

Syllabus: PACS 602 The Practice of Peace

Instructor

Prof. Reina Neufeldt (reina.neufeldt@uwaterloo.ca)

In-Person or Zoom Office Hours: Tues. 1 – 2:30 PM and other times by appointment

Course Time: Tuesdays from 9 - 11:50 AM

Announcements

I will use the **Announcements** widget on the Course Home page regularly during the term to communicate new or changing information regarding due dates, instructor absence, etc., as needed. You are expected to read the announcements on a regular basis.

To ensure you are viewing the complete list of announcements, you may need to click **Show All Announcements**.

Course Description and Learning Outcomes

Course Description

“This course examines the characteristics and skills of effective peace practitioners, with particular attention to ways in which disciplines of peacemaking can be cultivated by individuals and nurtured by communities. While investigating various roles of the third party, students will explore the practical responsibilities (or tasks) and functions of peace practitioners as well as the core values and qualities that may make them more effective interveners locally, nationally or globally. Students will be introduced to peace research methodologies, research ethics, risk management, as well as various forms of communication used in documentation, analysis, and advocacy.” *Course catalogue description*

When we work in conflict, we enter into situations that are marked by misunderstanding and miscommunication, embedded within larger contexts with particular histories, identities, and values. Intervention in conflict is fraught with difficulties and we can make things worse. The challenge for interveners is to be mindful of our choices, actions and the differences we may or may not be making. Being mindful involves more than loosely tracking what we are doing; it requires openness and a deep curiosity in order to reflect upon and learn from our work if we hope to adjust and adapt accordingly in order to be effective interveners. This requires careful observation, systematic inquiry, research, assessment and reflection.

Many standard research and evaluation tools rely on distancing the person from his or her object of inquiry – an observer merely looking at the phenomena or subject. However, the idea of a scientist peering through a microscope is problematic, particularly when it comes to applied social sciences like conflict resolution and peacebuilding because we are not separate from that which we study. Therefore, in this course we take the view that each of us is situated and context is important. We all have

particular values and insights that we bring to our work and we operate in dynamic social and historical conflict contexts where our presence affects that which we study and/or are trying to change. This approach requires that we nurture our reflective capacities (reflexivity) as well as our external observational capacities in order to learn from and improve upon our work.

We will work on personal reflective practice and connect it to methods of applied research and evaluation. We will begin with reflective practice, review different types of research methods, and focus our research skill development on applied qualitative research methods frequently used in peacebuilding practice for monitoring and evaluation. The course design includes mini-lectures, guest lectures, seminar discussions (synchronous), and several experiential and applied learning exercises. I will continue an experiment from last year and have three different learning pathway options for applied qualitative research experience – this means you will need to choose a pathway by the end of January.

Learning Outcomes

By the end of this course, students should be able to:

- Identify values and characteristics essential for transformative peace work;
- Understand reflective practice;
- Comprehend readings from a range of research methodologies;
- Integrate basic research and reflection skills within peace practice (e.g. within planning, monitoring, or evaluation);
- Identify ethical issues that arise when doing research or evaluation in and on conflicts;
- Apply basic qualitative data collection methods (such as interviewing, observation and content analysis).

Textbooks

Required

Robson, Colin and Kieran McCartan. 2016. *Real World Research*, 4th Edition. United Kingdom: Wiley Publications.

Lederach, John Paul, Neufeldt, Reina and Hal Culbertson (2007). *Reflective Peacebuilding: A Planning, Monitoring and Learning Toolkit*. Mindanao, PH: Catholic Relief Services and the Joan B. Kroc Institute for International Peace Studies. Available on LEARN.

Recommended

Berg, Bruce L. and Lune, Howard. 2011. *Qualitative Research Methods for the Social Sciences*. 8th edition. Boston: Pearson. (The 7th and 6th editions are also quite acceptable)

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

For your convenience, you can compile a list of required and optional course materials including both print and digital formats, through [UWaterloo BookLook](#) using your Quest userID and password. If you are having difficulties ordering online and need support, please contact the Waterloo Store by email wstore@lists.uwaterloo.ca, by local phone +1 519-888-4673 or by toll-free at +1 866-330-7933. Please be aware that textbook orders CANNOT be taken over the phone.

Grade Breakdown

The following table represents the general grade breakdown of this course.

