

# Syllabus: PACS 602 The Practice of Peace

## Instructor

Prof. Reina Neufeldt ([reina.neufeldt@uwaterloo.ca](mailto:reina.neufeldt@uwaterloo.ca))

WebEx Office Hours: Thurs. 2:00 – 3:30 PM

(Click the WebEx widget to get to my virtual office; you can email me ahead to schedule a time, or just click and "stop by" during office hours)

## 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 practise for monitoring and evaluation. The course design includes mini-lectures, guest lectures, seminar discussions (live or via LEARN discussion boards), and several experiential and applied learning exercises.

## 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 research methods (interviewing, observation and content analysis).

## Grade Breakdown

The following table represents the grade breakdown of this course.

Activities and Assignments	Weight (%)	Due Date
Participation (Facilitation and Engagement)	30%	Continuous
Reading Journal (weekly)	20%	Monday's before class
Qualitative Research Skills Mini Assignments		
- Interview	15%	Feb. 23
- Field Observation	15%	Mar. 11
- Content Analysis (15+5)	20%	Apr. 9

## Assignments

### Participation (Facilitation and Engagement) (30%)

#### Discussion or Monitoring Facilitation (10%):

Each of you will be either 1) part of a team that is responsible for facilitating class discussion on the assigned readings for a week, or 2) part of a team responsible for helping develop monitoring and assessment tools for active engagement.

As a facilitation team member you are expected to prepare discussion questions to bring out key points and aspects of all of the assigned readings, facilitate in a manner that ensures all sides of the questions are considered, and provide opportunity for everyone to participate. Time frames will vary depending on additional class content, but be prepared to facilitate for 30-45 minutes in the live discussion time, and support on-line discussion that week (particularly for those unable to make the live session). Make sure that all members of your team are involved in the actual facilitation (live and/or online). The assignment provides an opportunity for you to develop or hone your facilitation skills. For practitioners, such skills are essential for effectively leading workshops, conducting focus groups, gathering feedback, and leading community forums.

As a monitoring team member you are expected to take the lead on developing the criteria we will use for assessing facilitation or course engagement. In the design process, you will need to clarify your monitoring or evaluation approach, key criteria to be assessed as well as standards or proficiency levels. It is expected that you will utilize a collaborative approach, meaning everyone in class will have opportunities to provide feedback on the assessment criteria and methodology.

#### Course Engagement (20%)

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. A monitoring team will take the lead developing the criteria to assess active engagement and utilize a collaborative approach (meaning, everyone in class will have opportunities to provide feedback on the assessment criteria and methodology). It is expected that course engagement includes participating in live and/or on-line discussions as well as providing peer feedback on the mini-assignments.

**Reading Journal (20%):** 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 in their own private on-line discussion forum titled Reflective Journal. 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 handout. I will mark the journals at two points in the term (during reading week beginning Feb. 15, and at the end of the term beginning April 15).

# Qualitative Research Skills Mini-Assignments

Each of the following three assignments are intended to develop or refine specific qualitative data collection and analysis skills. These skills are deployed in research processes as well as project/program planning, monitoring and evaluation processes. You can tailor your focus in each to fit your respective interests. *Option for up to 4 people.* If you are interested in completing these three mini-assignments as part of a team applied project, let me know of your interest in an email by Jan. 31, 2021. The purpose of this applied project is to gather information for a proposal to improve the MPACS alumni network. Note that this option will involve additional time and meetings with Grebel staff and myself in the design phase, as well as in data collection and analysis phase.

## Interview Assignment (15%)

This assignment will be discussed week 5 (Feb. 8) 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 be assigned to peer-review groups and post your transcript and analysis on LEARN by Feb. 225 (earlier may be helpful for peers). Peers will meet to provide constructive feedback on each other's work on Mar. 1 in class (identifying strengths, things you learned, questions about the approach). If you are unable to participate during class time, post your feedback on LEARN to the discussion board by 11:59 PM on Mar 1.

## Field Observation Assignment (15%)

This assignment will be discussed in week 7 (Mar. 1) when we read about field observation and ethnographic research methods. Each of you will engage in either live or on-line field observation (working within 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 Mar. 11. The peer-review groups will provide constructive feedback on each other's work (identifying strengths, things you learned, questions about the approach) on-line by 11:59 on Mar. 22.

## Mini-Content Analysis Assignment (20%)

This assignment will be discussed in week 9 (Mar. 22). 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. The 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 29. The final report will be due by 11:59 pm April 9, 2019 on LEARN.

