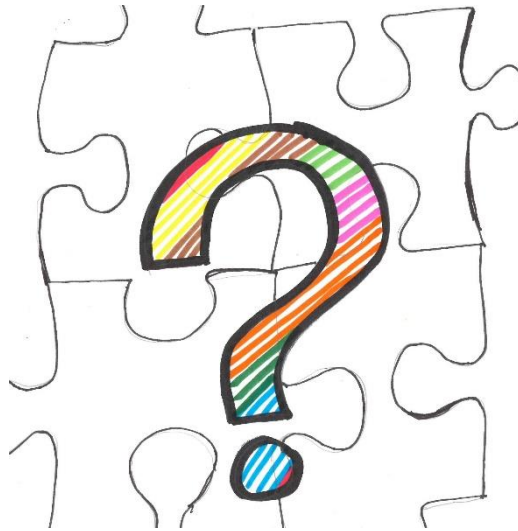


PACS 401: Senior Research Seminar, Fall 2021

Sep. 5, 2021



"I think that probably the most important thing about our education was that it taught us to question even those things we thought we knew." – Thabo Mbeki

CONTACT INFORMATION

Instructor Dr. Reina Neufeldt
Weekly office hours Zoom Thursdays from 1:30-2:30 PM and by appointment
Phone (519) 885-0220, ext. 24252
Office CGUC 2103A
E-mail reina.neufeldt@uwaterloo.ca
Please Note – I will respond to emails within 24 hours Monday to Friday, 9 AM to 5 PM

Class Format: **Blended** – mix of synchronous and asynchronous content.

Synchronous meetings are Monday afternoons from 2:30 – 3:50 PM, these are going to be mostly on-line (Zoom) with some meetings in person in CGUC room 1302. The four weeks I'm proposing to have an in-person meeting alongside on-line participation are noted on the schedule, and subject to change depending on public health guidelines and how well they work (see the course schedule).

Asynchronous course content is to be completed by the Friday of each week.

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.

What is a Seminar?

The title of this course designates it as a *seminar*. In lecture classes, primary responsibility for the presentation of course material rests with the professor. A *seminar*, however, is organized differently as the following definitions attest:

- “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 is a seminar, responsibility for a successful learning journey is shared by all of us – students and faculty alike. Faculty responsibilities for the seminar 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. Student responsibilities include: 1) being well prepared to discuss the readings; 2) completing the requisite formal and informal assignments on time; 3) actively engaging in on-line class discussions.

Learning Objectives

Upon successfully completing this course you should be able to:

- Articulate core values that underpin peace and conflict studies (PACS) research, theory and practise;
- Break a large independent project into components;
- Understand the research process and be a more critical reader of research;
- Produce a research paper on a substantive PACS topic of your choosing;
- Identify your skills for various professional pathways as a PACS graduate.

Required Text

Booth, Wayne C. Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, and William T. Fitzgerald. 2016. *The Craft of Research*, 4th Edition. Chicago: The University of Chicago Press. *Available at the campus bookstore (they will mail copies out; the book is also available electronically).*

The land on which the University and Grebel are located

PACS as a discipline is committed to the pursuit of peace and social change based on a foundation of justice. In Canada, we are coming to terms with the ongoing unjust legacies of colonialism. One way we work at this involves more careful recognition of the history of the land and territory on which we meet. The University of Waterloo and Conrad Grebel University College are located on the traditional territory of the Neutral, the Anishinaabeg and the Haudenosaunee peoples. Many of us live and work on what is known as the Haldimand Tract, the land promised to the Six Nations (Haudenosaunee) that includes ten kilometers (six miles) on either side of the Grand River. This area has outstanding land claims on it, and [Haudenosaunee Chiefs recently declared a development moratorium](#). As the Indigenous Initiatives at UWaterloo website highlights:

The [Truth and Reconciliation Commission of Canada](#)’s final report calls for 94 actions toward restoring a balanced relationship between Indigenous peoples and settler communities in this country. **We encourage campus community members to not only acknowledge the traditional territory on which University of Waterloo resides, but to also ground this acknowledgement with action.** ([Indigenous Initiatives](#), 2021)

For more information on the university and territorial acknowledgements, see the University of Waterloo Faculty of Arts [website](#). For more on Indigenous-led events at the University, check the [Waterloo Indigenous Student Centre](#) as well as [Indigenous Initiatives](#).

