

Conrad Grebel University College
University of Waterloo
PACS 310-001: Peace and Environment
Fall 2019

Class Time: Tuesday 2:30-5:20pm

Location: CGUC Room 1111 (Great Hall)

Instructor: Jennifer Ball, PhD, RPP, MCIP

Office Hours: Preferably by appointment, or generally Tuesdays 10am-12noon

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
- 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, Oct. 4th. 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	10%	Sept. 24
Fieldtrip Reflective Paper	10%	Oct. 8
Community Event Attendance & Reflection	5%	Dec. 3
Sit-Spot Reflective Journal	30%	Weekly – each Thursday
Group Facilitated Session	25%	Assigned Week
Potluck, Paper, Giveaway	20%	Dec. 6

Course Assignments:

1. Awakening the Dreamer Online Workshop & Reflections (10%)

‘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. 24th (Week 3).

2. Fieldtrip Reflective Paper (10%)

During the fieldtrip on Oct. 4th, at the Ignatius Jesuit Centre, you will have the opportunity to learn from a variety of practitioners and to participate in several different activities on the land. As you go about these activities, give consideration to the questions below. You will be given some time for personal reflection on these questions before we leave the site.

- How does the experience of being at the Ignatius Centre – any part of it - impact/influence your

understanding of Nature/the environment and how you relate to it?

- What implication does this have for you as you reflect on your life's purpose?
- Write about your reflections during your time at Ignatius with respect to an intention to use your education and creative capacity differently than you might have done before this experience.

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. 8th (Week 5).

3. Community Event – Attendance & Reflection (5%)

As an important aspect of this course is about cultivating our own sense of agency, this assignment is intended to encourage you to get involved in some form of local action. This term there are numerous events happening locally that relate to the themes of this course. I will list some of these on LEARN but you are welcome to find others. You will choose ONE event to attend. If you are uncertain as to whether it relates to the course, speak with me prior to the event. You will provide proof of attendance (e.g. a selfie photo with evidence of being at the event), as well as a brief 250 word summary response to these questions: 1) what was the event and how does it relate to the course? 2) what did you learn from this experience? Submit both via the dropbox on LEARN within a week of the event. The final deadline is the last class, Dec. 3rd.

4. 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, near a ditch or ravine). Choose a place where there will be lots to experience over 12 weeks. 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. If at anytime you want to take anything from this space, consider asking before you take it and offering a gift (e.g. your thanks) in return, thereby cultivating reciprocity in your relationship.

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? intuit/sense? Be specific. This is not about you simply experiencing your senses; it is about you actively using your senses to learn and explore. Be proactive.

What are your impressions and reflections? In your reflections, integrate learning from the course – themes, ideas – with your particular experience.

Immediately following your time in your Sit Spot, journal your observations and impressions/reflections. **Please 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 may use point form for the six senses but write your reflections in full.

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 Oct. 1st, 15th, and 22nd.** For the **Reflections section of your final entry in Week 12**, in addition to your senses section, read back over the previous 10 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? How does this experience relate to other learning you've done in this course?

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

5. 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. If you incorporate interactive discussion in your session, you may use up to 60 min. However, be sure that there is substantive content provided.

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

- Circle Opening/Closing
- clarity (format/organization, speaking/communication)
- covered content
- creative/interactive
- utilized class readings and additional resources
- involved whole group/participation
- on time

Group Facilitated Sessions will begin Oct. 8th, skip Oct. 15th and 22nd, and continue until Nov. 26th.

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

6. Potluck, Paper, and Giveaway (20%)

In the spirit of community and celebration, and acknowledging the important connection between food and peace, we will end the term with a potluck lunch and a giveaway during class. This assignment has three components:

a) Potluck: Individually or in groups of 2, you will decide on a food dish to prepare from scratch and bring to share with the class (ensure enough food for everyone). Consider the connections between your food dish and themes raised throughout the course (e.g. community, interconnection/relationships, balance, peace, conflict, etc.)

b) Paper: Prepare a 750-1000 word (approx. 3-4 pgs double spaced) paper describing *why* you chose to make this particular food dish, and *how* specifically it connects to themes of the course. As well, describe your *process* of preparing the dish. If working in a group, the food preparation needs to be done collaboratively, not by just one person. Some aspects to consider are where the recipe comes from, where each ingredient came from (originally and/or where you purchased it), food waste, options for leftovers, recycling, connections to culture, impacts on the environment, etc. Take this opportunity to have fun, learn something new, deepen knowledge you already have, make new connections, and take the time to be mindful in ways you perhaps aren't usually.

You will make a short presentation of your food dish and description of your process to the class before we enjoy our lunch together.

**I am open to the possibility of a creative option as an alternate to the paper (e.g. mind map, spoken word, visual art, etc.). If this is of interest, speak to me by Nov. 19th so we come to a shared agreement.

c) Giveaway: Reflecting on our learning about the gift economy, each of you (not as a group) will carefully choose and bring to class an item of yours that you no longer need and would like to give away. [This item should not be 'junk' but something that you yourself would appreciate receiving.] All our items will be placed in the centre and, at the end of our class, we will each be invited to choose something from the centre to take home – a token of our interconnection with one another.