Activities and Assignments	Weight (%)	Due Date
Participation	25%	Continuous (class will design and assess)
Reading Journal (weekly)	25%	Tuesday's before class
Research Skills Assignments – General Learner Pathway*	50% Tot.	
<ul style="list-style-type: none"> Field Observation 	15%	Feb. 18
<ul style="list-style-type: none"> Interview 	15%	Mar. 11
<ul style="list-style-type: none"> Content Analysis (15+5) 	20%	Apr. 11

Assignments

Participation (25%):

Active, thoughtful participation in courses is a regular and valued part of graduate school. This component of the mark is intended to reinforce that value and practice. We will utilize some light monitoring tools, which you will help me develop. It is expected that course engagement includes participating in live and on-line discussions as well as providing peer feedback on the mini-assignments.

Reading Journal (25%):

Reflective practice is a key skill and habit for effective practitioners to master. One part of reflective practice involves creating the time and space for regular, solitary reflection. To aid in the development of this skill and habit, each student will keep a reading journal this term. The journal will require you to set aside consistent time for regular, solitary reflection on the content of the course's required readings. Journal entries are expected to be written weekly and cover all of the readings for that week before our scheduled class time; the journal entries will be posted on LEARN weekly in your own private [Reading](#)

[Journal](#). Further details are provided in the Reading Journal Guidance. I will mark the journals at two points in the term (during reading week beginning Feb. 20 and at the end of the term beginning April 6).

Qualitative Research Skills Mini-Assignments (50% total):

Regular Learner Pathway: There are three assignments intended to develop or refine specific qualitative data collection and analysis skills. These skills (interviews, observation, content analysis) are deployed in research processes as well as project/program planning, monitoring and evaluation. There are opportunities to tailor your focus within each application to your respective interests.

Assessor Pathway Option: If you are interested in working with a team on an assessment project for a local organization or PACS, let me know in an email by Jan. 31, 2023. Details about the applied projects will be forthcoming.

Researcher Pathway Option: In this option, complete the mini content analysis assignment and either the interview or field observation assignment; for the third component, present on a research method of your choice during our seminar and lead discussion. If you are interested in this pathway, let me know in an email by Jan. 31, 2023 and indicate what research method you would like to present on in our seminar (date for presentation TBD).

- **Field Observation Assignment (15%)**

This assignment will be discussed in week 5 (Feb. 7) when we read about field observation and ethnographic research methods. Each of you will engage in either an in-person or on-line field observation (depending upon pandemic health restrictions and guidelines), and post field notes as well as a short reflection on your learnings to a peer-review group on LEARN by Feb. 17. Peers will meet to provide constructive feedback on each other's work (identifying strengths, things you learned, questions about the approach) in class on Feb. 28.

- **Interview Assignment (15%)**

This assignment will be discussed week 7 (Feb. 28) when we read about interviews. For this assignment you will develop an interview guide, produce five pages of an interview transcript and a two-page reflection on the interview experience. You will post your transcript and analysis to a peer review group on LEARN by Mar. 10. Peers will meet to provide constructive feedback on each other's work on-line the week of our March 14 class (identifying strengths, things you learned, questions about the approach).

- **Mini-Content Analysis Assignment (20%)**

This assignment will be posted in week 10 (Mar. 14) and discussed in-class on Mar 21. You will conduct your own mini-qualitative content analysis project to answer part of a specific line of inquiry, and write-up an individual component of a larger report. Your analysis is part of a larger group analysis, and a final report will assemble all of the research. The assignment will be graded with 15% for your individual work and 5% for your group's overall work. A portion of class time will be allocated for group work on March 21. The final report will be due by 11:59 pm April 11, 2023 on LEARN.

Resources

Course Policies

Grading Policy

"F": Failing work. "D": Lack of fundamental knowledge of the material but sufficient knowledge for a passing grade. "C": Satisfactory knowledge of the basic information or data presented in the course; single-loop learning evidenced. "B": Good ability to explain basic ideas and concepts; see how certain issues and concepts are related to one another according to explanations currently held in the field; can reproduce arguments; mostly single-loop learning with some double-loop learning evidenced. "A": Excellent, independent and original thinking and/or creative work; double-loop learning evidenced.

Paper Deadline Policy

Please note that papers not turned in on time will lose 1/3 of a grade (e.g. a B+ becomes a B) and further mark penalties will incur over time, except in cases of genuine emergency. This term, everyone has two “slip days” which they can apply to any personal assignment (journal entries, interview assignment, field observation assignment, or if everyone in the group agrees, the mini-content analysis assignment). A slip day is an automatic 48 hour extension on the assignment, and you do not have to ask me for it in advance, just let me know if you are using it when you submit the assignment. More generally, if you are concerned about an assignment, please do communicate with me in advance of the deadline. Deadlines are important, but I am willing to work with those who take the initiative in their communications and demonstrate commitment to getting the job done.

