

Conrad Grebel University College
University of Waterloo
PACS 301-002: Peace and Environment
Fall 2018

Class Time: Thursday 6-8:50pm

Location: CGUC Room 1308

Instructor: Jennifer Ball, PhD, RPP, MCIP

Office Hours: Preferably by appointment, or generally Wednesday 2:30-4:30pm, Thursday 3-4pm

Office Location: CGUC 2103C

Phone: 519-885-0220 x24262

Email: jennifer.ball@uwaterloo.ca

Land Acknowledgement

We are on the traditional territory of the Attiwandaron (Neutral), Anishinaabe and Haudenosaunee peoples. 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.

Course Description:

This course uses the lens of peace ecology to explore the natural environment as a potential source of both conflict and peacebuilding in local, national, and international contexts. It calls into question the dominant Western worldview with its focus on separation and reductionism and then dares to imagine a more holistic worldview that recognizes and values interconnectedness, relationship, and balance (or dynamic stability). In this course, we examine both the gravity of the global environmental crisis and the inspiration of the growing grassroots movement toward resilience and change.

Related to this, we also explore both the devastation of Nature and its capacity to heal and inspire us. Through direct engagement with the natural environment, we investigate our personal relationship to Nature and how this influences our motivation and involvement in caring for and protecting it.

Learning Outcomes:

Upon completion of this course, students should be able to:

- Articulate an understanding of the critical issues of the global environmental crisis
- Identify specific community peacebuilding responses locally, nationally, and internationally
- Examine and situate their personal story in the context of the ongoing Universe story
- Critically analyze the relationship of the environment to both conflict and peacebuilding
- Reflect on and actively deepen their relationship with Nature
- Collaborate within a group and facilitate the active learning of peers
- Identify and understand the structural elements of Circle process
- Co-create a holistic learning community

Course Teaching Methodology

This is a senior level seminar course. The format of the class is based on principles of Circle pedagogy. Students are expected to actively participate in the teaching and learning process – coming to class with readings done and actively engaging in discussions and activities, as well as facilitating the class as part of a group. The instructor and guest speakers will provide additional information based on their experience and expertise. This will be a holistic learning experience, engaging body, mind, emotions, and spirit. A willingness to stretch outside of one’s comfort zone will be an important part of the learning experience. It is also important to note that what you get out of this class will be proportionate to what you put into it in terms of your presence, engagement, and effort.

There will be a full day fieldtrip during this course on Friday, September 22nd. Attendance is required.

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

Course Assessment:

Assignment	Weighting	Due Date
Awakening the Dreamer Online Workshop & Reflections	5%	Sept. 21
Sit-Spot Reflective Journal	30%	Weekly
Stations of the Cosmos Reflective Paper	5%	Oct. 5
Group Facilitated Session	25%	Assigned Week
Arts Based Project	35%	Project Summary – Oct. 12 Art & Report – Nov. 30 Reflective Paper – Dec. 1

Course Assignments:

1. Awakening the Dreamer Online Workshop & Reflections (5%)

‘Awakening the Dreamer’ is a 2-hour free online workshop by the Pachamama Alliance, an organization “dedicated to bringing forth an environmentally sustainable, spiritually fulfilling, socially just human presence on this planet”. This workshop provides a comprehensive overview of the current environmental crisis, as well as responses being taken by ordinary citizens.

You will register for the workshop and complete the two-hour workshop online. Throughout the workshop, there are opportunities for personal reflection. You will fill out these sections and then cut and paste your responses into a Word document. There is a template on LEARN that you can use. Your paper will be evaluated for: completion of all the sections, clarity, and level of reflection.

Submit this reflective paper via the dropbox in LEARN by the beginning of class on Sept. 21st (Week 3).

2. Sit-Spot Reflective Journal (30%)

The idea of a ‘Sit Spot’ draws on the work of Jon Young (Founder of the ‘8 Shields Mentoring Model’, global leader in Deep Nature Connection). It is considered a core practice for connecting with Nature. This assignment is an opportunity to become more familiar, even intimate, with Nature by getting to know this specific spot. While usually done daily, we will adapt it to a weekly practice.

