Conrad Grebel University College  
University of Waterloo  

PACS 612.001: Culture, Religion, and Peacebuilding  
Winter 2020  

Class Time: Wednesday 9:00 a.m.-11:50 a.m.  
Location: CGR 2201  
Instructor: Nathan C. Funk  
Office Hours: Tuesday 11 a.m.-12 p.m., Wednesday 1 p.m.-2 p.m., and by appointment  
Office Location: Room 2103A  
Phone: 519-885-0220 x24295  
Email: nfunk@uwaterloo.ca  

Course Description  
This course explores cultural, religious, and identity-based dimensions of conflict and conflict resolution, examining major patterns of human difference and their implications for contemporary peacebuilding practice. In-depth readings, case studies, simulations, and role plays are used to expose students to the practical reality of building a common peace in the midst of diversity.  

Learning Objectives  
Upon completing PACS 612 students should be able to:  
- discuss implications of recognizing cultural and religious diversity as a context for peacebuilding theory and practice;
• articulate ways in which cultural as well as religious factors can be sources of conflict as well as resources for peace;
• describe some major patterns of cultural difference;
• provide informed commentary on how cultural and religious differences can correlate with differences in value priorities, worldviews, and understandings of conflict/peace;
• critique common misconceptions about culture and religion that ought to be avoided by peace practitioners;
• offer examples of how aspects of culture and religion (including values, practices, narratives, and worldviews as well as symbolic markers) can shape collective identities, influence conflict management practices, and affect relations between members of different groups;
• analyze conflict scenarios to discern ways in which cultural and religious differences (including cultural identities and practices) intersect with other significant factors;
• articulate ways in which their own cultural/religious background has informed their assumptions about conflict and peacemaking;
• describe stages of cross-cultural adjustment and adaptation;
• explain differences between “prescriptive” and “elicitive” approaches to conflict resolution training and capacity development;
• discuss potential benefits and challenges associated with efforts to tap and strengthen traditional, indigenous, and local approaches to peacemaking;
• identify criteria for cross-culturally effective and culturally empowering forms of conflict resolution practice, and evaluate peacebuilding efforts in accordance with these criteria;
• construct an argument concerning the value of cultural competence and cross-cultural learning/research for peace practitioners.
• discuss significant cases of religious peacebuilding from a number of different settings around the world;
• identify relevant terms in the religious vocabularies of several world religions for peace, social justice, and reconciliation, with attention to similarities as well as differences in meaning;
• identify “peace traditions” and positive examples of peacemaking within multiple religious communities;
• offer explanations for divergent views that may be found within a particular religion on such issues as religious diversity, peacebuilding, social justice, and human rights;
• describe notable characteristics of religious peacemakers, including qualities that may distinguish them from other practitioners within the same religious tradition;
• discuss relevant applications of various religious peacebuilding practices, including nonviolent action/witness, interfaith dialogue, multifaith projects/coalitions, hermeneutics, education/training, mediation, and advocacy for peace, social justice and/or coexistence;
• discuss the relevance of course topics to personal ethical and/or spiritual concerns; and
• develop a proposal for cultural and/or religious peacebuilding in the world today.

Source: www.germany.info/relaunch/culture/new/images/coexistence_exhibit.jpg
Course Requirements and Evaluation Criteria

1. **15% Participation:** Fifteen percent of your final grade will be based on the quality of your participation in class. Participation presupposes both consistent attendance and good preparation. It manifests through thoughtful engagement with discussions of readings and lecture topics, as well as through contributions to small-group activities.

2. **5% Discussion Leader Assignment:** Five percent of your final grade will be derived from a discussion leader exercise in which you will present (individually or in collaboration with another student) your analysis and assessment of assigned readings and set the stage for further class deliberations. Discussion leaders will be asked to initiate conversation by sharing their own reactions to the material, in 12 minutes or less per person. Each discussion leader will provide a short, disciplined summary of salient points from the assigned content, using personal commentary and interpretation to provoke conversation. Handouts summarizing key points and offering suggested discussion questions are highly recommended. In individual as well as team presentations, care should be taken to demonstrate at least some engagement with all assigned readings.

