

PACS 601 Systems of Peace, Order and Good Governance

Thinking Critically about Civil Society

Conrad Grebel University College, University of Waterloo

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*Note – Weekdays I will respond to emails within 24 hrs, Monday to Friday 9 am to 5 pm

Office Hours (On-line or in person):

Wed. 12:30 – 2 PM and by appointment

Office: CGR 2103A (email if you want to Zoom)

Class Time: Thursdays 2:00 – 4:50 PM



Figure 1 Photo of Martin Luther King Jr., March on Washington (Aug. 28, 1963; Hulton Archive/Getty Images) – 60 years ago.

Course Description:

Catalogue description: This course analyzes the roles and responsibilities of civil society, the market, and the state as agents capable of creating just and humane structures. Case studies reveal how individuals can leverage collaboration among all sectors of society to advance positive systemic change.

Further description: In this course we explore the conceptual foundation of the MPACs program: civil society, its multiple meanings and relationship to collective flourishing. We explore the history and evolution of the concept of civil society – its particularities and emergence in relation to the state and market, its limits, its location as a site of struggle – in order to become adept at identifying how the term is used by people around us today, what paradigms of thought people and organizations are operating within, and how to think more broadly about *what* needs to change in order to successfully pursue positive systemic change.

At one point in the 1990s, many thought of civil society as a straight-forward, unquestionable good. Yet civil society and its actors are shaped by and implicated within histories and ongoing practices of colonialism and imperialism; this means civil society is sometimes a force for oppression, racism, and marginalization, as well as a force for emancipation. This makes it particularly important to examine its roots, and ways in which power functions vis-à-vis civil society if we are to imagine and create new foundations for just and human structures.

Two questions drive this course. First, what does it mean to live well together? This question has been at the heart of debates about how we organize ourselves politically, economically, and socially since ancient times. In Canada, the state is supposed to provide “peace, order and good governance” – the title of this course. There are, however, other ways of understanding and organizing political, economic and social life, which provide a foundational structure for how we live together – well or otherwise. We explore this first question by examining the historical emergence of the term “civil society,” in western literature. As we explore this history, we will see an evolution of thinking in terms of how the state relates to the market, as well as the individual, which has influenced how we structure our political and economic systems today.

In tracing the evolution of thinking via western philosophy, we also see how “civil society” and its relationship to government and market was/is intertwined with processes of colonization and domination. We excavate this terrain in order to uncover the roots of contemporary understandings of civil society that can blind us in unexpected ways and work against producing the just peace we want to pursue. It means we think about what it means to live well together today *given* our histories, systems and structures.

The second driving question is: how can we pursue positive systemic change that enables us to live well together given histories of deep divisions and conflict? This is tied to our first question, and we will look at ways groups and organizations pursue positive, systemic change in various case studies during the term. This second question also ties into approaches and content explored more directly in PACS 603 and PACS 605.

For many MPACS students, 601 is one of their first graduate courses. I have therefore structured the course to help build some foundational graduate student skills, such as reading for arguments and evidence, as well as working on writing and citations, and doing library-based research.

The territory on which we meet

On campus and in Canada more broadly we are coming to terms with the ongoing unjust legacies of colonialism and dispossession. One way we work at this involves more careful recognition of the history of the land and territory on which we meet. The University of Waterloo and Conrad Grebel University College are located on the traditional territory of the Neutral, the Anishinaabeg and the Haudenosaunee peoples. Many of us live and work on what is known as the Haldimand Tract, the land promised to the Six Nations (Haudenosaunee) that includes ten kilometers (six miles) on either side of the Grand River. This area has outstanding land claims on it, and [Haudenosaunee Chiefs have declared a development moratorium](#). As the Indigenous Initiatives at UWaterloo website highlights:

The [Truth and Reconciliation Commission of Canada](#)’s final report calls for 94 actions toward restoring a balanced relationship between Indigenous peoples and settler communities in this country. **We encourage campus community members to not only acknowledge the traditional territory on which University of Waterloo resides, but to also ground this acknowledgement with action.** ([Indigenous Initiatives](#), 2021)

For more information on the university and territorial acknowledgements, see the University of Waterloo Faculty of Arts [website](#). For more on Indigenous-led events at the University, check the [Waterloo Indigenous Student Centre](#) as well as [Indigenous Initiatives](#).