You will be evaluated on: whether you prepared a food dish from scratch; how thoroughly you describe the connections between your chosen dish, the process of preparing it and themes from the course; and whether you brought an item to give away.

The food dish, paper, and giveaway item are due in class on December 3rd.

Course Schedule:

Week	Date	Topics	Readings/Resources	Assignments/Evaluation
1	Sept. 10	Introductions Approach to Course Circle Process Review Course Outline	Ball et al., Ch. 3 (E-Reserve)	
2	Sept. 17	Overarching Worldviews & Peace	Amster - Introduction, Ch. 1 Galtung (E-reserve)	Sit Spot Journal Entry 1 – due Thurs

Week	Date	Topics	Readings/Resources	Assignments/Evaluation
			Berry – Ch. 2 & 10 (E-reserve)	
3	Sept. 24	Human-Soil Connection: Land, Food & Wellbeing Guest: - Ruth Knight, Organic Consultant Inc.	Amster – Ch. 2, Ch. 3 The Soil Story video Martin – Cover Crop article (on Learn)	'Awakening the Dreamer' Reflective Paper due BEFORE class Sit Spot Journal Entry 2 – due Thurs
4	Oct. 1	Class Cancelled (due to field trip)		Sit Spot Journal Entry 3 – due Thurs
	Oct. 4	FIELDTRIP – FULL DAY (*Required Fee) To Ignatius Jesuit Centre, Guelph Guests: - Heather Lex, Ignatius Farm Manager - Martin Tamlin, Manager, Ignatius Old Growth Forest - Ruth Knight, Organic Consultant Inc. - Deb Carson, Wyld Wisdom	Martin – 2 articles – Climate Change; IJC Land (on Learn) TreesSisters video – (link on Learn)	Bring your lunch & a water bottle – possibly rain gear
5	Oct. 8	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 Fieldtrip Reflective Paper due BEFORE class Sit Spot Journal Entry 4 – due Thurs
6	Oct. 15	Class Cancelled – due to Fall Reading Week		Sit Spot Journal Entry 5 – due Thurs
7	Oct. 22	Class Cancelled (due to fieldtrip)		Sit Spot Journal Entry 6 – due Thurs
8	Oct. 29	Resource Extraction Guest: Paulette Moore, Film maker	Amster – Ch.6 Wennmann (E-Researve) View Film: The Eagle & the Condor (see link on LEARN) Optional – view Paulette's other films (links on LEARN)	Group 2 Facilitation Sit Spot Journal Entry 7 – due Thurs
9	Nov. 5	Climate Change & Community Resilience	Amster – Ch.5	Group 3 Facilitation

Week	Date	Topics	Readings/Resources	Assignments/Evaluation
		Guest: Sally Ludwig, Transition Guelph	Hopkins – Ch. 2 & 4 (E-Reserve) Henfrey, Maschkowski & Penha-Lopes, Eds. (on Learn) Monbiot - Ch. 9 & 11 (Ch9-E-Reserve; Ch. 11-regular Reserve)	Sit Spot Journal Entry 8 – due Thurs
10	Nov. 12	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 winner (on Learn) Video – Dr. Emoto’s research on water (on Learn) Radin et al. – article (on Learn)	Group 4 Facilitation Sit Spot Journal Entry 9 – due Thurs
11	Nov. 19	Spirituality	Amster – Ch.8 Vaughan-Lee– Ch. 15, 20 (E-Reserve)	Group 5 Facilitation Sit Spot Journal Entry 10 – due Thurs
12	Nov. 26	Our Roles & Sense of Agency	Amster – Conclusion Wheatley & Frieze (2 readings) (E-Reserve)	Group 6 Facilitation Sit Spot Journal Entry 11 – due Thurs
13	Dec. 3	Celebration Potluck & Giveaway Summary Discussion/Closing Circle Course Evaluations		Food dish, Paper, Giveaway due Sit Spot Journal Entry 12 – due Thurs

***A fee of \$15 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)

Galtung, Johan. (Aug., 1990). Cultural Violence. *Journal of Peace Research*, Vol. 27, No. 3, pp. 291-305.

Henfrey, Maschkowski & Penha-Lopes, Eds. (2017). *Resilience, Community Action and Societal Transformation: People, place, practice, power, politics and possibility in Transition*. East Meon, UK: Permanent Publications.

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.

Miller, Daphne. (2013). *Farmacology: Total Health From the Ground Up*. New York, NY: Harper Collins.

Pershouse, Didi. (2016). *The Ecology of Care: Medicine, Agriculture, Money, and the Quiet Power of Human and Microbial Communities*. Thetford Center, VT: Mycelium Books.

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](#)
- [TreeSisters](#)
- 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. Check the [Office of Academic Integrity website](#) for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, 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 professor, 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](#).

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](#).

Accommodation 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 the [AccessAbility Services](#) at the beginning of each academic term.

Other sources of information for students:

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