Find a specific special place in Nature where you feel safe and comfortable to sit for a period of time without a lot of human distraction (e.g by a river, in a park, in your backyard, near a ditch or ravine). You will return to this same place once a week (possibly at the same time or try different times; early morning or evening often mean more activity in Nature). You will sit silently in your Sit Spot (without any electronic devices - your phone off) for a minimum of 15 minutes, gradually increasing your time as you feel comfortable.

Consider what it takes to build a relationship with another person and apply this to building a relationship with all that is present in this natural space.

While in your Sit Spot, use all of your 6 senses (seeing, hearing, smelling, tasting, touching, intuiting) to become familiar, get to know, build a relationship with this particular space in Nature. What do you see? hear? smell? taste? feel? sense? Be specific.

What are your impressions and reflections?

Immediately following your time in your Sit Spot, journal your observations and impressions/reflections. Use the [journal template](#) provided on LEARN. Each entry will be at least 250 words but may be longer. In addition to writing, feel free to use other forms of creative expression such as drawing, poetry, etc.

You will submit your entries each week by the end of Thursday, via the dropbox on LEARN. I will provide regular feedback via the dropbox, but will assign a mark to your journal after your final submission.

You will have a total of 11 entries by the end of the term. **There will be an entry for the weeks that class is cancelled on Sept 28 and Oct. 19.** For the Reflections section of your final entry in Week 12, in addition to your senses section, read back over the previous 11 entries and reflect on your journey of building a relationship with this area of Nature over these twelve weeks. What have you learned? about Nature? about yourself? about this relationship? about the process of building such a relationship? its impact? What themes have emerged from your entries? How has this experience changed for you over the course of the term?

*If you decide to handwrite your journal or if you include any drawing or creative expression, you may scan your entry to submit via the dropbox or give it to me directly.

3. Stations of the Cosmos Reflective Paper (5%)

At the Ignatius Jesuit Centre, there is a spiral meditative walk called, “The Stations of the Cosmos”, inspired by the writing of Thomas Berry. During the fieldtrip to the Centre on Sept. 22nd, you will be guided to walk “The Stations of the Cosmos”. As you walk slowly through the spiral from the ‘Flaring Forth’ to this ‘Present Moment of Grace’, reflect on your academic and career goals. Following this, you will be given time for personal reflection on the following questions:

- How does the experience of walking ‘The Stations of the Cosmos’ impact/influence your understanding of Nature/the environment and how you relate to it?
- How does the experience of walking ‘The Stations of the Cosmos’ impact/influence your academic and career goals?
- What implications does it have for you and your life/future professional plan?
- Write about your reflections during your walk with respect to your intention to use your education and creative capacity differently than you might have done before the walk.

This paper should be a minimum of 500 words.

The paper is due via the dropbox in LEARN by the beginning of class on Oct. 5th (Week 5).

4. Group Facilitated Session (25%)

Groups of 4-5 (a total of 6 groups) will be responsible for leading the class's learning on the theme of that week. There are three components of the class for which groups are responsible (Circle Opening, Facilitation, Circle Closing).

a) Each group will decide on an Opening and a Closing for class. This could be short readings (2-5 minutes max) to guide the class in personal reflection or some other means of creating a pause and a transition. Readings may be inspirational or thought provoking and may or may not relate to the theme of that week. Choose a different person to read/lead each of these.

b) Each group will have 30 minutes to facilitate the class's learning, drawing on the assigned readings for that week as well as on other sources (books, journal articles, newspaper articles, audiovisual, internet, personal experience). This is an opportunity to highlight key concepts (in particular, connections to peace/peacebuilding) and to go more in depth into case study examples. Use class readings as your primary sources of inspiration but do not simply outline them; take us deeper in our learning. Provide some level of critical analysis. Also provide balance in terms of both positives and negatives. Be creative so you get your messages across and so that your fellow students are engaged with the topic in more than an intellectual way (e.g. use interactive activities). As this is about facilitating learning and not presenting, do not be overly reliant on powerpoint. Develop one or two questions that may be used for larger group discussion following your facilitation.