Learning Outcomes:

After participating in this course, students will be able to:

Knowledge:

- Describe the history and development of thinking regarding civil society (including its relationship to thinking about the market and state);
- Critically analyze the term “civil society” and the assumptions operating when it is invoked;
- Apply theories of civil society writ large to help understand real world cases and experiences;
- Identify systemic barriers and challenges that arise in pursuing the creation of just and humane structures that promote collective well-being.

Skills:

- Assess key arguments in readings and course materials;
- Reflect on one’s strengths and challenges as a learner;
- Diagnose interactions between civil society, economic and political actors;
- Engage one another in collegial dialogue and collaborative inquiry.

This course feeds directly into the following MPACS program learning objectives:

- Understand peace from a multi-disciplinary and holistic perspective;
- Diagnose interactions among civil society, state and marketplace sectors;
- Deepen reflective, critical thinking and analytical skills needed to understand local, national and global peace issues;
- Develop skills in research necessary to prepare to contribute relevant scholarship to the peace field;
- Develop practical and professional competencies necessary for effective peacebuilding work.

Required Textbooks:

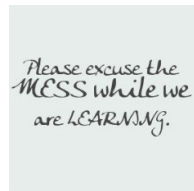
Ahmad, Aisha. 2017. *Jihad & Co: Black Markets and Islamist Power*. New York: Oxford University Press.

Ehrenberg, John. 2017. *Civil Society: The Critical History of an Idea*, 2nd Edition. New York: New York University Press.

Mills, Charles. 2022 [25th anniversary publication of the 1997 book]. *The Racial Contract*. Cornell, NY: Cornell University Press.

For textbook ordering information, please contact the W Store | Course Materials + Supplies.

TEACHING APPROACH



PACS 601 is run as a graduate seminar. One of the usual features of a graduate seminar is conversation – conversation amongst people who share a common interest in expanding their understanding of an idea or topic. This means that lectures are kept to a minimum and the majority of our class time together is spent in discussion. The plan is to meet in-person for the term and follow the appropriate health protocols. I’ll communicate with you regularly by LEARN announcements and emails to your UWaterloo account. *If the University has to close during the term due to the pandemic, then please note we will meet on Zoom during our usual class time -- information will be posted on the course LEARN website.*

Our seminar may produce what at times feels like messy learning. Messy learning refers to a classroom environment in which we collaboratively dig, question, take risks, fail, and learn something from that failure that we may not have otherwise learned; “in short, to discover” (Hudler [2013](#)). Messiness – including failure to understand an author’s ideas at first – is helpful when it leads towards discovery and learning. It is important for *everyone* to contribute to the mess, to dig in and learn!

Please drop-in during my office hours to visit in person or join me virtually for chats during my office hours (email me in advance if you want to connect virtually).

You are welcome to email me anytime and I aim to respond to you within 24 hours on weekdays Mon-Fri 9 AM-5PM.

One final note, graduate studies are intensive. Please make sure to schedule break time during the week to refresh and maintain your health. I will do the same.

Course Requirements and Expectations

Participation	20%
Learner Reflections (2 @ 2.5%)	5%
Analytical Papers (2 @ 5% and 1 peer review @ 5%)	15%
Presentation	15%
Integrative Essays (2) or Proposal and Research Paper	45%

Participation (20%): A seminar involves conversation amongst people who share a common interest in expanding their understanding of an idea or a specific topic. In this conversation, participants are expected to share and listen to the views and insights of those around us in order to expand, improve and deepen our collective understanding. Our readings also function as a type of conversation partner. Within seminars we deploy our conversation skills, which involve a complex set of habits and attitudes that shape our abilities to respond to others in a group setting (and are an important part of conflict resolution practice). The conversations that begin in-class will hopefully continue outside the classroom.

Creating and sustaining a conversational setting requires a continuing commitment from everyone to work. We will use three or four key questions as a launching point for our exploration and analysis of our readings as the foundation of our discussion. Course readings must be completed before coming to class in order to contribute appropriately and understand the subject matter at hand. At times, you will be asked to complete small writing assignments (such as concept mapping) which are also part of class participation.

What am I looking for in good class discussion?¹

- Evidence of careful reading and preparation, including factual details (refer to required readings in comments, and be ready with page numbers of key ideas so we can refer back to the texts as we work to understand what the readings mean; you’re also encouraged to read the recommended readings if you have time and interest);
- Contributions that are logically consistent, add something new, and use relevant evidence;
- Comments that are clear, enthusiastic and respectful;

¹ Adapted from Maryann Cusimano-Love (Catholic University).

