

## PACS 601 Thinking Critically About Civil Society

Formerly titled *Systems of Peace, Order and Good Governance*

Conrad Grebel University College, University of Waterloo

September 4, 2024

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

Office Hours:

Tues. 12:30 – 2 PM and by appointment

Office: CGR 2103A (office hours are generally in-person drop-in; email to set up an on-line meeting)

Class Time: Wednesdays 1:30 – 4:20 PM



Photo 1: Swarthmore College amphitheater (Swarthmore, PA). Photo by R. Neufeldt, April 23, 2024.

### Course Description:

**Catalogue description:** This course explores the promise and challenge of civil society in relation to transforming conflict and oppression and building peace. Students will critically examine the history and theories of civil society, explore its function as a site of struggle against oppression, and ways to contribute to collective flourishing.

**Further description:** In this course we explore civil society as a foundation for the MPACs program. Civil society is often identified as the vibrant centre of efforts to promote peace and peaceful change. In the 1990s, many peacebuilders thought of civil society as a straight-forward, unquestionable good; that not-for-profit and non-governmental organizations were moral actors who held problematic governments or bad market actors in check. Yet civil society and its actors were – and are – shaped by these structures, and the same histories and ongoing practices of colonialism and imperialism. This means civil society is sometimes a force for oppression, racism, and marginalization, and sometimes a force for emancipation and good, and can be both simultaneously. The definitions of civil society that people use reflect power and struggle and economic, social and political structures and systems.

In this course we will examine civil society, and ways that power functions within it, in order to imagine and create new foundations for collective flourishing. We will begin with the historical emergence of the term “civil society” in western political philosophy literature. We will trace how it was understood in relation to collective political decision-making, individualism and capital markets, and processes of colonization and domination, We excavate this terrain to uncover how contemporary understandings of

civil society can blind us in unexpected ways and work against producing the just peace we want to pursue. We will also look at how people have thought about and struggled to pursue systemic change and flourishing as a constitutive part of civil society. Throughout the course we will apply theories to case studies and think together about what it means to flourish *given* our histories, systems and structures. The material we cover in this course sets a foundation for 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.

### **The territory on which we meet**

In this course as well as elsewhere on campus (and beyond) process are underway to reckon with the unjust and ongoing legacies of colonialism and dispossession. One part of the process involves more careful recognition of the territory and lands 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. We are in an area governed by the Dish with One Spoon Wampum, and territory included in the Haldimand Tract -- the land promised to the Six Nations (Haudenosaunee) that includes ten kilometers (six miles) on either side of the Grand River. In recent years, the [Haudenosaunee Chiefs](#) declared a development moratorium in 2021 given their ongoing and unresolved land claims. As the 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.** ([Office of Indigenous Relations Territorial Acknowledgement](#), 202)

For more on Indigenous-led events at the University, check the [Waterloo Indigenous Student Centre](#) as well as the [Office of Indigenous Relations](#).

### **Learning Outcomes:**

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

1. Describe the history and development of thinking regarding civil society and its relationship to market and state
2. Understand key arguments, assumptions and the significance of diverse perspectives on civil society
3. Analyze how actors and dynamics within civil society contribute to oppression and exclusion, as well as to justice, peace and collective flourishing
4. Assess key arguments in readings and course materials
5. Apply theories to cases
6. Reflect on one's strengths and challenges as a learner
7. Communicate more effectively as a graduate student in writing, oral presentations and collegial dialogue

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;

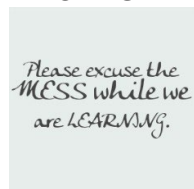
- Develop skills in research necessary to prepare to contribute relevant scholarship to the peace field;
- Develop practical and professional competencies necessary for effective peacebuilding work.

## Required Textbooks:

- Ehrenberg, John. 2017. *Civil Society: The Critical History of an Idea*, 2<sup>nd</sup> Edition. New York: New York University Press.
- Mills, Charles. 2022 [25<sup>th</sup> anniversary publication of the 1997 book]. *The Racial Contract*. Cornell, NY: Cornell University Press.

Textbooks are available for purchase from the [W Store](#).

## TEACHING APPROACH



PACS 601 is a graduate seminar. One of the usual features of a graduate seminar is conversation amongst people who share a common interest in expanding their understanding of an idea or topic. Lectures will be kept to a minimum and most of our class time together will be spent in discussion. Our seminar conversations will produce “messy learning” 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!