These sessions will be peer evaluated. Evaluation will be based on the following:

- clarity (format/organization, speaking/communication)
- creativity
- covered content
- on time
- utilized class readings and additional resources
- involved whole group/participation.

Group Facilitated Sessions will begin Oct. 5th, skip Oct. 19th, and continue until Nov. 16th.

****Feel free to contact me prior to your Facilitation to talk through your ideas/outline or approach****

5. Arts Based Project (35%)

The arts are becoming increasingly important in the field of peacebuilding, and this assignment is designed to allow you to explore this aspect. A first-rate creative project, like a good research paper, requires considerable research and preparation. This is not a project that can be left until the last minute. As such, you will submit a **1-page summary** of your proposed project **via the dropbox on LEARN by Oct. 12th**, outlining how the project will be completed and how it will explicitly and specifically integrate course material. This summary will be marked as 10% of the project grade. You are encouraged to undertake this project in groups of 2 or 3. If you choose to do it as an individual, please see the instructor before Oct. 12th. Group projects need to reflect the contributions of each person.

You will not be marked on your artistic ability. This is an opportunity to learn in a different way and possibly to try something you've not done before. Draw on themes, concepts, key learnings, or even questions from the course and use these as inspiration to create a project using an arts-based medium such as, but not limited to, painting, sculpture, collage/mixed medium, pottery, woodworking, stained glass, etc.

The final art piece must also be accompanied by a 1000-1250 word **group report** that:

- Clearly states the objective of the project
- Explains how the piece incorporates concepts and learning from the course
- Elucidates why the medium is important
- Briefly summarizes what you learned as a result of the process of creation
- May include other relevant reflections
- Includes a list of references (I do expect there to be references)

Additionally, each person will write a 250-500 word **reflection paper**:

- evaluating your contribution to the project and what you learned about yourself working in a group
- evaluating how the group worked together and what you learned from that experience
- evaluating what was done well or what you would do differently if you were to do such a project again

The final art project and group report will be 80% of the project grade, while the reflection paper will be 10% of the project grade.

All projects and accompanying group reports are due in class on Nov. 30th. There will be time in this final class to present your creation, if you would like. **Individual reflection papers are due via the dropbox on LEARN by midnight on Dec. 1st.**

** In Winter 2018, as part of a PACS 40th anniversary celebration, there will be an exhibit in the Grebel Gallery, in the Centre for Peace Advancement that will profile student arts based projects. You are encouraged to submit your art project for consideration in this display. Rachel Reist will be the contact person for this exhibit.

Course Schedule:

Week	Date	Topics	Readings/Resources	Assignments/Evaluation
1	Sept. 7	Introductions Approach to Course Circle Process Review Course Outline	Ball et al., Ch. 3 (E-Reserve)	
2	Sept. 14	Overarching Worldviews & Peace	Amster - Introduction, Ch. 1 Berry – Ch.1, 2 & 10 (E-reserve)	Sit Spot Journal Entry 1
3	Sept. 21	Food Production/Food Security & Justice Guests: - Dr. Ralph Martin, Professor of Plant Agriculture, University of Guelph	Amster – Ch. 2, Ch. 3 Martin – Cover Crop article (on Learn) The Soil Story video	‘Awakening the Dreamer’ Reflective Paper due BEFORE class Sit Spot Journal Entry 2
	Sept. 22	FIELDTRIP – FULL DAY (*Required Fee) To Ignatius Jesuit Centre, Guelph Guests:	Martin – 2 articles – Climate Change; IJC Land (on Learn)	Bring your lunch & a water – possibly rain gear

