace sessions depends on good use of adult learning principles (e.g., textual, verbal, visual, kinesthetic) and innovation with materials, visuals and interaction.

4) Group Case Study and Presentation (15%):  Deadline: Tuesday, Nov 22nd: presentations

Each student joins a group (minimum two, max. four members) to develop a civil society case study. The tasks include:
  o Build a group around common interests.
  o Compare each other’s interpretive frameworks, agree on a common approach, and document it.
  o Using the articles in the “Geographical Perspectives” section of The Oxford Handbook of Civil Society, select one of those geographical contexts for your case study (only one group per context). Review, discuss and summarize. Compare other arguments, validate and triangulate from other good quality sources.
o Confirm your choice of case study topics.
o Agree on objectives, process, division of labour and individual/joint outputs.
o Research and develop the case study.
o Post the case study on LEARN. Present the case study.

The outputs are 1) a joint case study report which reflects critical review and analysis, using course categories and tools, 2) effective engagement of the entire class in a range of adult learning exercises, to learn and understand the content and implications of a critically important current issue of civil society.

The case study and presentation allows you and 1-3 other colleagues to develop a shared and joint approach, to analyze a particular case that relates to the course’s key theories and categories. It will be your choice to join up with others of common interest: the geography and the specific topic of your case study is negotiated. You can focus on a particular project or intervention employed by one civil society organization within your chosen geography (e.g., to assess the effectiveness of CS strengthening by organizations XXX or YYY in geography ZZZ), or you might decide to analyze an initiative that involves “civil society” broadly in the pursuit of well-being and peace (e.g., the role of civil society within the AAA International Dialogue on Peacebuilding in country BBB).

Each group member should generate and contribute 5-7 pages of unique and new material to the joint project. Your case study report should:

1) Provide a concise summary of your joint interpretive framework.
2) Provide an outline of the selected civil society context, issues and content.
3) Detail the case study’s objective, outline and findings.
4) Apply categories and concepts from our readings to help us understand a particular case (e.g., analyze how a human rights approach to citizenship and political society helps us to understand the objectives and activities of a group like Idle No More.
5) Identify the key findings and constraints you discovered.

Your presentation should:

1) Be built on a session plan.
2) Employ an effective range of adult learning approaches.
3) Be max 30 minutes, including all learning exercises.
4) Use the full range of learning tools available (e.g., do you want your colleagues to preview any materials? Engage in any exercises prior to the presentation?).

5) Research paper (35%):
Research paper proposal deadline: post on LEARN before class on Tuesday, October 25th.
Final research paper deadline: post on LEARN before midnight on Friday, December 9th.
Choosing from within the topics and themes specific to this course, each student will draft a specific thesis and research question within that theme for investigation, and then propose, outline, research and write an evidence-based research paper around that thesis as their term project. The proposed thesis and outline for the final project will be established in consultation.
with the instructor (October 25th), submitted to the class for peer review and comments, and finalized before proceeding. Innovative alternatives to an evidence-based research paper can be discussed and agreed with the instructor. Further guidelines will be discussed in class.

- Paper length 6,000 words (not including bibliography).
- Use Chicago Manual of Style for all footnotes and bibliography.
- Post on LEARN in MS-Word format.
- See below for qualities of an “A” paper.

A 1-2 page proposal for the final paper/project is due October 25th before class on LEARN. Note that you will need to read some initial material in your intended field in order to develop a solid proposal. Project proposals should explain:

1) Justify your choice to write a research paper, or develop a project
2) Identify your topic, and carefully articulate your specific research question or hypothesis: develop a clear, defined, edgy question.
3) Delineate your rationale for choosing this topic, and its link to the course’s categories, themes (what does it add to our understanding of how we pursue well-being and sustainable peace).
4) List your learning outcomes for the project/paper.
5) Outline your methodology, approach, format
6) Include initial possible bibliography and resources