- Comments that contribute and are appropriate to the discussion, such as building-on other's ideas, providing constructive criticism, asking constructive, analytical questions, or contributions that show that you were listening carefully to others.

Learner Reflection (5%): During the term, you will write two learner reflections (each worth 2.5%). These are intended to help you to think about your strengths as a learner, as well as areas where you might need to give further attention. They also help me understand your learner strengths and challenges in order to better support you. You can fill these out by hand and drop them off for me or upload your learner reflections to the dropbox on LEARN (Sept. 7 and Oct. 26).

Analytical Papers (10%+ 5%): Over the term, you are required to write two (2), two-page analytical papers, which are each worth 5% of your grade. The papers are due on Thursday by 1:30 PM the day for which the readings are assigned – only readings marked with an asterisk can be used for this assignment (Sept. 21, 28, Oct. 26, Nov. 2, Nov. 23). Further information on the Analytical Papers is provided in the assignment description on LEARN.

Peer review (5%): During the term you will peer review one other person's analytical paper. (This means one of your analytical papers will be peer-reviewed before you hand it in – so you need to complete it early enough to give it to your peer for review.) When you turn in your peer-reviewed analytical paper, include the peer's review comments alongside your final submission so that I can see the feedback and how it altered your written work. Your own peer review of a classmate's work is worth 5%. Your comments will be marked in terms of whether or not you help hone your peer's analysis utilizing the marking categories for the assignment. The person whose work was peer reviewed by you will include your peer review with their submission. However, I will also create a dropbox for you to upload your peer review independently. Please aim to have your peer review back to your peer at least 24 hours before their analytical paper is due (e.g. by 1:30 PM on Wed.). The review can take the form of embedded comments in your peer's work, or a separately written single page of comments.

Presentation (15%): The presentation is designed for you and one or two colleagues to either: use theory to analyze a contemporary case *or* bring another voice into dialogue with the theory we are exploring on the day you present. Your focus will be shaped by the central ideas in the readings the week you present as well as your knowledge of people/groups who bring in other ways of thinking into conversation with similar ideas. Please note, presentations will occur in the second half of class time, *after* our break, in order to allow us to talk about the theory prior to the presentation. This means you will not present or explain the day's theory and readings to everyone – we will all read about it and discuss it prior to your presentation. You are required to meet with me two weeks in advance of your presentation to discuss the focus of your presentation.

Provide me with a copy of your presentation and references (Chicago Manual of Style author-date) on the day you present. If you are using power point, ensure that your slides focus on titles, big ideas and visual aids. Try to avoid providing detailed content in visuals. Your presentation should be about 10-12 minutes in length, and you should be prepared to take questions about the theory and your presentation.

Integrative Essays or Research Proposal and Paper (45% total)

Choose one of the following two options for your major assignments:

Integrative Essay Assignments Option (45% total; 20% + 25%): With this option you write two shorter essays in which you integrate and synthesize ideas from course readings. This option requires no additional readings outside of course material, and provides an opportunity to consolidate your knowledge. I will provide prompts to which you respond in your essay two weeks before it is due. The first assignment is ten to twelve pages (worth 20%, due by 11:59 pm Oct. 17), and the second assignment fourteen to sixteen pages (worth 25%, due by 11:59 pm Dec. 12). Additional details will be forthcoming in class.

Research Proposal and Paper Option (45% total; 5% proposal; 40% paper): With this option you write a proposal for a research paper and, once the topic is approved, produce a medium-length research paper. The paper should be 24-26 pages (7,000 – 8,000 words, double spaced, 12 pt font; word count does not include bibliography; use Chicago Manual of Style author-date for your citations). In the paper you can analyze a particular theme, issue, case, problem or puzzle that is related to our course content and that you want to explore in a deep and systematic way. A four page **proposal** for the paper is due October 6, on LEARN (by 11:59 pm). In the proposal, outline what you are investigating (state the problem that you are addressing and your research question), its significance (why is it important to study this problem and this question), how it relates to the course material (what does it add to our understanding of how we pursue living together well in peace work), and how you will address the research question. You are expected to cite sources in your proposal, and include your preliminary bibliography. Note that this option requires research in addition to course reading materials. The final paper is due by 11:59 pm on Dec. 12.