Week	Date	Topics	Readings/Resources	Assignments/Evaluation
		- Heather Lex, Ignatius Farm Manager - Ruth Knight, Organic Consultant Inc. - Dr. Ralph Martin, Professor, University of Guelph		
4	Sept. 28	Class Cancelled (due to field trip)		Sit Spot Journal Entry 3
5	Oct. 5	Sustainable Living: Role of Community & Radical Empathy Guest: Joe Mancini, The Working Centre	Amster – Ch. 4 Mancini – Ch. 1 & 10 (E-Reserve) The Working Centre’s “Resources for Students” (on Learn)	Group 1 Facilitation 'Stations of the Cosmos' Reflective Paper due BEFORE class Sit Spot Journal Entry 4
6	Oct. 12	Class Cancelled - Tuesday Schedule (due to Thanksgiving Break)		Sit Spot Journal Entry 5 1-page Project Summary
7	Oct. 19	Class Cancelled (due to fieldtrip)		Sit Spot Journal Entry 6
8	Oct. 26	Climate Change & Community Resilience Guest: Sally Ludwig, Transition Guelph	Amster – Ch.5 Monbiot - Ch. 9 & 11 (Ch9-E-Reserve; Ch. 11-regular Reserve) Hopkins – Ch. 2 & 4 (E-Reserve)	Group 2 Facilitation Sit Spot Journal Entry 7
9	Nov. 2	Resource Extraction Guest: Paulette Moore, Film maker	Amster – Ch.6 Additional readings – TBD	Group 3 Facilitation Sit Spot Journal Entry 8
10	Nov. 9	Water Guest: Rob Case, Wellington Water Watchers	Amster – Ch.7 Isla, A. – article (E-Reserve) McGregor, D. – article (E-Reserve) Videos – Berta Càceres, 2015 Goldman Environmental Prize	Group 4 Facilitation Sit Spot Journal Entry 9

Week	Date	Topics	Readings/Resources	Assignments/Evaluation
			winner (on Learn) Video – Dr. Emoto’s research on water (on Learn) Radin et al. – article (on Learn)	
11	Nov. 16	Spirituality	Amster – Ch.8 Vaughan-Lee– Ch. 15, 20 (E-Reserve)	Group 5 Facilitation Sit Spot Journal Entry 10
12	Nov. 23	Our Roles & Sense of Agency	Amster – Conclusion Additional Readings - TBD	Group 6 Facilitation Sit Spot Journal Entry 11
13	Nov. 30	Art Projects - mini presentations Summary Discussion/Closing Circle Course Evaluations		Art Project & Group Report Sit Spot Journal Entry 12
	Nov. 31			Reflective Paper (Arts Project)

***A fee of \$10 is required from each student to cover transportation costs for the fieldtrip. (You might consider this equivalent to an inexpensive textbook.)**

****Note: Elements of this course outline may change over the course of the term. Such changes will be discussed with the class and posted on LEARN.**

Course Expectations:

Email communication with instructor

I will respond in a timely manner. However, I do not monitor email continuously so do not expect an immediate reply.

Written Assignments

Format

All written assignments must also be submitted as **Word documents, not pdf files.**

Late Policy

Any written assignment handed in late will be subject to a deduction of 10% per day. I encourage you to come and speak with me if you feel you need an extension.

Required Reading Materials:

Amster, Randall. (2015). *Peace Ecology*. Boulder, CO: Paradigm Publishers.

Ball, Jennifer, Wayne Caldwell, and Kay Pranis. (2010). "An Overview of the Circle Process," in *Doing Democracy with Circles: Engaging Communities in Public Planning*. St. Paul, MN: Living Justice Press. (Chapter available as an E-Reserve.)

Berry, Thomas. (1988). *The Dream of the Earth*. San Francisco: Sierra Club Books. (Ch. 1, 2 & 10 – E-Reserve)

Hopkins, Rob. (2011). *The Transition Companion: Making Your Community More Resilient in Uncertain Times*. Cambridge: Green Books. (Ch. 2 & 4 – E-Reserve)

Isla, Ana. (2013). "The Guardians of Conga Lagoons: Defending Land, Water and Freedom in Peru," in *Canadian Women Studies: Women and Water*. Toronto: Inanna Publications and Education Inc., 30 (2,3), 25-40. (E-Reserve)

Mancini, Joe and Stephanie Mancini. (2015). *Transition to Common Work: Building Community at The Working Centre*. Waterloo, ON: Wilfred Laurier University Press. (Ch. 1 & 10 – E-Reserve)

