PACS 401.001: Senior Research Seminar
Fall 2018

Class Time: Mondays 2:30-5:20 p.m.
Location: CGR 1301

Instructor: Nathan C. Funk
Office Hours: Tuesdays and Thursdays from 2:30-3:30 p.m., and by appointment
Office Location: Room 2103A
Phone: 519-885-0220 x24295
Email: nfunk@uwaterloo.ca

René Magritte, “The Great Family” (1963), from an exhibit at the Atomium in Brussels
(photo by N. Funk, 2017)

Course Description:
This seminar is designed to facilitate a fourth-year integration process for PACS majors. Working together with the guidance of an instructor, students will reflect on the history, aspirations, and philosophical foundations of the peace and conflict studies field, while exploring the relationship between theory, research, and practice in key areas of peacemaking activity. Each student will also
conduct a research project that relates to their own personal and/or professional development within the PACS field.

**Special Note:**
The title of this course designates it as a seminar, not a class. In ordinary classes, primary responsibility for the presentation of course material rests with the professor. A seminar, however, is organized differently, as the following definitions of the term attest:

- “a small group of students, esp. at a university, meeting to discuss or study a particular topic with a teacher” (*The Canadian Oxford Dictionary*)
- “a select group of advanced students associated for special study and original research under the guidance of a professor” (*The Oxford English Dictionary*)
- “a group of advanced students studying under a professor with each doing original research and all exchanging results through reports and discussions” (*Webster’s Ninth New Collegiate Dictionary*)

Because this class is a seminar, responsibility for a successful learning experience is shared by all participants – students and faculty members alike. Faculty responsibilities include: 1) providing an overall structure and a core set of readings; 2) offering academic assistance, guidance, and commentary; 3) evaluating student work; and 4) supporting seminar participants in their pursuit of learning and professional development.¹

**Course Objectives:**
- To reflect on core values that underpin peace research and action;
- To enhance awareness of the historical background behind current discussions in the PACS field, and invite discussion about creative new ways to “carry the peace research tradition forward” in contemporary contexts;
- To encourage personal integration of PACS theory, research, and practice, and foster reflection on the diversity of approaches to peacemaking;
- To foster habits of collegial dialogue and collaborative inquiry among advanced PACS students;
- To support the development of expertise in a particular substantive issue area within peace and conflict studies;
- To prepare students to undertake theoretically informed, practice-relevant research projects;
- To refine research, writing, and presentation skills; and
- To provide a forum for discussing professional aspirations and vocational pathways of PACS graduates.

**Course Requirements and Evaluation Criteria:**

1. **10% Attendance and Participation:** Ten percent of your final grade will be based on the quality of your “live body” participation in class, as expressed through thoughtful engagement with class discussions. Participation presupposes both attendance and preparation (especially active reading!). It manifests through substantive contributions to discussions of key topics, through sharing “big ideas” from your talking points memos and assignments, through engagement with other students in “research teams” organized to support research projects, through the completion of various in-class assignments (e.g., completing a brief written activity, recording feedback for students on their presentations), and through undivided attention to the course

¹ This description of a seminar’s character was inspired by commentary from Dr. J. R. Johnson.
experience. Note: because the success of this seminar depends on consistent participation from everyone, missing three or more sessions will likely result in loss of all participation points. Processing email and other electronic messages during class discussions is a form of divided attention, and will be taken into account when formulating marks for this part of the final grade.

2. **5% Discussion Leader Exercise:** During each of the six sessions with assigned readings described on the course schedule (weeks 2-7), teams of students will serve as “discussion leaders.” After Prof. Funk has provided a brief survey of major issues raised by the readings, discussion leaders will be asked to initiate class discussion by sharing their own reactions to the material, in 10 minutes or less per person. Discussion leaders are expected to consult with one another before class in order to divide up responsibility for all of the readings that need to be covered during the same class session. Each discussion leader will produce a concise handout (1-2 pp.) outlining major points from their assigned material, and provide a disciplined summary of these points using personal commentary and interpretation to provoke conversation.