TEACHING APPROACH

This term, PACS 401 will run as a **blended course**, involving a mix of synchronous and asynchronous components. This means, Monday afternoons in the term we will have a synchronous session that is half the length of our usual seminar. The synchronous session is a time together, mostly on-line (Zoom) but sometimes with an in person option. For the asynchronous component, you will read, view on-line course materials (e.g. course videos, ppts), as well as work on short assignments that we would otherwise do in class at different times than your classmates. This allows us to work more easily on our projects and from different locations. There are due dates and times (Eastern Time) for assignments, and some that involve collaborative time management (e.g. peer feedback).

One of the usual features of a seminar is conversation. We will engage in conversation in our weekly seminar time on Mondays as well as in the on-line in discussions spaces (e.g. Padlet posts).

Research alone is daunting; it is easy to procrastinate or find oneself getting lost in one's project. Connecting with peers is a helpful way to stay engaged and motivated, as well as to learn more about topics in our broad field of PACS.

I will regularly post information and updates in **"Announcements"** (on the course landing page on LEARN). You are expected to read these announcements. To ensure you are viewing all of the announcements you may need to click **"Show All Announcements."**

One final note, we will all need time off of our screens! Please make sure to **schedule break time** during the week to refresh. Mine will be on the weekends.

COURSE REQUIREMENTS AND EVALUATION CRITERIA

1. Discussion Participation (10%)

Ten percent of your grade is based on participation in discussions. In this first part of the term, this involves making substantive contributions to discussion in class (synchronous) and on Padlet (asynchronous); in these contributions, you are expected to draw upon ideas from the readings as appropriate and engage with other people's content. If you are responding and posting per the guidance and engaging constructively with one another this will earn you full marks in the first part of the term. During weeks 10 through 13, participation involves providing feedback on capstone research presentations (including questions about findings or approach). Providing thoughtful feedback on each of the capstone research presentations respectively will earn you full participation marks during these weeks. See the course schedule for due dates for the discussion posts.

2. Practice Assignments (15%)

You will be required to complete five assignments over the term that are based on the assigned readings and require you to apply one or more of the skills covered by the requisite readings. These assignments are meant to help you practice important research skills necessary for drafting the capstone project. **Each assignment must be uploaded to LEARN by 2:15 PM on the Monday to receive credit.** This timing is important as the content will be drawn upon for our synchronous discussions. Please note that late assignments will not be marked as these are intended to inform our discussions and build foundations for the capstone.

3. Peer Review Assignment (10%)

Due **November 29** by 11:59 PM. 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 engage with the work of others and develop this skill, each student is required to review another student's semi-final draft paper and prepare a 3-4 page analysis that shall be given to both the author and the instructor. A reading assigned during week 10 provides guidance for how to give feedback, which accompanies the feedback form. The purpose of the review is to help your peers improve their research. Focus on key claims and conceptual arguments, with relevant page numbers included. Try to balance affirmation and critique in a manner that will help your colleague refine arguments, support analysis, and hone writing skills. Just as with your own paper, you will want to give feedback that helps improve the quality of the work.

4. Capstone Project (65%)

Sixty-five percent of your final grade is 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 review*. Each component is weighted differently, as described below:

- a) **Research Proposal (5%):** A three page research proposal uploaded to LEARN by 11:59 PM **October 1**. This assignment is designed to support your project development process. The proposal should include: a) an account of the problem or issue area you would like to investigate, b) a statement about why it is important (drawing on literature), c) guiding research questions, d) an overview of your research approach, and d) a preliminary bibliography for your research project, with references to both books and journal articles.
- b) **Annotated Bibliography (5%):** Due on LEARN by 11:59 PM **October 22**. This will be a 3-4 page annotated list of sources you regard as most critical for the development of your paper, complete with annotations for each item. 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 **November 19** (by 11:59 PM). It should be at least 22 pages in length. Timing is critical, as this draft is the basis for the peer-review assignment. 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?) 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 during one of the last four class sessions. The format is preferably synchronous during the Monday meeting time (presentations will be on-line), however you can also choose to present it in an asynchronous format (narrated ppt, video, or similar medium). This presentation will center on your topic and, depending on when you present, you may discuss your research as a work in progress (in early Nov.) or as a finished project (in late Nov. and Dec.). The presentation should include your voice at a minimum and some visuals – you might choose to include your image in the video or use a format that involves narrated images. The purpose of this presentation is to share information about your topic, as well as discuss your findings and knowledge at that point, and make reference to current work on your topic via an assigned reading of your choice. Select the **reading** (20 pages max.) and post to LEARN at least one week in advance of the week in which you present, for other students to read.

- e) **Final Draft of your Paper (40%):** Due on LEARN **December 15** by 11:59 PM This is a 25-page research paper that explores a significant peace-related issue and responds to your key interests. The paper should include insight into the scale, scope, significance, and dynamics of an issue of importance to you, as well as commentary on the implications of your analysis. Taking comments from the peer review into account, draft a paper of very high quality that can be considered for presentation at conferences or for an undergraduate publication. Details will be discussed in class. Include a signed ethics statement with your final capstone paper: "I am familiar with the UW Academic Policy on academic ethics and affirm that this paper meets the university's standards of academic integrity" (add your signature). Consider submitting your paper to Turn It In before you hand it in, to check if you have inadvertently plagiarized any content – this will allow you to identify any problematic sections and change them before submitting the paper to me.
- f) **Response to Peer Review (5%):** Also due **December 15** (by 11:59 PM) attached to the final draft of your paper. The purpose of this two page writing assignment is to reflect on the value of the peer review comments that you received. Highlight the helpful aspects of the review, aspects you may have disagreed with, and discuss what you learned from the peer review process.

LEARN. Important course announcements and materials will be posted on LEARN. If you encounter difficulties in accessing our course website contact learnhelp@uwaterloo.ca. Also, please be sure that the email address listed under your name in LEARN is an address you check regularly.

Evaluations

Assignment	Weighting	Due Date
Participation	10%	Assessed continuously
Practice Assignments	15%	Five (5) times during term
Research Proposal	5%	October 1
Annotated Bibliography	5%	October 22
Semi-Final Draft of Research Paper	5%	November 19
Peer Review Assignment	10%	November 29
On-line Presentation	5%	To be determined
Final Research Paper & Response to Peer Review	40% & 5% respectively	December 15

PACS Research Support: The library has created a subject guide to help you carry out peace-related research. You can access this guide at [Subject Guides](#). 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. If you are interested in knowing what some other PACS students have researched, check out the abstracts posted on the [PACS 401 abstracts webpage](#).

The Writing Centre: The Writing Centre works across faculties to help students clarify their ideas, develop their voices, and communicate in the style appropriate to their discipline. Writing Centre staff offer one-on-one support. Check out their [website](#) for more information.

Assignment Late Penalties: Late assignments will be automatically assessed a penalty of 5% (same penalty for the first 24 hour period) with an additional 1% penalty assessed for every additional day the assignment is late. This term everyone will have a slip day to use on one assignment of your choosing –

this means that one assignment can be up to 48 hours late without penalty. Let me know if you are choosing to use your slip day on the assignment when you submit it. More generally, if you are concerned about an assignment, please do communicate with me in advance of the deadline. Deadlines are important, but I am willing to work with those who take the initiative in their communications and demonstrate commitment to getting the job done.

Additional Considerations

As we progress through the term, please remember:

- What we get from an experience depends on what we put into it.
- Preparation, including completing reading and writing assignments on time, is the basis for effective learning and research.
- When we pose questions to peers we transform the classroom environment (even the on-line environment), making active and collaborative learning possible. Learning becomes a communal rather than a solitary endeavor.
- The subject matter covered by Peace and Conflict Studies courses is often viewed from multiple perspectives. Disagreement is a good thing when it enables you to develop an enhanced understanding of material and perspectives. What matters most is our willingness to engage one another with respect and integrity.