3. **40% Two Journals:** Forty percent of your grade will be based on two submissions of a weekly journal in which you will articulate a personal and intellectual response to the course experience that ties together major themes from readings, lectures, discussions, and activities. Be sure to go beyond mere summarization and offer carefully considered insights and reflections. Criteria for evaluation include thoroughness (integration of different readings and themes, responsiveness to the overall class experience), thoughtfulness (depth of analytical insight, critical engagement with multiple perspectives, creativity, ability to connect key concepts with personal experiences or world events), and clarity of expression (language usage, readability, mechanics). Each of the two journal submissions (February 14 and March 27) should be approximately 14-18 pages in length (double-spaced, 1-inch margins, regular font – like 12-point New Times Roman).

4. **5% Research Proposal Presentation:** Five percent of your grade will be based on a short, 5-minute presentation of your final research paper topic to the entire class. This presentation will take the form of a “pitch” or extended “elevator speech,” offered in conjunction with a 2-page research proposal handout (single spaced, with at least 10-point font). This assignment has multiple purposes: to help you formalize and commit to a specific project, to invite constructive feedback from peers, and to foster a sense of collective investment in the diverse projects you and your classmates will complete this term. Be sure that your research proposal handout is clear and substantive, and divided into the following sections: a) subject: a description of the problem, case, or issue area you would like to investigate; b) research questions: an articulation of two or more questions that will serve to frame and guide your inquiry; c) importance: a statement about why the topic matters; and d) bibliography: a preliminary list of at least five high-value sources, including both books and journal articles. These presentations will take place between the third and eighth weeks of class; students will be asked to sign up for specific presentation slots in advance.

5. **35% Final Research Paper and Presentation:** Thirty-five percent of your grade will be based on a final research paper (worth 30%) and an individual presentation (worth 5%). Based on the proposal you present in class, the final research paper will explore a particular case or issue area that relates to religious and/or cultural aspects of conflict and peacebuilding. The expected length is 15-20 pages (double-spaced, 11- or 12-point font, 1-inch margins). The final draft of the paper is not due until Wednesday, April 8, but you are expected to upload a working draft of at least 12 pages to LEARN before making a short, collegial presentation on April 1 (our final class session). Your April 1 presentation should detail what you have learned about the topic since your initial research proposal, and offer a
statement concerning the broader significance of the findings for peacebuilding theory and practice. Like your initial research proposal presentation, this presentation needs to be pithy and concise, and should take no more than 8 minutes. (Failure to upload a working draft before the class presentation will result in the application of a one-week late penalty of 5% to the final draft.)

Note: Marked assignments will be returned in class. Unclaimed assignments as well as final papers will be left at the Grebel Reception Desk for you to pick up at your own convenience.

Course Texts
The following texts have been ordered through the University of Waterloo Campus Bookstore:


Several additional readings will be posted in the PACS 612 Electronic Reserves, available on reserves and in LEARN. These electronic-format readings are marked with an “*” in the schedule below.

Web Page:
This course will make use of the WATERLOO LEARN website. This site will provide general information for the course as well as electronic readings, course handouts, and grades for term assignments. Important announcements such as the cancellation of class due to illness or inclement weather will also be posted there, so please try to check the site before each class, just in case.

To access LEARN, enter your WatIAM username and password. If you encounter difficulties, you are welcome to contact learnhelp@uwaterloo.ca. After you have successfully logged in, click on the PACS 604 link in the yellow “Courses and Communities” menu. Be sure that the email address listed under your name in LEARN is an address that you check on a regular basis.