Course Schedule:

The following schedule may change from time-to-time to reflect the pace of the course and to better refine the course schedule. Changes to this schedule will be announced on LEARN.

1: SETTING THE STAGE

Week 1 (Sep. 7): Introductions, Course Plan, Setting the Stage

Welcome; introductions; review syllabus, learning objectives, reading guidance, learner reflection, thinking about big questions and the role of theory

Recommended Reading:

- Quinn, Daniel. 1995. *Ishmael*. New York: Bantam/Turner Books. Read only pp. 3-29.

Questions to consider as you read:

- 1) What is the purpose of learning? (For Ishmael? For the narrator? For you?)
- 2) What role does theory play in learning?

First learner reflection due Sep. 7 by 11:59 PM

Week 2 (Sep 14): Thinking about systems of peace, order and good governance – a case study

Key Topics: living together well; peace, order, good governance and the Canadian experience.

Required Reading:

- Johnston, Basil. 2004. "The Wampum Belt Tells Us..." in Tantoo Cardinal et al's *Our Story: Aboriginal Voices on Canada's Past*. Toronto, ON: Double Day Canada, pp.75-101.
- Russel, Peter H. 2017. Introduction. *Canada's Odyssey: A Country Based on Incomplete Conquests*. Toronto, ON: University of Toronto Press, pp.3-19.
- Banting, Keith, and Debra Thompson. 2021. "The Puzzling Persistence of Racial Inequality in Canada." *Canadian Journal of Political Science* 54, no. 4: 870–91. doi:10.1017/S0008423921000585.
- Starblanket, Gina. 2023. Beyond Rights and Wrongs: Towards a Resurgence of Treaty Relationality. In H. Kiiwetinepinesiik Stark, A. Craft, and H. K. Aikau (Eds) *Indigenous Resurgence in an Age of Reconciliation*. Toronto: University of Toronto Press, pp.81-95.
- Wheeler, L. Kip. 2018. [Critical Reading of an Essay's Argument](#).

Questions to think about as you read:

- 1) What does the experience of Canada suggest about what it means to live well together, and to pursue peace in settings of deep-rooted conflict?
- 2) What is inhibiting us from living well together in Canada?
Be ready to engage in a collaborative analytical reading of Starblanket's article (applying Wheeler).

2: CIVIL SOCIETY AS POLITICAL COMMUNITY

Week 3 (Sep. 21): The *Polis* as "Civil Society" – CS 1.0

Key Topics: political society; the role of the citizen; collective well-being; law-governed associations

Required Reading:

- Ehrenberg, John. 2017. *Civil Society: the critical history of an idea*. Introduction, Chapters 1 and 2 (pp. 1-68). (Required text)*
- Aristotle. 2013. *The Politics*. Carnes Lord (Ed. and Trans.), second edition. Chicago: The University of Chicago Press. Book I (Ch1 and 2), Book II (Ch 5), Book III (Ch 1, 6-9), Book IV (Ch 11) and VII (Ch 1, 2). (29 pp)
- Shilliam, Robbie. 2021. Introduction. *Decolonizing Politics: An Introduction*, Medford, MA: Polity, 1-15.

Questions to think about as you read:

- 1) What constitutes the idea of civil societies rooted in the ancient Greek concept of the *polis*?
- 2) Which ideas of the *polis* have sticking power over time? (in Ehrenberg, which ideas repeat from chapter 1 to chapter 2)
- 3) How and in what ways does Shilliam's decolonial approach suggest something different than Ehrenberg's interpretation?

Recommended Reading:

- Baumgarth, Willam P. and Richard J. Regan (Eds). 1988. Saint Thomas Aquinas: On Law, Morality and Politics. Indianapolis: Hackett Publishing Company. Read selections within chapter 8 "Statesmanship", pp.263-276. (LEARN)

Week 4 (Sept. 28): *Polis, Power and good governance*

Key Topics: good governance and the state; exclusions and inclusions in the body politic; manifestations of power

Required Reading:

- Mills, Charles. 2022 or 1997. *The Racial Contract*. Read pp. 1-62 (Required book).
- Sultana, Farhana. 2020. Embodied Intersectionalities of Urban Citizenship: Water, Infrastructure, and Gender in the Global South, *Annals of the American Association of Geographers*, 110:5, 1407-1424, DOI: [10.1080/24694452.2020.1715193](https://doi.org/10.1080/24694452.2020.1715193) *
- Mamdani, Mahmood. 1996. Indirect rule, civil society, and ethnicity: the African dilemma. *Social Justice*, 23 (1-2): 145-150.