3. **10% Six Talking Points Memos:** Each seminar participant is expected to submit responses to all assigned readings for six of the ten sessions with required readings (on four weeks of your choosing you are allowed to “take a pass”). These responses should consist of 1 or 2 substantive talking points per chapter or article assigned. This is your opportunity to “bring something to the seminar table,” by identifying themes that you consider worthy of debate, deliberation, clarification, or affirmation. Please precede each talking point with a single, italicized or bold-faced word that conveys the overall character of your response (for example, Affirm: ..., Contest: ..., Question: ..., Qualify: ..., Clarify: ..., Not sure: ...). The commentary provided should go beyond mere summarization of general themes or reaction to the author’s writing style. Each point should consist of at least one or two sentences that cogently engage key claims and conceptual arguments, with relevant page numbers included. These memos must be uploaded to the LEARN dropbox before the class session for which they are due.

Talking point submissions will be graded on a ten-point scale. Criteria for evaluation include: clarity of communication, substance (do the talking points address one or two peripheral issues, or do they go “to the heart of the matter” and engage central themes?), and scope (is there evidence of serious reading, or could the points have been composed after reading only one or two paragraphs?). Late talking point memos will not be accepted, as their purpose is to facilitate preparation and enhance classroom discussion. Note: if you submit more than six memos, your score for this portion of your course grade will be derived from your six best submissions.

4. **10% Peer Review Assignment:** Hard copies are due in class on December 3. Generating high-quality, well-considered commentary on the work of others is every bit as important as learning to clearly express one’s own ideas. To encourage active engagement with the work of other students, each student is required to review another student’s semi-final draft paper and prepare a 3-4 page critique that shall be given to both the author and the instructor (print 2 copies).

A template with specific guidelines for this activity will be provided in class. Note, however, that the written commentary should go beyond mere summarization of general themes or reaction to the author’s writing style. Focus on key claims and conceptual arguments, with relevant page numbers included. Propose ideas for the author to consider. Be specific. Remember that while it is not your job to challenge the author to make a major shift of focus or to re-conceptualize the paper to fit your own philosophical framework, it is helpful for scholars to receive impartial feedback. As you evaluate another student’s paper, do you best to be affirming and helpful as well as honest about areas where improvements can be made. Try to balance affirmation and critique, in a manner that will help your colleague refine arguments and hone writing skills.
5. **65% Capstone Project:** Sixty-five percent of your final grade will be derived from a capstone project on a topic that is closely related to your academic and/or professional interests. This project will include the following components: a research proposal, an annotated bibliography, a semi-final draft, a class presentation, a final draft, and a response to peer evaluation. Each component is weighted differently, as described below:
   a. **Research Proposal (5%)**: By 11:59 p.m. on Friday, **October 5**, you should upload a research proposal for your capstone project to LEARN. This assignment is designed to support your capstone project development process. The proposal should be 2-3 pages in length, and should include: a) an account of the problem or issue area you would like to investigate, b) a statement about why it is important, c) one or more guiding research questions, d) a possible thesis or a “hunch” you want to test, and e) a preliminary bibliography for your research project, with references to both books and journal articles.
   b. **Annotated Bibliography (5%)**: Due at 11:59 p.m. on Friday, **November 2**. This is a 2-3 page list of sources you regard as most critical for the development of your paper, complete with annotations for each item. These sources should represent a select subset of materials you are reviewing, chosen because they will play an important role in your own work. Further details about this assignment will be provided in class.
   c. **Semi-final Draft (5%)**: This “semi-final” draft of your paper needs to be uploaded to LEARN by 11:59 p.m. on Friday, **November 16**. It should be at least 22 pages in length. Timing is critical, as this draft is the basis for the peer-evaluation exercise (see p. 3). The late penalty is -10% per day. Grading for the semi-final draft will be based on the overall completeness, development, and readability of the submission; grading on finer points (e.g., “How convincing is the analysis?” “How reliable are the sources?” “Could this thing be sent to the printers?”) will be reserved for the final draft.
   d. **Class presentation (5%)**: As an integral part of the capstone project, each seminar participant is required to give a 10-15 minute presentation based on their research topic during one of our last four class sessions. Depending on the timing of your presentation, you may discuss your project either as a “work in progress” (if presenting on **November 12 or 19**) or as a nearly finished paper (if presenting on **November 26 or December 3**). In this presentation you will share your personal interest in the topic as well as your perspective, knowledge, and findings, while making reference to a short, assigned reading of your choice (less than 20 pages of academic prose) that must be posted in LEARN at least a week in advance for other students to read. The presentation may be accompanied by a PowerPoint presentation and/or a short handout designed to communicate key ideas and insights.
   e. **Final Draft (40%)**: Due Monday, **December 10** at the Conrad Grebel Reception Desk, by 7:00 p.m. This will be a 25-page research paper that investigates a substantive peace-related topic, submitted in hard copy. The paper should include significant insight into the scale, scope, significance, and dynamics of an issue you deem important, and as well as commentary exploring the practical and/or policy implications of your analysis. Taking comments from the peer review into account, attempt to draft a paper of very high quality that can be considered for presentation at conferences or for publication somewhere. Details considering layout and bibliography will be discussed in class.
   f. **Response to Peer Review (5%)**: Also due **December 10**, attached to the final draft of your paper. The purpose of this 1-2 page writing assignment is for you to reflect on the value of the peer evaluation that you received. Highlight both the helpful aspects of the evaluation and those you may have disagreed with, and comment on what you learned from the peer evaluation process.
Required Reading Materials:


2) A number of additional readings are available online and through LEARN. These readings are preceded by an asterisk ("**") in the course schedule.

Web Page: This course will make use of the WATERLOO LEARN website. This site will provide general information for the course as well as electronic readings, lecture outlines, drop boxes for talking points memos, and grades for term assignments. Important announcements such as the cancellation of class due to illness or inclement weather will also be posted there, so please try to check the site before each class, just in case.

Breakdown of Evaluation Criteria, Key Assignments, and Due Dates:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weighting</th>
<th>Due Date(s)</th>
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<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
<td>Assessed at end of term</td>
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<tr>
<td>Discussion Leader Exercise</td>
<td>5%</td>
<td>To be determined</td>
</tr>
<tr>
<td>Six Weekly Talking Points Memos</td>
<td>10%</td>
<td>Throughout term, 5 times</td>
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<tr>
<td>Research Proposal</td>
<td>5%</td>
<td>Friday, Oct. 5th</td>
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<tr>
<td>Annotated Bibliography</td>
<td>5%</td>
<td>Friday, Nov. 2nd</td>
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<tr>
<td>Semi-final Draft of Research Paper</td>
<td>5%</td>
<td>Friday, Nov. 16th</td>
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<tr>
<td>Peer Review Assignment</td>
<td>10%</td>
<td>Monday, Dec. 3rd</td>
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<tr>
<td>Class Presentation on Research Project</td>
<td>5%</td>
<td>To be determined</td>
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<tr>
<td>Final Draft of Research Paper &amp; Response to Peer Review</td>
<td>40% 5%</td>
<td>Monday, Dec. 10th</td>
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Grading Scale:

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<thead>
<tr>
<th>Assigned Letter Grades</th>
<th>Percentage Range</th>
<th>Average Calculation Values</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>95</td>
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<tr>
<td>A</td>
<td>85-89</td>
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<tr>
<td>A-</td>
<td>80-84</td>
<td>83</td>
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<tr>
<td>B+</td>
<td>77-79</td>
<td>78</td>
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<tr>
<td>B</td>
<td>73-76</td>
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<tr>
<td>B-</td>
<td>70-72</td>
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<tr>
<td>C+</td>
<td>67-69</td>
<td>68</td>
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<tr>
<td>C</td>
<td>63-66</td>
<td>65</td>
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<tr>
<td>C-</td>
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<tr>
<td>D+</td>
<td>57-59</td>
<td>58</td>
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<td>38</td>
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<td>F-</td>
<td>0-34</td>
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Late Policy:
Deadlines matter. They keep us on track, enable us to be productive, and help us to meet our educational goals. There are times, however, when even the most organized and disciplined person faces difficult obstacles and unexpected challenges. If this happens, it is your responsibility to take the initiative and demonstrate commitment to getting the job done in a timely manner. Students who contact Prof. Funk well in advance of a due date to discuss realistic complications that may postpone completion of work often receive favourable consideration.

A penalty will be applied to assignments that arrive late without prior clearance. The standard deductions for late work are as follows:

- One day to one week late: -5%
- Eight days to two weeks late: -10%
- Fifteen days to three weeks late: -15%
- More than three weeks late: -20%

Please do not make the mistake of failing to submit an assignment. Deadlines are important, but the instructor is willing to work with those who take the initiative in their communications and demonstrate commitment to getting the job done.

PACS Research Support
The library has created a subject guide to help you carry out peace-related research. If you need more specialized assistance, the Peace and Conflict Studies liaison librarian, Laureen Harder-Gissing, is available for consultation. Laureen works with PACS faculty to order library resources and to create the subject guide. See the guide for research tips and ways to contact Laureen.

Appropriate Use of Laptops, Phones, etc.:
Laptops, iPads, smartphones and related devices are amazing tools, with impressive capabilities that can enhance our educational experience. Among other things, they allow us to maintain a portable work station, access LEARN, download course materials, keep neatly typed lecture notes, monitor elapsed time during a presentation, and communicate with classmates. Unfortunately, these devices can also become a significant source of distraction, both for ourselves and others.

During class presentations and discussions, please give others the gift of your full attention and avoid activities that could divert us from the purpose of our meetings together (e.g., text messages, instant messaging, email, prepping for other courses, social media feeds). In all circumstances, consider the impact of extraneous electronic activities not just on your own learning, but also on those who are attempting to listen to presentations, watch class films, participate in discussions, or offer you their well-considered thoughts and opinions. All course participants are expected to comply with a simple principle: if it’s a non-urgent matter that might distract you or someone sitting near you, and does not relate directly to what we are covering in class, save it for later.

Further details concerning the PACS 401 policy on laptops and other gadgets will be discussed on the first day of class.
Additional Considerations:

As we progress through the course, please remember:

- In academics as in life more generally, what we get from an experience depends on what we put into it. **Preparation for class** (completing reading and writing assignments on time, tracking world events) is the basis for effective learning.

- When we come to class prepared to participate and pose questions, we transform the classroom environment, making active and collaborative learning possible. We discover that **learning is a communal rather than a solitary endeavor**, and that each one of us is a resource for everyone else in the learning process.

- The subject matter covered by this course is inevitably open to **multiple interpretations**. This means that you will not always agree with ideas presented in course readings, lectures, and discussions. In such cases, disagreement is often a good thing, so long as it motivates you to develop an enhanced understanding where you stand in relation to others. What matters most is not whether or not we all agree, but whether or not we are willing to engage one another with respect and integrity.

- Collaborative learning requires not only preparation and self-expression, but also a commitment to **active listening**. Active listening is a communication skill that we develop as we begin to hear not only words, opinions, and ideas, but also the experiences and the awareness **behind** them. When we practice active listening, we cease to merely debate and begin to sharpen the focus of our deliberations. We clarify divergent perceptions and develop deeper understanding of contrasting perspectives. We become a clear mirror, reflecting back what we have heard and asking questions to learn rather than to score rhetorical points. In the process, we test and refine our own ideas and those held by others.