**Course Schedule:**

The following schedule will change occasionally as we refine our learning pace, content and respond to internal and external inputs from each other and guests. Changes to this schedule will be discussed in class and posted on LEARN. Each course participant takes responsibility for checking LEARN regularly for updates.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
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| 1. Sept 13th | Introduction. Our learning foundations for POGG.  
- Intro to course: our learning community, learning space and learning outcomes.  
- Tools for facilitation of readings  
- Assignments, dates, expectations |
| 2. Sept 20th | POGG. The Canadian story of peace, order and good government.  
- a case study in defining collective well-being. |
- Quality of life, Basic human needs  
- Well-being, flourishing, ill-being  
- Theories of change  
- Beyond GDP to GNH |
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<th>Date</th>
<th>Topics</th>
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<tr>
<td>4. Oct 4th</td>
<td>History and development of civil society, state and market sectors</td>
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<td>• history of ideas</td>
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<td>• contemporary context</td>
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<td>• diagramming and mapping CS</td>
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<td>5. Thursday, Oct 13th</td>
<td>Topics:</td>
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<td></td>
<td>• Role of civil society and good governance</td>
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<td>• Civil society in global contexts</td>
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<td>Guest speaker: Prof Nathan Funk</td>
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<td>6. Oct 18th</td>
<td>Civil society, human rights and conflict</td>
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<td>Guest speaker: Prof Lowell Ewert</td>
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<td>7. Oct 25th</td>
<td>• International NGOs and CS</td>
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<td>• Civil society health, indices and indicators</td>
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<td>• CS core capacities</td>
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<td>• Urbanization, digitization and mapping civil society</td>
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<td>8. Nov 1st</td>
<td>Student marketplace: CS frameworks</td>
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<td>• Geographies of CS</td>
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<td>9. Nov 8th</td>
<td>Civil Society, Well-Being and the Market</td>
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<td>• Human Rights, Peace, CSR and the private sector</td>
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<td>• CS, Corporate Accountability &amp; sustainable dev’t</td>
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<td>Guest speaker: Kevin Ranney</td>
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<td>10. Nov 15th</td>
<td>Multi-stakeholder partnering and collaboration: Definitions, theories</td>
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<td></td>
<td>• Risk, challenges, crises calling for collaboration and partnering</td>
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<tr>
<td>11. Nov 22nd</td>
<td>Civil society vocations for well-being and sustainable peace</td>
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<td></td>
<td>• Group CS case study presentations</td>
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<tr>
<td>12. Nov 29th</td>
<td>Multi-stakeholder partnering and collaboration</td>
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<tr>
<td></td>
<td>• Role of partnering broker, tools of collaboration</td>
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<td></td>
<td>• Wrap-up and reflections</td>
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</tbody>
</table>

**Bibliography**


Davies, Thomas, “Civil Society History VI: Early and Mid 20th Century.” In Anheier, Encyclopedia, online.


Heinrich, V. Finn. “Civil Society Indicators and Indexes.” In Anheier, Encyclopedia: 376-80, online.


Powell, Fred, “Civil Society History II: Medieval Period.” In Anheier, Encyclopedia, online.

Powell, Fred, “Civil Society History IV: Enlightenment.” In Anheier, Encyclopedia, online.


Vella, Jane. “Twelve Principles of Effective Adult Learning.” In Learning to Listen; Learning to Teach. On LEARN.


Some related journals:
Alternatives
Journal of Civil Society
Journal of Cultural Economics
Journal of Policy Analysis and Management, Administration & Society
International Affairs
International Journal of Public Administration
International Journal of Public Sector Management
International Negotiation
Journal of Democracy
Journal of Peace Research
Nonprofit and Voluntary Sector Quarterly
Nonprofit Management & Leadership
Political Theory
Voluntas- International Journal of Voluntary and Nonprofit Organizations
World Politics

Additional Notes

Note for Students with Disabilities
The AccessAbility Services office, located on the first floor of the Needles Hall extension, 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 AS office at the beginning of each academic term.

**Desire2Learn (D2L or LEARN) Learning Management System**

Important course announcements will appear from time to time in the Desire2Learn (LEARN) learning management system. To access these announcements and make use of additional course resources posted in LEARN, go to [https://learn.uwaterloo.ca](https://learn.uwaterloo.ca). Enter your WatIAM username and password. If you encounter difficulties, you are welcome to contact [learnhelp.uwaterloo.ca](http://learnhelp.uwaterloo.ca). After you have successfully logged in, click on the PACS 601 link in the yellow “My Courses and Communities” menu. Be sure that the email address listed under your name in LEARN is an email address you check on a regular basis.

**Submitting assignments:** All assignments must be submitted digitally as MS-Word documents on LEARN by the posted deadlines.