Course Schedule

Please note: I may change some of the readings on the syllabus as the course progresses in order to better accommodate class interests, presentations and guest speakers. You will be notified of any changes at least one week in advance in class on LEARN.

Date and topic	Readings
Jan. 10 1) Introductions, Course Overview, Group evaluative thinking exercise	
Jan. 17 2) Reflective Practise: - What is reflective practise? - Why engage in reflective practise in peace work? - What challenges do you anticipate for yourself as a reflexive practitioner? Reflective Activity: values and characteristics of peace workers	Required: Thompson, Neil and Jan Pascal (2012) Developing critically reflective practice, <i>Reflective Practice</i> , 13(2): 311-325. Lederach. John Paul. 2011. <i>The Poetic Unfolding of the human spirit</i> . Essays on Exploring a Global Dream sponsored by the Fetzer Institute, Essay Number 4. (pp.1-42; you can read this lightly to get a sense of Lederach’s reflective practice)

Date and topic	Readings
	<p>Lang, Michael D. and Alison Taylor. "Developing Artistry." <i>The Making of a Mediator: Developing Artistry in Practice</i>, 3-22. San Francisco: Jossey-Bass, 2000.</p> <p>Dalak, Eva. 2020. Dealing with Chronic Stress and Self-Care for Aid Workers, Development Professionals, and Trainers. <i>Journal of Peacebuilding and Development</i>, 15 (3): 362-365.</p> <p>Glassburn, Susan, Lisa E. McGuire and Kathy Lay (2019) Reflection as self-care: models for facilitative supervision, <i>Reflective Practice</i>, 20 (6): 692-704.</p> <p>Recommended:</p> <p>Schön, Donald. 1983. "Ch. 2 From Technical Rationality to Reflection – in –Action." In <i>The Reflective Practitioner: How Professionals Think in Action</i>. New York: Basic Books, pp.21-69.</p> <p>Another great resource is: Brookfield, Stephen. 2010. "Chapter 11. Critical reflection as an adult learning process" In N. Lyons (Ed). <i>Handbook of Reflection and Reflective Inquiry: Mapping a Way of Knowing for Professional Reflective Inquiry</i>, pp.215-236.</p>
<p>Jan. 24 3) Reflexivity in action – How do we think about change? How can we better facilitate learning to improve peace practice? How does research help improve peace work?</p> <p>If you are interested in either the research or assessor pathway, be sure to email me by Jan. 31 (next week).</p>	<p>Required:</p> <p>Reflective Peacebuilding. Read chapters one through six. Available on-line and LEARN.</p> <p>Cromwell, Alexander, and Margarita Tadevosyan. 2020. "Deconstructing Positionality in Conflict Resolution: Reflections from First-Person Action Research in Pakistan and the South Caucasus." <i>Action Research</i>, (Online First October).</p> <p>Greiff, Jacquie L., Matthew Graville Bricker, Philip Gamaghelyan, Margarita Tadevosyan and Shu Deng (2015) Debriefing in peacemaking and conflict resolution practice: models of emergent learning and practitioner support, <i>Reflective Practice</i>, 16(2): 254-268. DOI: 10.1080/14623943.2015.1005589</p> <p>Care International UK. 2012. Guidance for designing, monitoring and evaluating peacebuilding projects: using theories of change. (skim this to get a sense of how NGOs approach monitoring and evaluation in peacebuilding)</p>