Questions to think about as you read:

- What elements are important to consider when thinking about the polis today? (governance, citizen involvement, what makes a society civil)
- What do these readings tell us about inclusion and exclusion, and struggle in the polis?

3. CIVIL SOCIETY AS A SPHERE OF INDEPENDENT MARKET ACTIVITY

Week 5 (Oct. 5): The Market as Civil Society – CS 2.0

Key Topics: private society in relation to political society; the Scottish Enlightenment; the relationship between political and economic power; role of property

Required Readings:

- Ehrenberg, John. 2017. *Civil Society: the critical history of an idea*. Chapters 3-4 (pp. 69-127).
- Hobbes, Thomas. 1651. *Leviathan*. Excerpts from Chapters XIII, XIV, XV, XVII (8 pages on LEARN).
- Locke, John. 1689. *Second Treatise of Government*. Chapter V: Of property (Sect. 25-51) and Chapter VII: Of Political or Civil Society (Sect. 77-94).

Questions to consider while reading:

- What constitutes the market as civil society according to the European Enlightenment thinkers (e.g. Locke as compared to Hobbes; Ferguson, and Smith)?
- Why did Scottish Enlightenment thinkers (e.g. Adam Ferguson, Adam Smith), think the market would be emancipatory?

Research Paper Option: Proposal due Oct. 6, 2023 by 11:59 PM

Integrative Essay Option: First Essay due Oct. 17, 2023 by 11:59 PM

Oct. 12: No classes – Fall study break

Week 6 (Oct. 19):

Markets and Power

Key Topics: individual versus collective well-being; rethinking the relationship between economic and political power

Guest speaker: Amir Locker-Biletzki

Required Readings:

- Ehrenberg, John. 2017. *Civil Society: the critical history of an idea*. Chapter 5 (pp. 128-165)
- Engels, Friedrich and Karl Marx. 1888. [The Communist Manifesto](https://www.gutenberg.org/files/10413/10413-h/10413-h.htm). The Project Gutenberg eBook. [Release date: April 1993, last updated March 2, 2022].

- Sandel, Michael. 2013. [Why we shouldn't trust markets with our civic life](#). *Ted Talk* Oct. 7, 2013.

Questions to consider as you read (and listen):

- Who are included or excluded in the market spaces? What constitutes power and how does that affect political decisions?

Week 7 (Oct. 26): Markets, The Social Contract, and Power

Key Topics: Rethinking the relationship between economic and political power, intersecting oppressions

Required Readings:

- Mills, Charles W. *The Racial Contract*, pp.62-133. (Required book)
- Be-ere, Seregius. 2022. "Decentralization and Pro-Poor Participation in Ghana: Unmasking the Barriers to Inclusive Grassroots Development." *Studies in Comparative International Development* 58, no. 2: 280–307. [doi:10.1007/s12116-022-09371-y](https://doi.org/10.1007/s12116-022-09371-y). *

Questions to consider as you read:

- Who are included or excluded in the market spaces?
- What constitutes power and how does it affect political decisions?

Recommended Reading:

Toews, Owen. 2018. Excerpts from the introduction and chapter 1. *Stolen City: Racial Capitalism and the Making of Winnipeg*, Winnipeg, MB: ARB, pp. 16-23, 31-55.

Second learner reflection due (on LEARN or handed-in at the CGUC front desk) Oct. 27 by 11:59 PM

4: CIVIL SOCIETY AS VOLUNTARY ASSOCIATIONS

Week 8 (Nov. 2): Civil Society as the organized sphere between state, market and family – CS 3.0

Key Topics: Civil society as a separated sphere; civil society and civility; social capital and civil society; civil society as the third sector in building peace.