COURSE SCHEDULE

Week 1 (Sept. 8-12): Beginnings

Focus: Introduce ourselves, identify what we hope to accomplish individually and collectively, explore the on-line working plan, begin thinking about research and what is needed for a successful fourth year PACS on-line research seminar (complete the survey to help me with this!)

Activities: view introduction video, post introduction on Padlet, complete survey

Week 2 (Sept. 13-19): Locating Ourselves in Peace and Conflict Studies

Exploring the roots of contemporary peace and conflict studies research, how to describe the field to a non-PACS professor or potential employer, identifying where your interests fit

Required Reading:

- Coy, Patrick, G., E., Landon Hancock, and Anuj Gurung. 2019. "Peace studies and conflict resolution." In Routledge Companion to Peace and Conflict Studies, 68-78. Routledge.
- Hancock, Landon and Johanna Solomon. 2020. "Meanings of Peace." In Routledge Handbook of Peace, Development and Security Studies, 7-20. Routledge. doi: [10.4324/9781351172202](https://doi.org/10.4324/9781351172202)
- Booth et al. 2016. The Craft of Research Part 1 ("Research, Researchers, and Readers"), prologue and chapter 1 (pp. 3- 15) and chapter 2 (pp.16-26).
- Kiguwa, Peace, and Yaseen Ally. 2018. "Constructed representations of street protest violence: Speaking violence, speaking race." Peace and Conflict: Journal of Peace Psychology 24 (1):36-43. doi: 10.1037/pac0000278.

Written Work:

- Upload *Practice Assignment #1* to LEARN by 2:15 PM, Sept. 13.

Class activities: post (padlet), complete survey, Monday class (Zoom), begin independent inquiry

Week 3 (Sept. 20-26): Developing Research Questions

What are some problems or issues you would like to research? What conversations or problems (conceptual or practical) do you find interesting or powerful? Alternatively, what concrete event or situation do you find compelling and why? What projects might be “doable” and “worth doing”? What questions will guide our projects this term?

Required Reading:

- Booth et al. 2016 The Craft of Research “Part 2 Asking Questions, Finding Answers”, read the prologue and Chapter Three “From topics to questions” (29-48), Chapter Four “From Questions to a Problem” (49-64) and Chapter Five “From Problems to Sources” (65-84).
- Joli Jensen, “[Struggling to find a project that excites you? Follow the lilt.](#)”

Written Work:

- Upload *Practice Assignment #2* to LEARN by 2:15 PM, Sept. 20
- In our synchronous class meeting, be prepared to describe your two potential research projects (so we can listen for your lilt).

Activities: Monday class (In-person and Zoom), post (padlet), independent research

Week 4 (Sept. 27 – Oct. 3): Research as Conversation

How can we gain new insights and develop deeper understanding of our research topics? Which conversation is your research joining? How can we better explore the literature and gather relevant information? How do we identify and check our assumptions? How do we identify key sources in our area?

Required Reading:

- Booth et al. 2016. The Craft of Research, chapters six “Engaging Sources” (85-103), chapter 14 “Incorporating sources” (200-219).
- Bouma, Gary, Rod Ling and Lori Wilkinson. 2012. “Research as a Way of Knowing” In The Research Process, 2nd Canadian Ed. Don Mills, ON: Oxford University Press, pp.7-24.
- Neufeldt, Reina and Rich Janzen. 2020. “Learning from and with Community-based and Participatory Action Research: Constraints and Adaptations in a Youth-Peacebuilding Initiative in Haiti” *Action Research*, (April 2020). doi:10.1177/1476750320916226.

Recommended:

- Excerpt by Daniel Levitin, called “[Thinking about facts in the digital age](#)” (from his book *A Field Guide to Lies*) published by Walrus.
- Melissa Zimdars “[Fighting Fake.](#)” In the Chronicle of Higher Education (access on campus).