# Evaluations

## Materials and Resources

### Required Textbooks

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*. 8<sup>th</sup> edition. Boston: Pearson. (The 7<sup>th</sup> and 6<sup>th</sup> editions are also 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](mailto: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.

## 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.

Week and topic	Readings
<b>Jan. 11</b> 1) Introductions, Course Overview, Group evaluative thinking exercise	
<b>Jan. 18</b> 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?	<b>Required:</b> 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.  Neil Thompson & Jan Pascal (2012) Developing critically reflective practice, <i>Reflective Practice</i> , 13(2): 311-325.

Week and topic	Readings
<p>Reflective Activity: values and characteristics of peace workers</p>	<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>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.</p> <p><b>Recommended:</b></p> <p>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>Nona Lyons. 2010. Chapter 1 "Reflection and Reflective Inquiry: Critical Issues, Evolving Conceptualizations, Contemporary Claims and Future Possibilities" In N. Lyons (Ed). <i>Handbook of Reflection and Reflective Inquiry: Mapping a Way of Knowing for Professional Reflective Inquiry</i></p>
<p><b>Jan. 25</b>  <b>3)</b> Reflexivity in action –  How do we think about change?  How can we better facilitate learning to improve peace practice? What are research methodologies and how can research help improve peace work?</p> <p>Team 1 - Monitoring  (focus: assessing facilitation)</p>	<p><b>Required:</b></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>Cromwell, Alexander, and Margarita Tadevosyan. 2020. "<a href="#">Deconstructing Positionality in Conflict Resolution: Reflections from First-Person Action Research in Pakistan and the South Caucasus.</a>" <i>Action Research</i>, (Online First October)..</p> <p><a href="#">Reflective Peacebuilding</a>. Read chapters one through six. Available on-line and LEARN.</p> <p><u>For an introduction to, or refresher in, research approaches and methods read:</u></p> <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><b>Recommended:</b></p> <p>Lang, Michael. <a href="#">Demonstrating Reflective Practice</a> – 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><b>Feb. 1</b></p>	<p><b>Required:</b></p>

Week and topic	Readings
<p><b>4)</b> Ethical considerations doing applied research and evaluation in conflict settings</p> <p>Guest Speaker: Karen Pieters, Office of Research Ethics, University of Waterloo</p> <p>Team 2 – Discussion Facilitation</p>	<p><i>Real World Research (RWR)</i> Ch. 10. Ethical and political considerations, pp.205-242.</p> <p>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><a href="#">Assembly of First Nations. (2009). Ethics in First Nations Research</a> Environmental Stewardship Unit.</p> <p><a href="#">Browse the Office of Research Ethics website</a> (look particularly at the Research Integrity and Research with Human Subjects sections).</p> <p><b>Recommended:</b> Patton, Michael Quinn. 2008. "Ch. 14. Power, politics and ethics." In <i>Utilization-Focused Evaluation</i>, 4<sup>th</sup> Ed., pp.523-557.</p>
<p><b>Feb. 8</b></p> <p><b>5)</b> Designing flexible applied research overview, and Interviews</p> <p>Team 3 – Monitoring (focus: assessing active engagement)</p>	<p><b>Required:</b> <i>RWR</i>. Read Chapter 1 (pp.1-13), Chapter 4 (pp.71-81), Chapter 7 (pp.145-86) , and 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><b>Recommended:</b> <i>RWR</i> Chapter 5 on Desk-based Research and Chapter 6 on Fixed Designs.</p>
<p><b>Feb. 15</b></p>	<p><b>Reading week</b></p>
<p><b>Feb. 22</b></p> <p><b>6)</b> Community based and action research</p> <p>Rich Janzen, Guest Speaker from the Centre for Community Based Research</p> <p>Team 4 – Discussion Facilitation</p>	<p><b>Required:</b> <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). <a href="https://doi.org/10.1177/1476750320974087">https://doi.org/10.1177/1476750320974087</a>.</p> <p>Khandekar, Sujata, Vinaya Ghewde, Anita Kamble, Anwari Khan, Pallavi Palav, Dwarka Pawar, Sheela Pawar, Mumtaz Shaikh, and Lakshmi Lingam. (2020) "Feminist Cooperative Inquiry: Grassroots Women Define and Deepen Empowerment through Dialogue." <i>Action Research</i> (On-Line First). <a href="https://doi.org/10.1177/1476750320960807">https://doi.org/10.1177/1476750320960807</a>.</p> <p><b>Recommended:</b></p>