**Chicago Style:** All assignments must follow CGUC/Univ of Waterloo writing standards for style and format, including all footnotes and bibliographical notes. Use Chicago Manual of Style A or B.

**Research assistance:** Need research help? Visit a help desk at any University of Waterloo library or visit the PACS subject guide online – [http://subjectguides.uwaterloo.ca/pacs](http://subjectguides.uwaterloo.ca/pacs). If you need more specialized assistance, the Peace and Conflict Studies liaison librarian, Laureen Harder-Gissing, located in the Conrad Grebel University library, is available for consultation. Laureen works with PACS faculty to order library resources and to create the subject guide. See the guide for research tips and ways to contact Laureen.


**Citations:** Need help figuring out how to do citations? The main library offers free workshops on software that will help you to format your bibliography! There are also excellent on-line resources. Some links are provided on our course LEARN website.

**Paper Deadline Policy:** Assignments are due at the start of class on the day of the deadline, unless otherwise noted (e.g., the final project is due before midnight). Late assignments will be assessed an automatic penalty of 5% with an additional 1% penalty assessed per additional week day (excluding weekends). A valid medical document is required for medical reasons for late submissions.

**Grading Policy:** "F": Failing work. "D": Lack of fundamental knowledge of the material but sufficient knowledge for a passing grade. "C": Satisfactory knowledge of the basic information or data presented in the course. This is primarily knowledge of the "facts" or content and...
involves memorizing details and material. "B": Good ability to explain how certain issues and events are related to one another according to explanations currently held in the field; sees relationships between events and theories and can reproduce arguments. "A": Excellent, independent and original thinking and/or creative work.

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<th>An “A” project/paper includes:</th>
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<tr>
<td><strong>Thesis and originality:</strong> Thesis is clear, plausible, substantial, insightful. Thesis connects well with project title, and builds directly on the subject matter of the course. Project explores a significant and appropriate topic and views material from an unexpected but appropriate angle. Develops a thesis that goes beyond the materials of the classroom, readings and course resources.</td>
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<tr>
<td><strong>Writing quality and structure:</strong> The structure is evident, understandable and appropriate for the subject and thesis. Excellent transitions from point to point. Well-structured paragraphs with a controlling idea. The paper or project exhibits a clear strategy for persuasion and patterns of development (chronological order, spatial order, comparison/contrast, etc.).</td>
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<tr>
<td><strong>Use of evidence:</strong> Directly relevant facts chosen and reported accurately, and appropriate to context; alternative facts and arguments recognized and weighed. Author sources high-quality primary and secondary sources to buttress points. Examples and illustrations directly support thesis. Excellent integration of quoted material. Demonstrates in-depth listening to and understanding of the ideas examined, and critically examines those ideas in an analytical, persuasive manner. Maintains a clear distinction between demonstrable assertions and necessary but indemonstrable assumptions. Does not use tertiary sources or non-scholarly sources from the Internet when better, more appropriate sources exist.</td>
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<tr>
<td><strong>Analysis:</strong> author clearly progresses from lower to higher levels of Bloom’s revised taxonomy, or a similar learning paradigm: project displays fresh analysis, solid synthesis and evaluative learning, and avoids simplistic re-description and summary of information. Work poses new ways to think of the material.</td>
</tr>
<tr>
<td><strong>Logic and argumentation:</strong> All ideas in the paper or project flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to external materials which illuminate thesis. Creates appropriate graduate-level, academic tone.</td>
</tr>
<tr>
<td><strong>Presentation and mechanics:</strong> Excellent sentence structure, grammar, spelling and diction. Conforms to every requirement of style guide. Accurate quotations and references, and complete bibliography. For visual and non-verbal elements of projects, impact and clarity of theme.</td>
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**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, and to follow the standards of academic integrity set forth by the University. Violations of academic integrity will not be treated lightly, and disciplinary actions will be taken. Please ask if you have any questions about what constitutes a violation of academic integrity. You can take a tutorial and read more about the University’s commitment to Academic Integrity at:

http://www.lib.uwaterloo.ca/gradait/

- **Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her 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 the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline:
http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm

• **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:
http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm

• **Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals: http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm

• **Academic Integrity website (Arts):** https://uwaterloo.ca/academic-integrity/about-academic-integrity

• **Academic Integrity Office (uWaterloo):** http://uwaterloo.ca/academicintegrity/