PSCI 100: Introduction to Government
Fall, 2017

Lecture 001: Thursday  10:30am-12:20pm   MC 2065
Lecture 002: Thursday  2:30pm -4:20pm   MC 2065

Instructors:  Dr. Anna Esselment
              Dr. Emmett Macfarlane

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Office Location:  Hagey Hall 304  (Dr. Esselment)
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Office Hours:  Dr. Esselment       Wednesdays 1-2:30pm (or by appointment)
               Dr. Macfarlane     Wednesdays 1-3pm (or by appointment)

Course Description:  This course introduces students to the comparative study of ideas, institutions, and interests central to politics and key policy issues in Canada and elsewhere. It focuses on how the formal institutions of the state and elements of the Canadian polity have shaped political behaviour, public policy, the work of government and the state of democracy in Canada and elsewhere. Students will examine how these various features of the Canadian system influence our politics and consider contemporary debates about the relative health of particular institutions, processes and public policies as well as various proposals for reform.

The first section of the course (Dr. Esselment) provides the necessary context for understanding institutions and their impact on politics, such as the Canadian parliamentary (versus presidential) system, the federal system, and the Canadian electoral system in which parties compete for power.

The second section of the course (Dr. Macfarlane) focuses on what governments actually do – create, develop, and implement public policies that impact citizens (you!). This section of the course provides a broad overview of the dynamics that shape public policy and an examination of specific policy issues and areas in the Canadian context, including social policy, environmental policy, prostitution, the legalization of marijuana, reasonable accommodation, and immigration policy.
Course Outline/Syllabus Quiz!

This course outline should have all the information you need to know about for PSCI 100. Our Learn webpage has a lot of additional materials, including lecture slides, readings for tutorials, details for assignments, etc. Before that course content is released to you, you must ace the course outline/syllabus quiz. Earning 100% on the quiz will unlock the materials. You have unlimited attempts, but it’s probably helpful to read this outline closely and carefully...

Contact Policy: Email is likely the best way to get in touch with the professor or your TA outside of usually scheduled office hours. A few things to remember when emailing:

- **Please use your official UW email account.** To comply with privacy legislation, your professors/TAs will not reply to emails sent from a non-UW account (such as Gmail, Hotmail, Yahoo, Sympatico, etc.). Please ensure that your computer, smart phone, and other devices are configured to send emails from your UW email account and check to make sure – before you send the email – that your “from” address is your UW email.
- **Please address your email to the professor or TA appropriately** (i.e. ‘Dr. Esselment’, ‘Dr. Macfarlane’, ‘Professor’, your TA’s first name, etc.) and ensure the subject line is not empty.
- Please remember to sign your email with a first and last name as well as your student number.
- Please allow 24-48 hours for a response to your email.
- Please note that your professors and TAs generally do not answer emails after 4:00pm on weekdays or on weekends (4:00pm Friday to 9:00am Monday).
- **Email should be used for brief questions that can be answered quickly.** If you want to discuss course material, assignments, or another matter in greater detail, please see the professor or TA during his or her office hours or make an appointment to meet at some other time convenient for both

Teaching Assistants:

**Head TA:**
Shanaya Vanhooren Email: sk2vanho@uwaterloo.ca

**TAs:**
Hari Jnawali Email: hjnawali@uwaterloo.ca
Bradley Noonan Email: bpnoonan@uwaterloo.ca
Jeremiah Johnson Email: jejohnso@uwaterloo.ca
Karolina Szymczyk Email: kvszymcz@uwaterloo.ca
Zeynep Arslangiray Yasar Email: zyasar@uwaterloo.ca

**Pre-Requisites:** None.
Course Objectives:
By the end of this course, students should:

- Have a broad understanding of the institutions, interests, and ideas central to politics in Canada and elsewhere;
- Identify and delineate between political systems generally (parliamentary vs. presidential, federal vs. unitary, etc.) as well as major policy streams;
- Be more skilled in researching scholarly information and identifying broad themes and questions in academic books and journals;
- Be able to put together an academic bibliography in APA style;
- Have an enhanced ability to critically consider academic arguments and assess their value.

Texts:
1. PSCI 100 Intro to Government 2nd Edition custom courseware (Required).

All other readings listed in the outlined are required and are available on the Internet or through the library’s electronic course reserve system.