Required Readings:

- Ehrenberg, John. 2017. *Civil Society: the critical history of an idea*. Chapter 6 (pp.166-192)
- Chandhoke, Neera. 2007. "Civil Society." *Development in Practice* 17 (4/5):607-614.
- Putnam, Robert. 1995. Bowling alone: America's declining social capital. *Journal of Democracy*, 6(1): 65-78.
- Barnes, Catherine. 2006. *Agents for Change: Civil Society Roles in Preventing War and Building Peace*. Issue Paper. Read the Main Findings section only (pp 6-15).
- Kim, Dong Jin. 2022. Reciprocal empowerment for civil society peacebuilding: sharing lessons between the Korean and Northern Ireland peace processes, *Globalizations*, 19:2, 238-252, DOI: [10.1080/14747731.2021.1882814](https://doi.org/10.1080/14747731.2021.1882814) *

Questions to consider as you read:

- What constitutes elements of a civil society that is considered to be a separate, associational space? What power does civil society in this “organized space” between market, state and family possess? What endangers it?

Week 9 (Nov. 9): Power and Civil Society Organizations

Key Topics: rethinking power and its relationship to civil society organizations

- Shepherd, Laura J. 2015. Constructing civil society: gender, power and legitimacy in United Nations discourse. *European Journal of International Relations*, 21 (4): 887-910.
- Alvarez, Sonia E., Gianpaolo Baiocchi, Agustín Laó-Montes, Jeffrey W. Rubin and Millie Thayer. 2017. Introduction. In *Beyond civil society: activism, participation, and protest in Latin America* (Durham, NC: Duke University Press), pp. 1-24.
- Peace Direct. 2021. *Time to Decolonise Aid: Insights and lessons from a global consultation*. London, UK.
- Sabaratnam, Meera. 2010. Avatars of Eurocentrism in the critique of the Liberal Peace. *Security Dialogue*, 44(3): 259-278.

Questions to consider as you read:

- In what ways do these authors invite us to think about power in relation to civil society and pursuing peace and justice from below? What problems arise with European-based conceptions of civil society organizations and the pursuit of peace?

5: ENGAGING IN CONFLICT SETTINGS AND THINKING ABOUT ALTERNATIVES

Week 10 (Nov. 16): Conflict Systems, Society and the Uncivil

Key Topics: Fractured societies; legality and illegality

Required Reading:

- Ahmad, Aisha. 2017. *Jihad & Co.* (Required book). Read chapters 1 through 4 (more if you are able, but prioritize the first four chapters).

Questions to consider as you read:

- In conflict societies, what changes in the relationships between the political, economic and social spheres and actors?

Recommended:

- Marchetti, Raffaele and Tocci, Nathalie. 2009. Conflict society: understanding the role of civil society in conflict. *Global Change, Peace & Security*, 201-217.

Week 11 (Nov. 23): Building systems of peace in conflict settings

Key Topics: Ways contemporary associational actors have functioned as a point of entry for systemic change; envisioning collective well-being and thinking about systemic change from the bottom-up

Required Reading:

- Thiranagama, Sharika. 2018. "The Civility of Strangers? Caste, Ethnicity, and Living Together in Postwar Jaffna, Sri Lanka." *Anthropological Theory* 18 (2-3): 357–81.*
<https://doi.org/10.1177/1463499617744476>.
- Collins, Patricia Hill. 2010. "The New Politics of Community." *American Sociological Review*. Vol. 75 (1): 7-30.
- Lederach, John Paul. 2005. Excerpts from *The Moral Imagination*. NY: Oxford University Press, pp.31-40, 76-86.
- Valencia, Óscar E. & Courtheyn, Christopher. 2023. Peace through coca? Decolonial peacebuilding ecologies and rural development in the Territory of Conviviality and Peace of Lerma, Colombia, *Third World Quarterly*, 44:5, 1077-1097, DOI: [10.1080/01436597.2023.2175656](https://doi.org/10.1080/01436597.2023.2175656)

Questions to consider as you read:

- What competing conceptions of community are offered when thinking about pursuing peace and justice from below? What are their constraints or limits? What power do they offer?

Week 12 (Nov. 30): Wrapping-up our course and pursuing systemic change

Recommended:

- Meadows, Donella. 2001. "Dancing with Systems" published in *Whole Earth and The Systems Thinker*, Vol. 13(2). [Available on-line](#).