Martin, R. (2014). [Is IJC Land More Sacred Than Other Land?](#) (Also available on LEARN)

Martin, R. (2015). [Should We Leave Climate Change to Scientists Alone?](#) (Also available on LEARN)

McGregor, Deborah. (2013). "Indigenous Women, Water Justice and *Zaagidowin* (Love)," in *Canadian Women Studies: Women and Water*. Toronto: Inanna Publications and Education Inc., 30 (2,3), 71-78. (E-Reserve)

Monbiot, George. (2007). *Heat: How to Stop the Planet from Burning*. Cambridge, Mass: South End Press. (Ch. 9 – E-Reserve; Ch. 11 – Regular Reserve)

Radin, D., G. Hayssen, M. Emoto, T. Kizu. (2006). "Double-Blind Test of the Effects of Distant Intention on Water Crystal Formation," *EXPLORE: The Journal of Science and Healing*. 2 (5), 408-411. (Available on LEARN)

Vaughan-Lee, Llewellyn (Ed.). (2013). *Spiritual Ecology: The Cry of the Earth*. Point Reyes, CA: The Golden Sufi Centre. (Ch. 15 & 20– E-Reserve)

Supplementary Resources:

[Berry, Wendall](#). ("Wendell E. Berry is an American novelist, poet, environmental activist, cultural critic, and farmer. A prolific author, he has written many novels, short stories, poems, and essays." *Amazon*)

Brauch, Hans Günter, Oswald, U., & Tidball, K. (2014). *Expanding Peace Ecology: Peace, Security, Sustainability, Equity and Gender: Perspectives of IPRA's Ecology and Peace Commission*. Cham: Springer.

Carson, Rachel. (1962). *Silent Spring*. Boston: Mariner Books.

Cotter, Kevin. (2015). [Summary of Laudato Si, Pope Francis' Encyclical on the Environment](#).

Emoto, M. (2004). *The Hidden Messages in Water*. Hillsboro, OR: Beyond Words Publishing.

Francis. (2015). [Laudato Si' \[Encyclical Letter on Care For Our Common Home\]](#).

Kimmerer, Robin Wall. (2013). *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*. Minneapolis, MN: Milkweed Editions.

Shiva, Vandana

- Who Feeds the World? (2016)
- Making Peace with the Earth (2012)
- Soil Not Oil (2007)
- Earth Democracy (2005)
- Water Wars: Privatization, Pollution, and Profit (2001)
- Stolen Harvest (2000)
- Biopiracy: The Plunder of Nature and Knowledge (1997)

Shuman, Micheal. (2016, July). [*Bringing the B to Baltimore: Using B Corporations as a New Tool for Economic Development*](#). Report for the Abell Foundation.

Starhawk. (1993). *The Fifth Sacred Thing*. New York: Bantam Books.

Wheatley, Margaret. (2009). *Turning to One Another: Conversations to Restore Hope to the Future*. San Francisco: Barrett Koehler Publishers Inc.

Wheatley, Margaret and Deborah Frieze. (2011). *Walk Out, Walk On*. San Francisco: Barrett Koehler Publishers Inc.

Wollheben, Peter. (2016). *The Hidden Life of Trees: What they feel, how they communicate: Discoveries from a secret world*.

Young, Jon. (2012). *What the Robin Knows: How Birds Reveal the Secrets of the Natural World*. Boston: Mariner Books.

Young, Jon, Ellen Haas, Evan McGown. (2010). *Coyote's Guide to Connecting with Nature*. Sheldon, WA: Owl Link Media Corporation

Tomkins, P. & Bird, C. (1989). *The Secret Life of Plants: A Fascinating Account of the Physical, Emotional, and Spiritual Relations Between Plants and Man*. New York: Harper & Row Publishers Inc.

Religion & Ecology

Chapple, C.K. & Tucker, M. E. (2000). *Hinduism and Ecology: The Intersection of Earth, Sky, and Water*. Cambridge, MA: Center for the Study of World Religions, Harvard Divinity School, distributed by Harvard University Press.