Evaluation:
- Annotated Bibliography (20%)
- Midterm 1 (25%)
- Policy Paper (25%)
- Midterm 2 (20%)
- Tutorial Participation (10%)

Course Requirements, Expectations, and Standards:

Assignments:

Annotation Bibliography (20%):
Students will put together an annotated bibliography on a specific policy issue. (Please see section below on the policy paper requirements regarding choice of policy issue.) The purpose of this assignment is to increase your ability to find good information on a subject, assess several themes and arguments on the selected topic, and write a short excerpt detailing the merits of the scholarly source. It also provides a crucial springboard for the policy paper.

More details about the assignment will be provided after the first week of class and posted on our D2L Learn website. Each of the five course TAs will be assigned to one specific topic. Students will have the opportunity to contact the TA assigned to the student’s specific topic area by discussion board, live chat, and office hours. (Details TBA in class and via Learn.) The Political Science research librarian, Jane Forgay, has also put together a website geared to this assignment in order to provide you with some assistance: Subject Guides http://subjectguides.uwaterloo.ca/PSci100. Jane will come by to say hi on September 14th and she is...
always available to chat with you (as are other research librarians) about how to become an effective researcher when “Googling it” just doesn’t seem to get at the resources you need.

**Due Date:** The Annotated Bibliography is due electronically via the course LEARN site on Friday October 6th by 11:59 pm. Any submissions after this time (even a minute late) are subject to late penalties as outlined in this syllabus and in the assignment instructions (3% per day, including weekends).

**Policy Paper (25%):**

Students will write a paper analyzing the policy dynamics relating to a specific policy issue. Students will complete the paper assignment on the same policy topic as they have chosen for the annotated bibliography outlined above. Students will have the opportunity to choose and sign up via Learn (on a first-come, first-served basis) for one of five specific topics relating to aboriginal land title, assisted dying, crime and corrections policy, supply management, and environmental policy relating to pipelines. For each topic there will be assigned readings to get students started, but they will be expected to draw from some the sources identified in their annotated bibliographies as well.

Electronic sign-up sheets will go live on LEARN on Friday, September 16th at 8:00am allowing students to sign up for specific topics on a first-come, first-served basis (go to our LEARN website, click on the “Connect” tab, and then “Groups” to self-enrol). Each of the five course TAs will be assigned to one specific topic. Students will have the opportunity to contact the TA assigned to the student's specific topic area by discussion board, live chat, and office hours. (Details TBA in class and via Learn.)

**Assignment:** Identify and describe the policy problem at stake. Explain how the policy got on to the policy agenda (students might consider applying the multiple streams approach to do this, by identifying the 'problem' stream, the 'policy solution' stream, and the 'political' stream). Assess whether there are policy alternatives available and whether there seems to be a 'window of opportunity' for significant policy change in this area. Be sure to explain why or why not this is the case. In doing so, make reference to the assigned readings, and additional materials drawn from your annotated bibliography (at least five items.)

**Word Limit** -- approximately 2000 words. (Papers should be no less than 1800 words and no more than 2300 words.)

**Due Date:** Papers are due electronically via the course LEARN site on November 17th by 11:59pm.

**Late Penalties**

All late assignments (that is, assignments submitted after the specific time listed on the due date) will be penalized 3% a day (including weekends).

**Extension Policy for Assignments**

All requests for assignment extensions must be directed to the Head TA (explanation of the position of Head TA is found below). Your assigned TA does not have the authority to grant extensions.
The Head TA will only consider granting an extension in the event of an officially documented extenuating circumstance (that is, serious personal illness, critical personal or family crisis, etc.). If a situation arises that may prevent you from completing an assignment, contact the Head TA or professor as early as possible and, without exception, before the assignment is due.

The UW Verification of Illness Form can be found at: Health Services www.healthservices.uwaterloo.ca/Health_Services/verification.html. Please note that midterms will not be deferred. Instead, the final exam will be re-weighted appropriately.

*Computer Problems

Students are expected to back up their written work and lecture notes (on a USB stick, by emailing them to yourself, by printing them out, iCloud Drive, Google Drive, by saving them on an app like DropBox, etc.). Extensions will NOT be granted for computer-related issues. Furthermore, students will be responsible for finding replacement lecture notes where they fail to back-up their files. Professors do not share their lecture notes, so please do not ask.

Final Submission Date for Assignments

The final submission date for assignments is one week (7 days) after their due date (with the imposition of late penalties). The instructor WILL NOT accept the assignment for grading after one week has passed without a documented extenuating circumstance. If an extenuating circumstance may prevent you from submitting an assignment by its submission date, please contact the professor at the earliest possible convenience and be prepared to provide him or her with official documentation concerning your situation.