Date and topic	Readings
	<p>McGregor, Sue T. 2018. "Chapter 2: Research Methodologies." In <i>Understanding and Evaluating Research: A Critical Guide</i>. Thousand Oaks, CA: Sage Publications Inc, pp.19-47.</p> <p>Recommended: Lang, Michael. Demonstrating Reflective Practice – Mediate.com video.</p> <p>Marsick, Victoria J., and Alfonso Sauquet.2000. "Chapter 19: Learning through Reflection." In <i>The Handbook of Conflict Resolution: Theory and Practice</i>. Deutsch, Morton and Peter T. Coleman, Eds. San Francisco: Jossey-Bass Publishers, pp.382-399.</p> <p>Cheldelin, Sandra I., Wallace Warfield with January Makamba. 2004. Reflections On Reflective Practice, pp. 64-78. Paper presented at the <i>ICAR Winter 2004 Conference</i>. Fairfax: Institute for Conflict Analysis and Resolution, George Mason University.</p>
<p>Jan. 31 4) Ethical considerations in research and practice</p>	<p>Required: <i>Real World Research (RWR)</i> Ch. 10. Ethical and political considerations, pp.205-242.</p> <p>Assembly of First Nations. (2009). Ethics in First Nations Research Environmental Stewardship Unit.</p> <p>Browse the Office of Research Ethics website (look particularly at the Research Integrity and Research with Human Subjects sections).</p> <p>Neufeldt, Reina. 2022. From Righteous to Responsive: rethinking the role of moral values in peacebuilding. In A. Choi-Fitzpatrick, D. Irvine-Erickson and E. Verdeja (eds) <i>Wicked Problems: The Ethics of Action for Peace, Rights and Justice</i>. NY: Oxford University Press.</p> <p>Recommended: Green, Linda. 1995. "Living in a state of fear." In C. Nordstrom and A.C.G.M. Robben (Eds) <i>Fieldwork Under Fire</i>. Berkeley and Los Angeles: University of California Press, pp.105-127.</p> <p>Malejacq, Romain, and Dipali Mukhopadhyay. 2016. "The 'Tribal Politics' of Field Research: A Reflection on Power and Partiality in 21st-Century Warzones." <i>Perspectives on Politics</i> 14 (4):1011-1028.</p>

Date and topic	Readings
	<p>Patton, Michael Quinn. 2008. "Ch. 14. Power, politics and ethics." In <i>Utilization-Focused Evaluation</i>, 4th Ed., pp.523-557.</p> <p>Whitmore, Todd David. 2010. 'If they kill us at least the others will have more time to get away': the ethics of risk in ethnographic practice. <i>Practical Matters</i>, 3: 1-28.</p>
<p>Feb. 7 5) Designing flexible applied research overview, field observation and ethnographic methods more generally</p>	<p>Required: <i>RWR</i>. Read Chapter 1 (pp.1-13), Chapter 4 (pp.71-81), Chapter 7 (pp.145-86), Chapter 14. Observational Methods (319-345).</p> <p>Excerpt from Lune and Berg. "Field Notes"</p> <p>Beckett, Greg. 2017. A Dog's Life: Suffering Humanitarianism in Port au Prince, Haiti. <i>American Anthropologist</i>, 119 (1): 35-45.</p> <p><u>Recommended</u> Berg and Lune. Chapter 6. Ethnographic field Strategies. <i>Qualitative Research Methods</i>. 8th edition. Boston: Pearson, pp.196-257.</p> <p>Coy, Patrick G. 2001. Shared risks and research dilemmas on a Peace Brigades International team in Sri Lanka. <i>Journal of Contemporary Ethnography</i>, 30: 575-606.</p> <p>Salmons, Janet. 2020. Participant Observation: How does it work on-line? <i>MethodSpace</i>: Sage Publishing.</p> <p><i>RWR</i> Chapter 5 on Desk-based Research and Chapter 6 on Fixed Designs.</p>
<p>Feb. 14 6) Community based and action research</p>	<p>Required: <i>RWR</i>. Chapter 9 (pp.187-204)</p> <p>Ochocka, Joanna and Rich Janzen. 2014. Breathing life into theory: illustrations of community-based research: hallmarks, functions and phases. <i>Gateways: International Journal of Community Research and Engagement</i>, 7: 18-33.</p> <p>Skorkowich, Yael, Daniella Arieli, Javier Simonovich, Pauline Gur, and Bseel Atamleh. 2020. "Whose Program Is This? Negotiations in Designing a Student-Initiated and Student-Led Jewish-Arab/Palestinian Dialogue Program on Campus." <i>Action Research</i> (On-Line First). https://doi.org/10.1177/1476750320974087.</p>