We will meet in-person over the term. If an emergency arises, I’ll communicate with you by LEARN announcements and/or by emails to your UWaterloo account. If the University closes during the term (e.g. for a pandemic), then I will post information for how we will run class on the LEARN website.

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

## Course Requirements and Expectations

<u>Activity</u>	<u>Percentage</u>	<u>Associated Learning Outcomes</u>
Participation	20%	1, 2, 3, 7
Learner Reflections (2 @ 2.5%)	5%	6
Analytical Papers (2 @ 5% and 1 peer review @ 5%)	15%	4, 7
Presentation	15%	5, 7
Integrative Essays (2) or Proposal and Research Paper	45%	1, 2, 3, 7

**Participation (20%):** Our seminar involves conversation, which means participants are expected to be prepared and ready to discuss the topic and readings of the day, to share insights, and to listen to the views and insights of those around us to expand, improve and deepen our collective understanding. The assigned readings (and videos) function as important conversation partners and must be completed before coming to class to contribute appropriately and understand the subject matter at hand. Creating and sustaining insightful conversation requires a continuing commitment from everyone to work and it builds the skills, habits and attitudes of conversation that are building blocks in conflict transformation

processes. We will use three or four key questions as a launching point for exploration and analysis. To help you prepare for class, keep personal reading notes and include quotes and page references for the quotes you find significant in relation to the week's focus (this will aid you in the integrative papers assignment). At times you will be asked to complete small assignments in-class as part of your participation.

What am I looking for in good class discussion?<sup>1</sup>

- Evidence of careful reading and preparation, including factual details (refer to required readings in comments, be ready with page numbers of key ideas so we can refer to the texts as we work to understand what the readings mean);
- Contributions that are logically consistent, add something new, and use relevant evidence;
- Comments that are clear, enthusiastic and respectful;
- 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 that might need further attention. They also help me understand your learner strengths and challenges to better support you individually. You can fill these out by hand and drop them off at the Grebel front desk or upload it to the dropbox on LEARN (Sept. 4 and Oct. 23).

**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 Wednesday by 1 PM the day for which the readings are assigned – only readings marked with an asterisk (\*) can be used for this assignment (possible dates: Sept. 18, 25, Oct. 30, Nov. 6, 20). Further information is provided in the assignment description on LEARN. One of your analytical papers will be peer-reviewed, so complete it early enough for a classmate to read and review it before the due date. When you turn in your peer-reviewed analytical paper, include the peer reviewer's file(s) and comments as well as your revised final analytical paper so that I can see how you altered your written work given the peer review.

**Peer review (5%):** During the term you will review one peer's analytical paper, worth 5%. Your comments will be assessed based on whether they helped your peer's analysis utilizing the categories for the assignment (see criteria for the analytical papers). Send your review to your peer and upload it independently to the peer review dropbox on LEARN. Provide your review at least 24 hours before your peer's analytical paper is due (e.g. by 1 PM on Tues.) so they have time to edit and revise their work before submitting it. You can format your peer review either as tracked changes and comments embedded in your peer's document or compile them in a separate, single page of comments.

**Presentation (15%):** The presentation is designed for you and a colleague to either: 1) apply one of our class-assigned theories to analyze a contemporary case (see options on the sign-up sheet); *or*, 2) bring in another voice related to the central concepts we are exploring on the day you present (e.g. a Haudenosaunee teaching on political community). Your focus will be shaped by the content of readings assigned for the week that you present. You are required to meet with me two weeks in advance of your presentation to discuss the focus of your presentation.

Presentations will occur in the second half of class time, *after* the break, to allow us to talk about the

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<sup>1</sup> Adapted from Maryann Cusimano-Love (Catholic University).

theory prior to the presentation. This means you are applying the theory and not presenting it. 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 and small text. Your presentation should be about 10-12 minutes in length, and you should be prepared to respond to questions about the theory or your case after your presentation. (Talk to me in advance of your presentation to request more time).

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

Choose one of the following 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 ideas from course readings and discussions. This option requires no additional readings outside of course material and focuses on connecting ideas and consolidating your knowledge. I will provide the essay prompts two weeks before it is due. The first assignment is ten to twelve pages (worth 20%, due by 11:59 pm Oct. 22), and the second assignment fourteen to sixteen pages (worth 25%, due by 11:59 pm Dec. 9). Additional details will be forthcoming in class. This assignment often includes artistic options (e.g. doodles, Haiku).