Week and topic	Readings
	<p>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><b>Mar. 1</b> 7) Field observation and ethnographic methods</p> <p>Team 5 – Discussion Facilitation</p>	<p><b>Required:</b> RWR Chapter 14. Observational Methods. (pp.319-345)</p> <p>Salmons, Janet. 2020. <a href="#">Participant Observation: How does it work online?</a> <i>MethodSpace</i>: Sage Publishing.</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>Wood, Elisabeth Jean. 2006. The ethical challenges of field research in conflict zones. <i>Qualitative Sociology</i>, 29: 373-386.</p> <p><u>Recommended</u> Berg and Lune. Chapter 6. Ethnographic field Strategies. <i>Qualitative Research Methods</i>. 8<sup>th</sup> edition. Boston: Pearson, pp.196-257.</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><b>Mar 8</b> 8) Case studies</p> <p>Team 6 – Discussion Facilitation</p>	<p><b>Required:</b> Berg and Lune. "Chapter 10: Case Studies." <i>Qualitative Research for the Social Sciences</i>. 8<sup>th</sup> Edition.</p> <p>Quinn Patton, Michael. 2015. "Thick description and case studies: the bedrock of qualitative analysis" In <i>Qualitative Research and Evaluation Methods</i>, 4<sup>th</sup> edition (Thousand Oakes, CA: Sage Publications, Inc), pp.533-540.</p> <p>Mercy Corps. 2015. "Youth and Consequences: Unemployment, Injustice and Violence" Portland, OR: Mercy Corps.</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><b>Mar. 22</b> 9) Analyzing narrative data</p>	<p><b>Required:</b> RWR. Chapter 18 (pp.459-486).</p>

Week and topic	Readings
Team 7 – Discussion Facilitation	<p>Quinn Patton, Michael. 2015. "Qualitative analysis and interpretation" In <i>Qualitative Research and Evaluation Methods</i>, 4<sup>th</sup> 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><b>Recommended:</b>  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><b>Mar. 29</b>  10) Program and Project Evaluation</p>	<p><b>Required:</b>  <a href="#">Reflective Peacebuilding</a>, Chapters 10, 11 and 12.</p> <p>OECD. 2012. <a href="#">Evaluating Peacebuilding Activities in Settings of Conflict and Fragility: Improving Learning for Results</a>, DAC Guidelines and References Series, OECD Publishing. Read the executive summary, Chapters 1 and 2.</p> <p>Sample evaluation TBD.</p> <p><b>Recommended:</b>  Patton, Michael Quinn. 2008. Chapter 8: Evaluation focus options: developmental evaluation and other alternatives. <i>Utilization Focused Evaluation</i>. pp.271-305.</p> <p>Care International UK. 2012. <a href="#">Guidance for designing, monitoring and evaluating peacebuilding projects: using theories of change</a>.</p> <p>USAID CMM. 2010. "<a href="#">Theories of change and indicator development in Conflict Management and Mitigation</a>." Washington, DC: USAID.</p>
<p><b>Apr. 5</b>  11) Drawing Lessons, Writing Reports and Usable Findings</p> <p>Tem 8 - Facilitation Discussion</p>	<p><b>Required:</b>  <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>, 3<sup>rd</sup> Edition. Chicago: Chicago University Press, pp.187-202.</p> <p><a href="#">Reflective Peacebuilding</a>. Chapter13: Drawing out lessons.</p> <p>Bolton, Nell and Amaral, Lilliana (CRS Timor Leste). 2013. <i>Laletek Project Manual: Strategic Community Peacebuilding in Practice</i>.</p>

Week and topic	Readings
	<p>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>, 4<sup>th</sup> edition (Thousand Oakes, CA: Sage Publications, Inc), p.632.</p>
<p><b>Apr. 12</b> 12) Investigating Change: Conclusion and Wrap-Up</p>	<p><b>Required</b> 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><b>Recommended:</b> Byrne, Catherine C. 2009. Proactive versus defensive ethics: rehumanizing psychology. <i>Peace and Conflict</i>, 15: 215-225.</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>

## 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.

### Facilitation Resources:

- Maurik, John van. 1994. Facilitating Excellence: Styles and Processes of Facilitation. *Leadership and Organizational Development Journal*, 15(8): 30-34.

- Schwarz, Roger M. 1994. *The Skilled Facilitator: Practical Wisdom for Developing Effective Groups*. San Francisco: Jossey-Bass Publishers.

### 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.

[Library COVID-19: Updates on library services and operations.](#)

## Course and University 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.

### 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](#)

## **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. Conrad Grebel University College and the University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes six miles on each side of the Grand River.

PACS as a discipline is committed to pursuing peace with justice; the territorial acknowledgement is part of that commitment as it acknowledges Indigenous peoples presence and land, it helps to name that we have benefited from the land, and prompts reflection 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](#).

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