Final Integrative Essay or Research Paper due Dec. 12 by 11:59 PM on LEARN

ADDITIONAL NOTES

Paper Deadline Policy: Please note that all papers not turned in on-time will lose 1/3 of a grade (e.g. a B+ becomes a B) in the first 24 hours, and further mark penalties will be incurred over time (1% per day), except in cases of genuine emergency. If you are struggling with an assignment, come meet with me before the assignment is due. *Slip days: you can hand in two assignments up to 48 hours late without penalty excluding analytical papers; what you will do is indicate to me when you are submitting the assignment that it is a "slip day" assignment.* It is helpful for me to know in advance if you are going to use your slip day so I can adjust the LEARN dropbox to allow you to submit the assignment late (again, excluding analytical papers because these are papers you choose which week you are going to submit).

In-Person Learning – COVID Scenario Planning: What do you do if you feel sick and have symptoms? Stay home and email me to let me know you aren't coming. If you are sick, be sick and recover. Get notes from a classmate. If you feel healthy but are isolating, then we can think about a buddy system -- where your class buddy brings you in virtually via their laptop for one week. The classroom is not set up for remote learning so this buddy system is less than ideal, but it is available for exceptional circumstances (connect with me if you are hoping to do this).

What happens if I get sick? I'll arrange for a guest speaker to take over class or cancel it and notify you via LEARN and your UWaterloo email. If I am feeling healthy but isolating, I will email you all and request we hold class on Zoom for that week. Hopefully none of this is needed, but it is good to be prepared!

Grading Policy:

"F" (≤49): Failing work. "D" (50-59): Lack of fundamental knowledge of the material but sufficient knowledge for a passing grade. "C" (60-69): 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" (70-79): 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"(80-100): Excellent, independent and original thinking and/or creative work. For writing standards that align with these grades, please see the grid on the last page of the syllabus.

University of Waterloo COVID Updates

Please check out the University of Waterloo [COVID-19 INFORMATION](#) page for the most up-to-date information on procedures and guidelines at the University. We are going to meet in person this term and, depending on the pandemic, we may need to adapt. You will find university-wide information at this website and course-specific information on our LEARN website.

ACADEMIC INTEGRITY:

Generative Artificial Intelligence: This course includes the independent development and practice of specific skills, such as critical reading, synthesizing and contrasting readings and ideas, as well as developing and practicing writing skills. Therefore, the use of generative artificial intelligence (GenAI) trained using large language models (LLM) or other methods to produce text, images, music, or code, like Chat GPT, DALL-E, or GitHub CoPilot, is not permitted in this class. Unauthorized use in this course, such as running course materials through GenAI or using GenAI to complete a course assessment is considered a violation of [Policy 71](#) (plagiarism or unauthorized aids or assistance). Work produced with the assistance of AI tools does not represent the author's original work and is therefore in violation of the fundamental values of academic integrity including honesty, trust, respect, fairness, responsibility and courage ([ICAI](#), n.d.).

You should be prepared to show your work. To demonstrate your learning, you should keep your rough notes, including research notes, brainstorming, and drafting notes. You may be asked to submit these notes along with earlier drafts of their work, either through saved drafts or saved versions of a document. If the use of GenAI is suspected where not permitted, you may be asked to meet with your instructor or TA to provide explanations to support the submitted material as being your original work. Through this process, if you have not sufficiently supported your work, academic misconduct allegations may be brought to the Associate Dean.

In addition, you should be aware that the legal/copyright status of generative AI inputs and outputs is unclear. More information is available from the Copyright Advisory Committee:

<https://uwaterloo.ca/copyright-at-waterloo/teaching/generative-artificial-intelligence>

Students are encouraged to reach out to campus supports if they need help with their coursework including:

- [Student Success Office](#) for help with skills like notetaking and time management
- [Writing and Communication Centre](#) for assignments with writing or presentations
- [AccessAbility Services](#) for documented accommodations
- [Library](#) for research-based assignments

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. A student is expected to know what constitutes academic integrity, avoid committing academic offences, and to take responsibility for his/her actions. Guidance is set forth by the University. You can take a tutorial and read more about the University's commitment to Academic Integrity. See the [UWaterloo Academic Integrity webpage](#). Violations of academic integrity will not be treated lightly, and disciplinary actions will be taken. Please see me if you have any questions about what constitutes a violation of academic integrity.

Citations: Need help figuring out how to do citations? For our class, use [Chicago Style author-date format](#). The library offers free workshops on software that will help you to format your bibliography with Refworks. There are also excellent on-line resources, including links on our course LEARN website. If you are not sure about when or how to paraphrase a source and when or how to quote a source, I've posted resources on LEARN to help answer your questions.