*Source: Cooperations Commons*
Course Schedule:

Week 1 (Sept. 10): Meeting One Another and Defining Our Purpose
Who are we? Why are we here? Where are we going? And what can we learn with – and from – one another?

Week 2 (Sept. 17): Peace Work and Peace Research
What are some of the different ways in which peace work and peace research relate to each another? What motivates you to do research on peace, and what are some issues you would like to investigate further? What can we learn about both peace work and peace research by reflecting on the lives and contributions of notable scholars and practitioners?

Required Reading:
  o Part I (“Research, Researchers, and Readers”), pp. 1-26 (Chapters 1-2).

Written Work:
- Upload Talking Points Memo #1 to LEARN by 2:30 p.m.
- Write up a list of three possible research topics for this term and bring it to class (hard copy).

Week 3 (Sept. 24): Research Questions
What are some current topics that call out for more research? Are there gaps in the existing knowledge? What sort of projects might be both “doable” and “worth doing”? What questions can guide our projects this term? Where can we find the sources we will need to answer these questions?
Required Reading:
  - Part II (“Asking Questions, Finding Answers”), pp. 27-84 (Chapters 3-5).
- *Boulding, Elise. Online interview at “Beyond Intractability”:

Written Work:
- Upload *Talking Points Memo #2* to LEARN by 2:30 p.m.
- Tentatively settle on a “peace problem” to investigate this term, and write up three possible research questions for this topic (hard copy).

“A favorite concept of mine is the 200-year present, a way of thinking about change. The 200-year present began 100 years ago with the year of birth of the people who have reached their hundredth birthday today. The other boundary of the 200-year present, 100 years from now, is the hundredth birthday of the babies born today. If you take that span, you and I will have had contact with a lot of people from different parts of that span. So think in terms of events over that span and realize how long change takes. You can see how difficult it has been to create these bodies and new ways and how in many ways we are slipping backward; but in other ways we are not.”


Week 4 (Oct. 1): Research Proposals
How can exploring our research topics help to carry past conversations forward? In what ways do some of our interests represent newer departures or developments? What are our plans for exploring the literature, gathering relevant information, and testing our assumptions?

Required Reading:
  - Part II (“Asking Questions, Finding Answers”), pp. 85-104 (Chapter 6).
  - Part II (“Making an Argument”), pp. 105-131 (Chapters 7-8).

Guest speaker: Laureen Harder-Gissing, Archivist-Librarian at Conrad Grebel University College

Written Work:
- Upload *Talking Points Memo #3* to LEARN by 2:30 p.m.
- Upload *Research Proposal* to LEARN by 11:59 p.m. on Friday, Oct. 5.

No Class on Oct. 8 – Fall Break

Week 5 (Oct. 15): Theory, Research, and Practice
How do theory and research inform practice – and vice versa? How do (and can) experiential and formal knowledge relate to each other? What are some potential applications of research and training in peace and conflict studies?

Required Reading:


Written Work:
• Upload Talking Points Memo #4 to LEARN by 2:30 p.m.

Week 6 (Oct. 22): Writing
What goes into good academic writing? How can we refine our skills, and persevere to see the task through in a meaningful and effective way? How can we keep our focus on what is most essential?

Required Reading:
• Booth et al. The Craft of Research.
  o Part V (“Some Last Considerations”), pp. 271-274.
• *Memorial University Libraries. “How to Write Annotated Bibliographies.”

Written Work:
• Upload Talking Points Memo #5 to LEARN by 2:30 p.m.

Week 7 (Oct. 29): Making a Contribution
What animates our work, and how can we communicate our knowledge of and passion for a subject? What are our gifts, and how can we continue to develop and apply them “over the long haul”? What are some effective ways of giving and receiving feedback? What sort of contributions do we aspire to make?

Required Reading:
• Lederach, John Paul. Online lecture at “Beyond Intractability.”