**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 learning objectives, and that you want to explore in a deep and systematic way. A four-page **proposal** for the paper is due October 10, on LEARN (by 11:59 pm). Details for the proposal and paper are posted in the assignments folder on LEARN. The final paper is due by 11:59 pm on Dec. 9.

### **Course Schedule:**

The following schedule may change from time-to-time to reflect the pace of the course; any changes to this schedule will be announced on LEARN.

#### **1: SETTING THE STAGE**

##### **Week 1 (Sep. 4): Introductions, course plan, and impressions about civil society**

Welcome; introductions; review syllabus; learning objectives, learner reflection

**First learner reflection due Sep. 4 by 11:59 PM**

##### **Week 2 (Sep. 11): Theory, Reading and Learning Together**

Thinking about big questions (like: What does it mean to live well together today?), theory, and reading

#### Required Reading:

- Quinn, Daniel. 1995. *Ishmael*. New York: Bantam/Turner Books. Read only pp. 3-29.
- Wheeler, L. Kip. 2018. [Critical Reading of an Essay's Argument](#).
- 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.

Questions to consider as you read:

- 1) What is the purpose of learning? (For Ishmael? For the narrator in *Ishmael*? For you?)
- 2) What role does theory play in learning?
- 3) What do we learn about living well together? (Starblanket, Quinn)

Be ready to engage in a collaborative analytical reading of Starblanket's article (applying Wheeler).

Recommended for more context on Canada:

- 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. (LEARN)
- Russell, Peter H. 2017. Introduction. *Canada's Odyssey: A Country Based on Incomplete Conquests*. Toronto, ON: University of Toronto Press, pp.3-19. (LEARN)
- Banting, Keith, and Debra Thompson. 2021. "The Puzzling Persistence of Racial Inequality in Canada." *Canadian Journal of Political Science* 54, no. 4: 870–91. (LEARN)  
doi:10.1017/S0008423921000585.
- Campbell, Lori. 2020. [Reconciliation is Dead](#). TEDx KitchenerED. Feb. 2020

## 2: CIVIL SOCIETY and POLITICAL COMMUNITY

### Week 3 (Sep. 18): The *Polis* and citizens as civil society – definition 1

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)
- Shilliam, Robbie. 2021. Introduction. *Decolonizing Politics: An Introduction*, MA: Polity, 1-15.
- Bagg, Samuel. 2024. Democratic Disenchantment. *Boston Review*. Online August 19.\*

Questions to think about as you read:

- 1) How does the Greek idea of political community embody ideas of a civil society?
- 2) Which ideas have continued over time? (in Ehrenberg, which ideas do you see repeat from chapter 1 to chapter 2 and show up in Bagg's analysis?)
- 3) In what ways does Shilliam's decolonial approach suggest something different than Ehrenberg's interpretation of Greek political community?

### Week 4 (Sept. 25): Political community and power

Key Topics: 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).
- Asad, Talal. 2023. Thinking with Citizen and Subject. In S. Pillay (Ed) *On the Subject of Citizenship*, NY: Bloomsbury Academic, 45-59. (On Reserve in the library)
- Ossome, Lyn. 2023. Colonial Legacies of Ethnicized Violence, Gendered Subjectivity, and Feminist Emancipatory Politics. In S. Pillay (Ed) *On the Subject of Citizenship*, NY: Bloomsbury Academic, 141-153. (On Reserve in the library)\*

Questions to think about as you read:

- What do these readings tell us about inclusion and exclusion, and struggle within political communities?
- What insights do we gain on the relationship between citizens, civil society and power?

### 3. CIVIL SOCIETY and the MARKET

#### Week 5 (Oct. 2): The market as civil society – definition 2

Key Topics: individualism and 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 changes in how civil society is conceptualized across the two chapters of Ehrenberg's reading (e.g. Locke as compared to Hobbes; or Ferguson, and Smith)?
- Why did Scottish Enlightenment thinkers (e.g. Adam Ferguson, Adam Smith), think the market would be emancipatory?
- How is colonial thinking being shaped in relation to the private sphere and civil society in Locke?