Written Work:

- Upload *Practice Assignment #3* to LEARN by 2:15 PM Sept. 27.
- Upload ***Research Proposal*** to LEARN by 11:59 PM Friday **October 1**.

Activities: Monday class (Zoom), independent research

Week 5 (Oct. 4-10): Constructing Arguments and Making Claims

What arguments and positions are central in your area of inquiry? What is the (tentative) main argument of your project? What positions and viewpoints or conditions does it contradict or problematize? What arguments and claims are you building on, extending, or refining? What counts as

evidence for your claims? What evidence will the project draw on? What is the strongest counter-argument to what you are proposing?

Required Reading:

- Booth et al. 2016. The Craft of Research, prologue, chapter seven “Making good arguments” (107-121), chapter eight “Making claims,” (122-131), chapter nine “Assembling reasons and evidence,” (132-140) and chapter ten “Acknowledgements and Responses” (141-154).
- University of Leeds Library. [Annotated Bibliographies](#). Link available on LEARN.

Written Work:

- Upload *Practice Assignment #4* to LEARN by 2:15 PM, Oct. 4

Activities: post (padlet – we’ll start this during class time), Monday class (Zoom), independent research

Week 6 (Oct. 11-17): No Classes – Thanksgiving and Fall Break

Week 7 (Oct. 18-24): Drafting, Writing and Communicating Findings

How do we persevere and keep focused? What goes into good academic writing? How do we write in a clearly and effective way?

Required Reading:

- Booth et al. 2016. The Craft of Research, Part IV, prologue and chapter 12 “Planning and Drafting” (175-188), chapter 13 “Organizing your Argument” (189-199), chapter 16 “Introductions and Conclusions” (232-267) and “last considerations” (271-274)
- Lamott, Anne. 1994. Selection from Bird by Bird: Some Instructions on Writing and Life. Toronto, ON: Random House Canada, 21-27.

Written Work:

- Upload *Practice Assignment #5* to LEARN by 2:15 PM Oct. 18
- ***Annotated Bibliography due on LEARN by 11:59 PM Friday Oct. 22.***

Activities: Monday class (In-person and Zoom), independent research

Week 8 (Oct. 25-31): Research Coaching Meetings

15-minute meetings via Zoom (required)

Activities: independent research

Week 9 (Nov. 1 – Nov. 7): Personal and Professional Pathways

What experiences and values have shaped your interest and work in peace and conflict studies? What kinds of contributions would you like to make in the next twenty years? What are some of the professional pathways that exist for PACS students? How do research, practice and theory connect in work settings?

Required Reading:

- Senehi, Jessica. “Our tree of life in the field: locating ourselves in the peace and conflict studies field through the tree of life experience.” Peace Research: The Canadian Journal of Peace Studies, Vol. 47, No. 1-2 (2015): 10-28.

- Duckworth, Angela. "[Graduating and looking for your passion? Just be patient.](#)" *New York Times*. June 4, 2016. (The E-version on file is titled "No Passion? Don't panic")
- [Skills Map](#) at Leeds for Life, University of Leeds, UK.
- Zelizer, Craig and Linda Johnston. "[Skills, Networks & Knowledge: Developing a Career in International Peace and Conflict Resolution.](#)" Alexandria, VA: Alliance for Conflict Transformation, 2005. (Skim – read what you find most interesting and relevant)

Recommended:

- "[Humanitarianism is My Day Job: Find a Career that Brings Meaning](#)" A conversation between David Smith, Craig Zelizer and Tammi Snedeker discussing careers in humanitarianism, emergency management and peacebuilding.
- [John Paul Lederach](#) interview posted on "Beyond Intractability"
- [PCDN Resource guide](#) page
- Brown, Kelly. "[Peace and conflict studies grads create a strong society.](#)" *ALUMNI ENEWS*, University of Waterloo, May 2017.
- PACS Staff. "Career Guide for Master of Peace and Conflict Studies (MPACS) Students." Conrad Grebel University College, March 2017.
- Zelizer, Craig and Colleen Conchetti. "Mediation career trends through time: exploring opportunities and challenges" In A. Georgakopoulos (Ed), *The Mediation Handbook*. NY: Routledge, pp.1-12.