Breakdown of Evaluation Criteria, Key Assignments, and Due Dates:

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<tr>
<th>Assignment</th>
<th>Weighting</th>
<th>Due Date(s)</th>
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<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
<td>Assessed at end of term</td>
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<tr>
<td>Discussion Leader Assignment</td>
<td>5%</td>
<td>Once during term</td>
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<tr>
<td>Journal Assignment #1</td>
<td>20%</td>
<td>Friday, Feb. 14</td>
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<tr>
<td>Research Proposal Presentation</td>
<td>5%</td>
<td>Between Jan. 22 and Mar. 4</td>
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<tr>
<td>Journal Assignment #2</td>
<td>20%</td>
<td>Friday, Mar. 27</td>
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<tr>
<td>Assignment</td>
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<tr>
<td>Submit Working Draft of Research Paper</td>
<td>See p. 4 above</td>
<td>Wednesday, Apr. 1</td>
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<tr>
<td>Presentation on Research Paper</td>
<td>5%</td>
<td>Wednesday, Apr. 1</td>
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<tr>
<td>Final Draft of Research Paper</td>
<td>30%</td>
<td>Wednesday, Apr. 8</td>
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### Grading Scale:

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### Late Policy:

Deadlines matter. They keep us on track, enable us to be productive, and help us to meet our educational goals. There are times, however, when even the most organized and disciplined person faces difficult obstacles and unexpected challenges. If this happens, it is your responsibility to take the initiative and demonstrate commitment to getting the job done in a timely manner. Students who contact Prof. Funk well in advance of a due date to discuss realistic complications that may postpone completion of work often receive favourable consideration.

A penalty will be applied to assignments that arrive late without prior clearance. The standard deductions for late work are as follows:

- One day to one week late: -5%
- Eight days to two weeks late: -10%
- Fifteen days to three weeks late: -15%
- More than three weeks late: -20%

Please do not make the mistake of failing to submit an assignment. The penalties for late work are not insignificant, but up until final exam time late truly is much better than never.

### PACS Research Support:

The library has created a subject guide to help you carry out peace-related research. You can access this guide online. If you need more specialized assistance, the Peace and Conflict Studies liaison librarian, Laureen Harder-Gissing, 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.
Appropriate Use of Laptops, Phones, etc.:

Laptops, iPads, smartphones and related devices are amazing tools, with impressive capabilities that can enhance our educational experience. Among other things, they allow us to maintain a portable workstation, access LEARN, download PowerPoint slides, keep neatly typed lecture notes, monitor elapsed time during a presentation, and communicate with classmates. Unfortunately, these devices can also become a significant source of distraction, both for ourselves and others.

During class presentations and discussions, please give others *the gift of your full attention* and avoid activities that could divert us from the purpose of our meetings together (e.g., text messages, instant messaging, email, prepping for other courses, social media feeds). In all circumstances, consider the impact of extraneous electronic activities not just on your own learning, but also on those who are attempting to listen to presentations, watch class films, participate in discussions, or offer you their well-considered thoughts and opinions. All course participants are expected to comply with a simple principle: if it’s a non-urgent matter that might distract you or someone sitting near you, and does not relate directly to what we are covering in class, save it for later.

Additional Considerations:

*As we progress through the course, please remember:*

- In academics as in life more generally, what we get from an experience depends on what we put into it. *Preparation for class* (completing reading and writing assignments on time, tracking world events) is the basis for effective learning.

- When we come to class prepared to participate and pose questions, we transform the classroom environment, making active and collaborative learning possible. We discover that *learning is a communal rather than a solitary endeavor*, and that each one of us is a resource for everyone else in the learning process.

- The subject matter covered by this course is inevitably open to *multiple interpretations*. This means that you will not always agree with ideas presented in course readings, lectures, and discussions. In such cases, disagreement is often a good thing, so long as it motivates you to develop an enhanced understanding where you stand in relation to others. What matters most is not whether or not we all agree, but whether or not we are willing to engage one another with respect and integrity.

- Collaborative learning requires not only preparation and self-expression, but also a commitment to *active listening*. Active listening is a communication skill that we develop as we begin to hear not only words, opinions, and ideas, but also the experiences and the awareness behind them. When we practice active listening, we cease to merely debate and begin to sharpen the focus of our deliberations. We clarify divergent perceptions and develop deeper understanding of contrasting perspectives. We become a clear mirror, reflecting back what we have heard and asking questions to learn rather than to score rhetorical points. In the process, we test and refine our own ideas and those held by others.