#### Week 6 (Oct. 9): Markets and power

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

#### Required Readings:

- Ehrenberg, John. 2017. *Civil Society: the critical history of an idea*. Chapter 5 (pp. 128-165)
- Sandel, Michael. 2013. [Why we shouldn't trust markets with our civic life](#). *Ted Talk* Oct. 7, 2013.
- Nordstrom, Carolyn. 2007. *Global Outlaws*. Berkley, CA: University of California Press, pp.1-24.

#### Questions to consider as you read (and listen):

- Who is included or excluded in market spaces?
- What is the relationship between economic power and political or social power? And conflict?

**Research Paper Option: Proposal due Oct. 10, 2024 by 11:59 PM**

**Integrative Essay Option: First Essay due Oct. 22, 2024 by 11:59 PM**

#### **Oct. 16: No classes – Fall study break**

#### Week 7 (Oct. 23): 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)
- 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)

Questions to consider as you read:

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

**Second learner reflection due (on LEARN or handed-in at the CGUC front desk) Oct. 23 by 11:59 PM**

**4: CIVIL SOCIETY and VOLUNTARY ASSOCIATIONS**

**Week 8 (Oct. 30): Civil society as an organized sphere between state, market and family – definition 3**

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.
- Sander, Thomas H. and Putnam, Robert. 2010. Still bowling alone? The post-9/11 split. *Journal of Democracy*, 21(1): 9-16.
- Pitidol, Thorn. 2019. Reconsidering the concept of civil society: Insights from the experiences of Thailand. In P. Kamruzzaman (Ed) *Civil Society in the Global South*. New York: Routledge, 35-53.\*

Questions to consider as you read:

- What constitutes civil society in these readings?
- What are various ways that power is understood to operate in civil society as an organized sphere between state, market and family? What endangers it?

**Week 9 (Nov. 6): Power and civil society organizations**

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

- 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.
- Dramani, Aminu, Sebastian Angzookrooku Paalo and Sameul Adu-Gyamfi. 2023. Emerging Local Voices and New Possibilities toward Attaining Sustainable Peace in Bawku, north-eastern Ghana. *African Journal on Conflict Resolution*, 23(1): 111-138.\*
- Dutta, Urmitapa. 2021. Ethnic conflict and peacebuilding in Northeast India: A decolonial perspective. *Decoloniality and Epistemic Justice in Contemporary Community Psychology*. G. Stevens and CC Sonn (eds). Springer Nature Switzerland, 159-175.

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 AND THINKING ABOUT ALTERNATIVES

### Week 10 (Nov. 13): Conflict systems and incivilities

Key Topics: Fractured societies; legality and illegality

#### 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>.
- Marchetti, Raffaele and Tocci, Nathalie. 2009. Conflict society: understanding the role of civil society in conflict. *Global Change, Peace & Security*, 201-217.
- TBD (based on class interest)

#### Questions to consider as you read:

- In conflict societies, what distinguishes civil from uncivil?
- How do we see peacebuilding itself as a site of ongoing struggles for power?

### Week 11 (Nov. 20): (Re)Building communities for flourishing

Key Topics: Thinking about social change without "civil society?" envisioning collective well-being and systemic change from "the bottom-up"

#### Required Reading:

- Collins, Patricia Hill. 2010. "The New Politics of Community." *American Sociological Review*, 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)
- Lederach, Angela J. 2020. Youth provoking peace: an intersectional approach to territorial peacebuilding in Colombia. *Peacebuilding*, 8(2): 198-217.\*

#### 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. 27): Wrapping-up our course and pursuing systemic change

#### Required:

- 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. 9 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; indicate to me (when you submit the assignment) that you would like to apply a "slip day".* It is helpful for me to know in advance if you are going to use your slip day(s) 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 – Scenario Planning:** What do you do if you feel sick and have shareable symptoms? Stay home and email me to let me know you aren't coming to class. Recover. Get notes from a classmate and connect with me if there are any concerns about deadlines. What happens if I get sick? I'll arrange for a guest speaker or cancel class or hold class on Zoom and notify you via LEARN and UWaterloo email. Hopefully none of this is needed, but it is good to prepare.

### Grading Policy:

"F" ( $\leq 49$ ): 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.

## 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 reading and 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

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 Graduate Student Support](#) page.

**Writing Standards –Graduate Level (revised Spring 2017)<sup>2</sup>**

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

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).

<sup>2</sup> Adapted with Permission from Eastern Mennonite University’s Graduate Program