Activities: Monday class (Zoom), post (padlet), independent research

Week 10 (Nov. 8-14): Presentations I

Required Reading:

- Belcher, Laura. Chapter 9 sections "What to Do When You are Giving Feedback" and "What to Do When You are Getting Feedback." In [Writing Your Journal Article in 12 Weeks: A Guide to Academic Publishing Success](#), 225-228, 231. Thousand Oaks, CA: Sage, 2009.
- TBA by presenters

Listening/Viewing Presentations:

- Providing thoughtful, engaged *feedback on* each presentation will earn you full credit for this part of your participation grade. What makes feedback thoughtful? When you respond not only to the approach and style but also the substance (e.g. ask a question about the approach or findings) and provoke deeper thinker. Presentations may be synchronous or asynchronous. In cases where presentations are synchronous they will be during the Monday class time.

Activities: Monday class (Zoom), respond to peer presentations, independent research and writing

Week 11 (Nov. 15-21): Presentations II

Required Reading:

- TBA by presenters

Written Work:

- Upload **Semi-final Draft** by 11:59 PM on Friday, Nov. 19.

Activities: Monday class (Zoom), respond to peer presentations, independent research, writing and editing capstone

Week 12 (Nov. 22-28): Presentations III

Required Reading:

- TBA by presenters

Activities: Monday class (Zoom), respond to peer presentations, independent research, writing and editing capstone

Week 13 (Nov. 29-Dec. 5): Seminar Presentations IV

Required Reading:

- TBA by presenters

Written Work:

- **Peer Review Assignment due Nov. 29 by 11:59 PM**

Activities: Monday class (Zoom), respond to peer presentations, independent research, writing and editing capstone

Week 14 (Dec. 6-7): Capping it off!

What have we learned from our research? What do we take with us from our PACS studies?

Required Reading:

- Baglione, Lisa A. 2007. "Checklist for your final draft" section in Writing a Research Paper in Political Science. Boston, MA: Wadsworth Cengage Learning, 166-168.

Activities: Monday final class (in-person or Zoom); may have presentations (if needed), refining and editing capstone

The final version of your **Research Paper** and your **Response to Peer Review** is due by **11:59 PM on December 15 on LEARN**.

Note: I have turned on *Turnitin* on our course so that you can submit your paper to it to check if you have inadvertently plagiarized material before you formally upload it to the dropbox. It is there as a helpful tool to support you as a learner.

NOTES FOR YOUR ATTENTION:

University of Waterloo COVID updates

Please check out the University of Waterloo [COVID-19 INFORMATION](#) page for the most up-to-date information on procedures and guidelines at the University. While our class is running primarily on-line, you may find other university services change in response to changing health guidelines and it may impact our ability to meet in person on the four designated days with that option.

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 webpage](#) for more information.

Discipline

A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their 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. 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 they have a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

Note for Students with Disabilities

The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (NH 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.

Cross-listed Course (if applicable)

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.

Mental Health Support:

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

Due to COVID-19 and campus closures, services are available only online or by phone.

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext. 32655
- [MATES](#): one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services

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: 519-749-4300 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 on 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.

Academic freedom at the University of Waterloo

[Policy 33, Ethical Behaviour](#) 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.

Chosen/Preferred First Name

Do you want professors and interviewers to call you by a different first name? Take a minute now to verify or tell us your chosen/preferred first name by logging into [WatIAM](#).

Why? Starting in winter 2020, your chosen/preferred first name listed in WatIAM will be used broadly across campus (e.g., LEARN, Quest, WaterlooWorks, WatCard, etc). Note: Your legal first name will always be used on certain official documents. For more details, visit [Updating Personal Information](#).

Important notes

- If you included a preferred name on your OUAC application, it will be used as your chosen/preferred name unless you make a change now.
- If you don't provide a chosen/preferred name, your legal first name will continue to be used.