Written Work:
• Upload Talking Points Memo #6 to LEARN by 2:30 p.m.
• Upload Annotated Bibliography to LEARN by 11:59 p.m. on Friday, Nov. 2.

Week 8 (Nov. 5): 10-minute Meetings with Prof. Funk (Not a Regular Class)

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes 10 kilometres on each side of the Grand River.

Week 9 (Nov. 12): Presentations (I)

Required Reading:
• TBA (selected by presenters).

Written Work:
• Upload Talking Points Memo #7 to LEARN by 2:30 p.m.
• During class, complete feedback forms responding to each of this week’s presentations.
• Upload Semi-final Draft to LEARN by 11:59 p.m. on Friday, Nov. 16, and send a copy to your designated peer reviewer by email.

Note on Feedback Forms: During the last four course meetings, you will produce written feedback for your fellow students. This exercise is intended to provide constructive feedback on the content and delivery of the presentation, and on the helpfulness of the accompanying handout. Simply attending class and handing in a bundle of intelligible feedback forms covering all presentations will earn you full credit for this component of your participation grade.

Week 10 (Nov. 19): Presentations (II)

Required Reading:
• TBA (selected by presenters).

Written Work:
• Upload Talking Points Memo #8 to LEARN by 2:30 p.m.
• During class, complete feedback forms responding to each of this week’s presentations.

Week 11 (Nov. 26): Presentations (III)

Required Reading:
• TBA (selected by presenters).

Written Work:
• Upload Talking Points Memo #9 to LEARN by 2:30 p.m.
• During class, complete feedback forms responding to each of this week’s presentations.

Week 12 (Dec. 3): Presentations (IV)

Required Reading:
• TBA (selected by presenters).

Written Work:
• Upload Talking Points Memo #10 to LEARN by 2:30 p.m.
• Peer Review Assignment due in class at 2:30 p.m. (2 copies).
• During class, complete feedback forms responding to each of this week’s presentations.

Final Draft of Paper & Response to Peer Review due by Monday, December 10 at 7 p.m.
– Conrad Grebel Reception Desk
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 and Discipline

**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. See the [Office of Academic Integrity webpage](https://www.ouac.utoronto.ca) 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](https://www.ouac.utoronto.ca) 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. 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](https://www.ouac.utoronto.ca). For typical penalties check [Guidelines for the Assessment of Penalties](https://www.ouac.utoronto.ca).

Grievances and Appeals

**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](https://www.ouac.utoronto.ca), 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](https://www.ouac.utoronto.ca).

Accommodation for Students with Disabilities

**Note for students with disabilities:** The [AccessAbility Services](https://www.ouac.utoronto.ca) 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.

Academic freedom at the University of Waterloo

[Policy 33, Ethical Behaviour](https://www.ouac.utoronto.ca) states, as one of its general principles (Section 1), “The University supports academic freedom for all members of the University community. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base teaching and research on an honest and ethical quest for knowledge. In the context of this policy, ‘academic freedom' refers to academic activities, including teaching and scholarship, as is articulated in the principles set out in the Memorandum of Agreement between the FAUW and the University of Waterloo, 1998 (Article 6). The academic environment which fosters free debate may from time to time include the presentation or
discussion of unpopular opinions or controversial material. Such material shall be dealt with as openly, respectfully and sensitively as possible.” This definition is repeated in Policies 70 and 71, and in the Memorandum of Agreement, Section 6.

Additional information for students:

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 ext 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

The Writing and Communication Centre (WCC)
The Writing and Communication Centre (WCC) works with students as they develop their ideas, draft, and revise. Writing and communication specialists offer one-on-one support in planning assignments, synthesizing and citing research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or you can drop in at the Library for quick questions or feedback. To book a 25- or 50-minute appointment and to see drop-in hours, visit uwaterloo.ca/wcc. Group appointments for team-based projects, presentations, and papers are also available.

Please note that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you.