- During the term we will be privileged to host at least one *guest speaker*. Please treat visitors to our classroom with the same respect you would extend to a guest in your home – for example, by maintaining eye contact as much as possible, by asking questions, and by following the basic rules of “electronic etiquette” described above.
Course Schedule:

Week 1 (Jan. 8): Meeting One Another and Defining Our Objectives

Week 2 (Jan. 15): Peacebuilding with a Cultural Lens

 REQUIRED READINGS:

  - Introduction (pp. 1-10), Chapter 1: “Conflict: A Universal, Cultural, and Individual Process” (pp. 11-41),
  - Chapter 2: “Conflict: Creative or Destructive Dynamics” (pp. 42-72).
  - Chapter 1: “Living and Working in the Global Village” (pp. 1-19), Chapter 2: Cultural Knowledge“ (pp. 20-42),
  - Chapter 3: “Mindfulness and Cross-Cultural Skills” (pp. 43-62).

Further Reading:

Week 3 (Jan. 22): Religion in Conflict and Peacebuilding

 REQUIRED READINGS:

  - Introduction (pp. xiii-xxvii).
  - Read at least three of the first six chapters (i.e., from Chapters 1-6).
  - Read at least two of the last four chapters (i.e., from Chapters 7-10).
  - Epilogue (pp. 197-208).

Further Reading:
- Docherty, Jayne Seminare. Learning Lessons from Waco: When the Parties Bring Their Gods to the Negotiation Table.

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Week 4 (Jan. 29): Case Studies in Religious Peacebuilding (I)

Required Readings:
- Chapter 4: “The Beginnings of Mennonite Central Committee and Its Ministry of Peace,” by Esther Epp-Tiessen (pp. 71-89).

- Chapter 1: “Peacemakers in Action” (pp. 3-16).
- Read two: Chapters 2 (Syria), 3 (Iraq), 4 (Israel), 5 (Colombia).

Further Reading:

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Week 5 (Feb. 5): Case Studies in Religious Peacebuilding (II)

Required Readings:
- Dubensky, Joyce, ed. Peacemakers in Action, Volume II.
  - Read two: Chapters 6 (Afghanistan), 7 (Congo), 8 (Pakistan)
  - Read about six of the fourteen peacemakers profiled in Chapter 9
  - Chapter 10: “Understanding Religious Peacebuilding” (pp. 489-512).

Guest speaker: John Neufeld, House of Friendship

Further Reading:
Week 6 (Feb. 12): Religion and Culture as Peace Resources

Required Readings:

- Lederach, John Paul. *Preparing for Peace: Conflict Transformation Across Cultures*.  Introduction (pp. 3-10), Chapter 2 (pp. 11-23) Chapter 3 (pp. 25-33).
- Augsburger, David W. *Conflict Mediation Across Cultures*.  Chapter 3: “Conflict: The Power of Honor, Dignity, and Face” (pp. 73-112), Chapter 5: “Conflict: Triangular in Origin and Resolution” (pp. 143-163), and Chapter 7: “Mediation: The Necessity of a Go-between” (pp. 187-228).

*First journal assignment due at the Grebel Reception by 5 p.m. on Friday, Feb. 14.*

Further Reading:

Week 7 (Feb. 26): Change from Within

**Required Readings:**
  - Chapter 4: “An Analytical Approach to Training” (pp. 37-46), Chapter 5: “The Prescriptive Model” (pp. 47-53), Chapter 6: “The Elicitive Model” (pp. 55-62), Chapter 7: “Prescriptive and Elicitive: The Critical Tension” (pp. 63-70), Chapter 8: “Language and Metaphor as Natural Resources in Conflict Training” (pp. 73-83), Chapter 9: “So to Whom Do You Turn?” (pp. 85-100), Chapter 11: “Facing Multicultural Settings” (pp. 109-118), Conclusions (pp. 119-122).