Date and topic	Readings
	<p>Dutta Urmitapa. 2017. Creating inclusive identity narratives through participatory action research. <i>Journal of Community and Applied Social Psychology</i>, 27 (6):476-488. https://doi.org/10.1002/casp.2328</p> <p>Recommended: Rothman, Jay. 1997. Action-Evaluation and Conflict Resolution: In Theory and Practice. <i>Mediation Quarterly</i>, 15(2): 119-131.</p> <p>Angucia, Margaret, Jacques Zeelen and Gideon De Jong. 2010. Researching the reintegration of formerly abducted children in northern Uganda through action research: experiences and reflections. <i>Journal of Community and Applied Social Psychology</i>, 20: 217-231.</p> <p>Neufeldt, Reina C., & Janzen, Rich (2021). Learning from and with community-based and participatory action research: Constraints and adaptations in a youth-peacebuilding initiative in Haiti. <i>Action Research</i>, 19(1), 91–109. https://doi-org.proxy.lib.uwaterloo.ca/10.1177/1476750320916226</p>
Feb. 21	Reading week
<p>Feb. 28 7) Interviews</p>	<p>Required: Real World Research Chapter 12 (pp.284-306).</p> <p>Fujii, Lee Ann. 2010. Shades of truth and lies: Interpreting testimonies of war and violence. <i>Journal of Peace Research</i>, 47(2): 231-241.</p> <p>Dart, Jessica and Rick Davies. 2005. <i>The 'Most Significant Change' (MSC) Technique: A Guide to Its Use</i>. Cooperative for Assistance and Relief Everywhere (CARE) Inc., et al. Read Chapter One fully, and then skim the rest to get a sense of how MSC works.</p> <p>Recommended Robben, Antonius. 1995. The politics of truth and emotion among victims and perpetrators of violence. <i>Fieldwork Under Fire: Contemporary Studies of Violence and Culture</i>. C. Nordstrom and A. Robben (Eds). Los Angeles, CA: University of California Press, 81-99.</p>
<p>Mar 7 8) Case studies</p>	<p>Required: Berg and Lune. "Chapter 10: Case Studies." <i>Qualitative Research for the Social Sciences</i>. 8th Edition.</p>

Date and topic	Readings
	<p>Quinn Patton, Michael. 2015. "Thick description and case studies: the bedrock of qualitative analysis" In <i>Qualitative Research and Evaluation Methods</i>, 4th edition (Thousand Oakes, CA: Sage Publications, Inc), pp.533-540.</p> <p>Neufeldt, Reina C., Mary Lou Klassen, John Danboyi, Jessica Dyck, and Mugu Zakka Bako. 2020. "Gaps in knowledge about local peacebuilding: a study in deficiency from Jos, Nigeria." <i>Third World Quarterly</i>:1-19. doi: 10.1080/01436597.2020.1761253</p> <p>Case TBA</p>
<p>Mar. 14 – Asynchronous class this week 9) Analyzing narrative data</p>	<p>Required: <i>RWR</i>. Chapter 18 (pp.459-486).</p> <p>Quinn Patton, Michael. 2015. "Qualitative analysis and interpretation" In <i>Qualitative Research and Evaluation Methods</i>, 4th edition (Thousand Oakes, CA: Sage Publications, Inc), pp.519-531.</p> <p>Kiguwa, Peace, and Yaseen Ally. 2018. "Constructed representations of street protest violence: Speaking violence, speaking race." <i>Peace and Conflict: Journal of Peace Psychology</i> 24 (1):36-43. doi: 10.1037/pac0000278.</p> <p>Recommended: Dart, Jessica and Rick Davies. 2005. <i>The 'Most Significant Change' (MSC) Technique: A Guide to Its Use</i>. Cooperative for Assistance and Relief Everywhere (CARE) Inc., et al.</p> <p>Berg and Lune. <i>Qualitative Research Methods for the Social Sciences</i>. Chapter 11. An Introduction to Content Analysis. (pp. 349-385.)</p>
<p>Mar 21 10) Drawing Lessons, Writing Reports and Usable Findings</p>	<p>Required: <i>Real World Research</i>. Part V. Introduction (pp.403-408), Chapter 19 (pp.487-507)</p> <p>Booth, Wayne et al. 2008. Chapter 13: Drafting your report. In <i>The Craft of Research</i>, 3rd Edition. Chicago: Chicago University Press, pp.187-202.</p> <p><u>Reflective Peacebuilding</u>. Chapter13: Drawing out lessons.</p>