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](#) 519-888-4096
- [MATES](#): one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services

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 in on the [Faculty of Arts Student Support](#) page.

Download the [WatSafe app](#) to your phone to quickly access mental health support information.

Writing Standards –Graduate Level (revised Spring 2017)²

Criteria	A excellent	B adequate expectations	C below expectations	Comments
Content <i>(quality of the information, ideas and supporting details)</i>	<ul style="list-style-type: none"> shows clarity of purpose offers depth of content applies insight and represents original thinking follows guidelines for content 	<ul style="list-style-type: none"> shows some clarity of purpose offers some depth of content applies some insight and some original thinking mostly follows guidelines for content 	<ul style="list-style-type: none"> shows minimal clarity of purpose offers minimal depth of content or incorrect content applies minimal insight and original thinking does not follow guidelines for content 	
Structure <i>(logical order or sequence of the writing)</i>	<ul style="list-style-type: none"> shows coherence, and logically developed paragraphs uses very effective transitions between ideas and sections constructs appropriate introduction and conclusion 	<ul style="list-style-type: none"> shows some coherence and some logically developed paragraphs uses some effective transitions between ideas & sections shows some construction of appropriate introduction and conclusion 	<ul style="list-style-type: none"> shows minimal coherence and logically developed paragraphs uses minimal transitions between ideas and sections shows minimal construction of appropriate introduction and conclusion 	
Rhetoric and Style <i>(appropriate attention to audience)</i>	<ul style="list-style-type: none"> is concise, eloquent and rhetorically effective effectively uses varied and concise sentence structure is engaging to read writes appropriately for audience and purpose 	<ul style="list-style-type: none"> is somewhat concise, eloquent, and rhetorically effective generally uses varied, and concise sentence structure is somewhat engaging to read generally writes appropriately for audience and purpose 	<ul style="list-style-type: none"> shows minimal conciseness, eloquence, and rhetorical effectiveness uses incorrect, monotonous or simplistic sentence structure is not engaging to read lacks appropriate writing for audience and purpose uses inappropriate jargon and clichés 	
Information Literacy <i>(locating, evaluating, and using effectively the needed information as appropriate to assignment)</i>	<ul style="list-style-type: none"> uses academic and reliable sources chooses sources from many types of resources chooses timely resources for the topic integrates references and quotations to support ideas fully 	<ul style="list-style-type: none"> uses mostly academic and reliable sources chooses sources from a moderate variety of types of resources chooses resources with mostly appropriate dates integrates references and quotations to provide some support for ideas 	<ul style="list-style-type: none"> lacks academic and reliable sources chooses sources from a few types of resources chooses a few resources with inappropriate dates integrates references or quotations that are loosely linked to the ideas of the paper 	
Source Integrity <i>(appropriate acknowledgment of sources used in research)</i>	<ul style="list-style-type: none"> correctly cites sources for all quotations cites paraphrases correctly and credibly includes reference page makes virtually no errors in documentation style (CMS) makes virtually no errors in formatting incorporates feedback given in previous written assignments 	<ul style="list-style-type: none"> correctly cites sources for most quotations usually cites paraphrases correctly and credibly includes reference page with some errors makes some errors in documentation style (CMS) makes some errors in formatting incorporates some feedback given in previous written assignments 	<ul style="list-style-type: none"> provides minimal sources for quotations sometimes cites paraphrases correctly and credibly, includes reference page with many errors makes many errors in documentation style (CMS) makes many errors in formatting lacks incorporation of feedback given in previous written assignments 	
Conventions <i>(adherence to grammar rules: usage, spelling and mechanics)</i>	<ul style="list-style-type: none"> composes well-constructed sentences makes virtually no errors in grammar and spelling makes accurate word choices 	<ul style="list-style-type: none"> almost always composes well-constructed sentences makes minimal errors in grammar and spelling almost always makes accurate word choices 	<ul style="list-style-type: none"> usually has well-constructed sentences makes several errors in grammar and spelling makes many inaccurate word choices 	

The weighting of each of the six criteria areas is dependent on the specific written assignment and the teacher’s preference. Plagiarism occurs when one presents as one’s own “someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source” (adapted from Council of Writing Program Administrators).

² Adapted with Permission from Eastern Mennonite University’s Graduate Program