Foltz, R. C., Denny, F. M., & Baharuddin, A. (2003). *Islam and Ecology: A Bestowed Trust*. Cambridge, MA: Center for the study of World Religions, Harvard Divinity School, distributed by Harvard University Press.

Girardot, N. J., Miller, J., & Liu, X. (2001). *Daoism and Ecology: Ways Within a Cosmic Landscape*. Cambridge, MA: Center for the study of World Religions, Harvard Divinity School, distributed by Harvard University Press.

Grim, John. (Ed.). (2001). *Indigenous Traditions and Ecology: The Interbeing of Cosmology and Community*. Cambridge, MA: Center for the Study of World Religions, Harvard Divinity School, distributed by Harvard University Press.

Hessel, D. T., & Reuther, R. R. (2000). *Christianity and Ecology: Seeking the Well-Being of Earth and Humans*. Cambridge, MA: Center for the Study of World Religions, Harvard Divinity School, distributed by Harvard University Press.

Tirosh-Samuelson, Hava. (2020). *Judaism and Ecology*. Cambridge, MA: Center for the Study of World Religions, Harvard Divinity School, distributed by Harvard University Press.

Tucker, Mary Evelyn, & Berthrong, John H. (1998). *Confucianism and Ecology: The Interrelation of Heaven, Earth, and Humans*. Cambridge, MA: Center for the Study of World Religions, Harvard Divinity School, distributed by Harvard University Press.

Tucker, Mary Evelyn, & Williams, Duncan Ryūken. (1997). *Buddhism and Ecology: The Interconnection of Dharma and Deeds*. Cambridge, MA: Center for the Study of World Religions, Harvard Divinity School, distributed by Harvard University Press.

Related Websites

- [Joanna Macy and Her Work](#) (The Great Turning; Work That Reconnects; Engaged Buddhism; Deep Ecology, Deep Time; Living Systems; Nuclear Guardianship).
- [Margaret Wheatley](#)
- [The Pachamama Alliance](#)
- Animal Communicator – [Anna Breytenbach](#)
- [Sacred Water Circle](#)
- [Divest Waterloo](#)
- Tree Intelligence - Tree Researcher - [Suzanne Simard, UBC – TED Talk 2014](#)
 - [Suzanne Simard, TED Talk 2016](#)
- [Plant Intelligence](#)
- [BBC How Plants Communicate and Think](#)
- [Forest Bathing – Shinrin Yoku](#)
- [Ontario Centres of Excellence](#)
- [Sustainable Waterloo Region](#)
- [Ministry of Environment and Climate Change](#)
- [Ontario Ministry of Environment and Climate Change](#)
- [Saint Paul's Greenhouse](#)
- [Waterloo Sustainability Office](#)
- [Climate Action Waterloo Region](#)
- Climate Change – [350.org](#)
- [Green Awakening Network](#)
- [Toronto Climate Action Network](#)
- [UW Interdisciplinary Centre on Climate Change](#)
- [Eco-Business](#)
- [Environmental Defence](#)
- [Social Good Stuff](#)
- [B Corporations](#)
- [Social Innovation Generation](#)

UWaterloo Policies

Cross-listed course

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

Arts: [Academic Integrity website](#) University of Waterloo: [Academic Integrity Office](#)

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. 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 professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

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.

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](#).

Other sources of information for students:

Note for students with learning differences: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (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 the AS office at the beginning of each academic term.

Counselling Services: Counselling Services provides free confidential counselling, in both individual and group sessions, with qualified professionals to help registered students, faculty and staff with personal concerns, educational career decisions, and strategies to studies and exams: www.adm.uwaterloo.ca/infocs, ext. 33528, NH Room 2080.

Accommodation for Illness: A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the “University of Waterloo Verification of Illness” form or it will not be accepted. More information can be obtained from Health Services and the form is available in pdf: <https://uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness>

The Writing Centre: Writing Centre staff offer one-on-one support in planning assignments and presentations, using and documenting research, organizing and structuring papers, and revising for clarity and coherence. Make an appointment or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit www.uwaterloo.ca/writing-centre

Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 xt 32655
- **MATES:** one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

Off campus, 24/7

- **Good2Talk:** Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 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 at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

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