Date and topic	Readings
	<p>Bolton, Nell and Amaral, Lilliana (CRS Timor Leste). 2013. <i>Laletek Project Manual: Strategic Community Peacebuilding in Practice</i>. Baltimore, MD: CRS. Read the full document (35 pages in the main document, scan the appendices).</p> <p>Quinn Patton, Michael. 2015. "Checklist for qualitative data analysis, interpreting findings, and reporting results" In <i>Qualitative Research and Evaluation Methods</i>, 4th edition (Thousand Oakes, CA: Sage Publications, Inc), p.632.</p>
<p>Mar. 28 11) Program and Project Evaluation</p>	<p>Required: Reflective Peacebuilding, Chapters 10, 11 and 12.</p> <p>OECD. 2012. Evaluating Peacebuilding Activities in Settings of Conflict and Fragility: Improving Learning for Results, DAC Guidelines and References Series, OECD Publishing. Read the executive summary, Chapters 1 and 2.</p> <p>Check out one or two of the resources in the Online Field Guide for Peacebuilding Evaluation:</p> <p>Recommended: Patton, Michael Quinn. 2008. Chapter 8: Evaluation focus options: developmental evaluation and other alternatives. <i>Utilization Focused Evaluation</i>. pp.271-305.</p> <p>USAID CMM. 2010. "Theories of change and indicator development in Conflict Management and Mitigation." Washington, DC: USAID.</p>
<p>Apr. 4 12) Investigating Change: Conclusion and Wrap-Up</p>	<p>Required Bush, Kenneth and Duggan, Colleen. 2015. "Research, Impact and Politics in Violently Divided Societies: An Evaluative Lens for Small Scale Maps" In <i>Evaluation in the Extreme: Research, Impact and Politics in Violently Divided Societies</i>, ed. By K. Bush and C. Duggan. New Delhi: Sage India and the International Development Research Centre (IDRC).</p> <p>Recommended: Byrne, Catherine C. 2009. Proactive versus defensive ethics: rehumanizing psychology. <i>Peace and Conflict</i>, 15: 215-225.</p>

Other things:

There are many research topics that we will not cover in this class but which are useful for your work – whether applied or research oriented. Below are a few additional resources for to consider as you develop your research skills.

Literature Review and Developing Your Research Question

- [“How to do a literature review”](#) website at UNC
- *Real World Research*, Chapter 3: Developing your ideas, pages 45-69.
- Introductory research methods chapters have excellent literature review guidance. For example, see John Cresswell’s *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (any edition). Thousand Oaks, CA: Sage Publications.

Fixed Research Designs

- *Real World Research*, Chapter 5: Fixed designs, 81-129.
- *Real World Research*, Chapter 16. The analysis and interpretation of quantitative data, 413-464.

Research Ethics at University of Waterloo

An overview of research ethics and requirements when working with human participants is available at the [Office of Research Ethics](#) website. It is important to familiarize yourself with research ethics if you are considering an independent research course or primary research as part of PACS 625.

University Policies

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

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](#). When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

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](#) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to [Policy 71, Student Discipline](#). For typical penalties, check [Guidelines for the Assessment of Penalties](#).

Appeals: A decision made or penalty imposed under [Policy 70, Student Petitions and Grievances](#) (other than a petition) or [Policy 71, Student Discipline](#) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72, Student Appeals](#).

Note for students with disabilities: [AccessAbility Services](#), 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 at the beginning of each academic term.

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.

University policies are from the course outline template: June 15, 2009 (updated March 2018)

Coronavirus Information

[Coronavirus Information for Students](#)

This resource provides updated information on COVID-19 and guidance for accommodations due to COVID-19.

Mental Health Support

All of us need a support system. We encourage you to seek out mental health supports and resources when they are needed. You can reach out to [Campus Wellness](#) and learn about the variety of services available to promote your mental health and wellbeing.

Territorial Acknowledgement

Many of us live and work on the traditional territory of the Neutral, Anishinaabeg, and Haudenosaunee peoples; it is part of the area governed by the [Dish with One Spoon wampum](#). Conrad Grebel University College and the University of Waterloo are also located on the Haldimand Tract, the land promised to the Six Nations (Haudenosaunee) that includes six miles on each side of the Grand River from mouth to source. Haudenosaunee traditional chiefs and elected leaders issued [a moratorium on development](#) across the entire Haldimand tract April 20, 2021 because of the continued inaction on Haudenosaunee land claims on their unceded territory.

PACS as a discipline is committed to pursuing peace with justice. This includes being aware of the territory and lands on which we live, acknowledging Indigenous peoples past and present, as well as attending to ways in which we benefit from the land and may be part of systems of dispossession. The acknowledgement helps prompt reflection and action in the spirit of truth and reconciliation. For more on the hard work needed for reconciliation see the [Indian Residential Schools Truth and Reconciliation Commission](#), and the [National Inquiry into Missing and Murdered Indigenous Women, Girls and Two](#)

[Spirits](#). There is also information available on [Haudenosaunee land claims](#) and current actions to protect the land.

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