**Further Reading:**

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Week 8 (Mar. 4): Gender and Peacebuilding in Religious and Cultural Contexts

**Required Readings:**
  - Chapter 1: “Religious Women’s Invisibility” (pp. 1-27).
  - Part I: “Women Peacebuilders” (pp. 29-39).
  - Read one: Chapters 2, 3, 4, 5.
  - Part II: “Women and Faith in Action” (pp. 127-142).
  - Read one: Chapters 6, 7, 8, 9, 10, 11, 12.
  - Chapter 13: “Strengthening Religious Women’s Work for Peace” (pp. 283-297).
  - Chapter 14: “Conclusion” (pp. 299-311).
- Augsburger, David W. *Conflict Mediation Across Cultures.*
  - Chapter 6: “Gender: Conflict Differences and Conflict Styles” pp. 164-186

**Further Reading:**

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Week 9 (Mar. 11): Interfaith Dialogue and Bridgebuilding

**Required Readings:**

  - Introduction and Chapters 1-2 (pp. 3-46).
  - Read *either* Chapter 4 (Young) or Chapter 5 (Steele).
  - Chapter 6: “Mitigation in Northern Ireland,” by Liechty (pp. 89-101).
  - Read *either* Chapter 7 (Schneier) or Chapter 8 (Gibbs).
  - Conclusion (pp. 127-131).

**Further Reading:**

Week 10 (Mar. 18): Intercultural Engagement

**Required Readings:**

  - Chapter 5: “Communicating, Negotiating, and Resolving Conflicts across Cultures” (pp. 84-106), Chapter 6: “Motivating and Leading across Cultures” (pp. 107-128), Chapter 7: “Working with Multicultural Groups and Teams” (pp. 129-150), Chapter 8: “Developing Cultural Intelligence in a Global World” (pp. 151-173), Conclusion (pp. 174-178).

**Further Reading:**
Week 11 (Mar. 25): Reconciliation

**Required Readings:**
- Augsburger, David W. *Conflict Mediation Across Cultures.*
  - Chapter 8: “Conflict: Cycles, Pathways, and Patterns” (pp. 229-258)
  - Chapter 9: “Reconciliation: The Many Faces of Forgiveness” (pp. 259-287)

*Second journal assignment due at the Grebel Reception by 5 p.m. on Friday, March 27.*

**Further Reading:**

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Week 12 (Apr. 1): Presentations

*Upload working draft of research paper to LEARN before class.*

*Eight-minute presentations on research paper findings.*

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Final Draft of Research Paper due at the Grebel Reception on Wednesday, April 8 by 5 p.m.

UWaterloo Policies:

**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 and Discipline

**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. Check the [Office of Academic Integrity website](http://www.uwaterloo.ca/academic-integrity) for more information.

**Discipline:** A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. [Check the Office of Academic Integrity](http://www.uwaterloo.ca/academic-integrity) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course 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](http://www.uwaterloo.ca/academic-integrity). For typical penalties, check [Guidelines for the Assessment of Penalties](http://www.uwaterloo.ca/academic-integrity).

Grievances and Appeals

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

Accommodation for Students with Disabilities

**Note for students with disabilities:** [AccessAbility Services](http://www.uwaterloo.ca/accessability), located in Needles Hall, Room 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](http://www.uwaterloo.ca/accessability) at the beginning of each term.

Academic freedom at the University of Waterloo

[Policy 33, Ethical Behaviour](http://www.uwaterloo.ca/academic-integrity) 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.

Additional information for students:

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**

- Counselling Services: [counselling.services@uwaterloo.ca](mailto: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, 24/7

- **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

The Writing and Communication Centre (WCC)

The Writing and Communication Centre (WCC) works with students as they develop their ideas, draft, and revise. Writing and communication specialists offer one-on-one support in planning assignments, synthesizing and citing research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or you can drop in at the Library for quick questions or feedback. To book a 25- or 50-minute appointment and to see drop-in hours, visit [uwaterloo.ca/wcc](http://uwaterloo.ca/wcc). Group appointments for team projects, presentations, and papers are also available.

**Please note** that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you.
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).