Tutorial Discussions

Tutorial Participation (10%):
There will be six tutorials throughout the term, beginning the week of September 18th (weeks of September 18th, September 25th, October 2nd, November 6th, November 13th, and November 20th). Tutorials are held on Mondays and Wednesday, so please check to be sure which tutorial/discussion group you are in. You may not attend tutorials at a different date and time unless the Head TA has granted express permission. This will only occur on rare occasions since it is hard to keep track of participation marks.

Tutorials provide the opportunity for students to get together in smaller groups, discuss and examine issues at a deeper level, and begin to develop skills regarding critical inquiry and analysis that are crucial for the course assignments.

Tutorial grades will be based on attendance (5/10) and participation (5/10) which itself will be equally divided between making oral contributions in the seminar and the quality of those contributions (especially with regard to demonstrating that the student has done the required preparatory work including readings and, where applicable, watching the related video clips).
Tests & Examinations:

Midterm 1 (25%)
The first midterm will be held in class on Thursday October 19th. Lectures with Professor Macfarlane will begin on Monday October 31st. The first midterm covers material from Week 1 to Week 6. All assigned readings for tutorials and lectures constitute examinable material.

Midterm 2 (20%)
The second midterm will be held in class on Thursday November 30th. The midterm covers material from Week 8 to Week 12. All assigned readings for tutorials and lectures constitute examinable material.

Grade Appeals

If you are concerned that your assignment was not graded fairly, you should first meet with the TA who marked your work.

To request a review of your assignment from your TA and, later, the Head TA if required, you must provide a 1 page explanation as to why you think your assignment was improperly graded (i.e. what do you think you did that should have been given more weight?). The explanation, the original assignment, and a clean copy of the assignment should be submitted to your tutorial leader no later than 3 weeks after the assignment was made available for return. If you are unsatisfied after consulting and discussing the matter with your TA and Head TA, the assignment will be passed on to the Professor for final grading.

NOTE: Students must take responsibility for picking up their marked work in a timely manner. No appeals will be considered more than 3 weeks after the assignment/exam was made available for return. Grades may be either raised, stay the same, or lowered on appeal. Students who wish to appeal an examination grade should follow the same procedure noted above for assignments.

Extra Credit/Make-up Work:

Marks in the course are assigned on the basis of achievement rather than on the basis of need. There are no provisions for extra credit or make-up work. The requirements of the course are set out at the beginning and students are expected to earn marks within those parameters. If a student 'needs' a particular grade, they must put in the effort required to achieve that grade, including completing all required elements of the assignment.

It should also be stated that students don’t start off with an “A” and lose marks on assignments. Everyone hands in their assignments and the assumption is that marks are earned – that is, you go from a zero up to the assessed value of the work as evaluated by the professors or graduate assistants. Written work is assessed on the basis of the quality of the written work and that all required elements of the assignment were completed. The claim that a student 'worked hard' on an assignment is not sufficient grounds for an appeal of a grade.

Other Course Policies:

Course Website

The course outline, detailed assignments, class announcements, grades, etc. will be available on the course website on LEARN. If you have questions about when assignments are due, late policies, sickness
accommodation, etc., your first source of information is the course outline. Users can login to LEARN via: Learn http://learn.uwaterloo.ca/. Use your WatIAM/Quest username and password.

Class Attendance and Participation

The professor will not be taking attendance at lecture, but attending lectures is crucial if you are hoping to do well in the course. If you are sick or must be away from class, find a friend from whom you can borrow notes. While lecture slides MAY be posted on the class website, there is no obligation on the professor to do so, nor will s/he be supplying any of her/his lecture notes to the class.

The Head TA

PSCI 100 has a Head TA. The Head TA will manage the administration of the course which will include, among other things, assignment extensions, the organization of marking among the TAs, grade appeals, the course website on LEARN, and ensuring tutorials run efficiently. If you have an issue in the course, your assigned TA is your first point of contact. If your TA is unable to resolve the situation, you should make an appointment to see the Head TA who, in consultation with Dr. Esselment or Dr. Macfarlane, will resolve the problem in the best way possible. Drs. Esselment and Macfarlane are also available to see students but, given the size of the course, are dependent on the Head TA and TAs to help the students in PSCI 100 as much as possible.

PLEASE SEE THE END OF THIS COURSE OUTLINE FOR OTHER RESOURCES TO ASSIST YOU WITH ISSUES INCLUDING ACADEMIC COUNSELLING, ACCESSABILITY, ACADEMIC INTEGRITY, AND THE WRITING CENTRE.
Schedule: Introduction to Government: Systems and Institutions

PART I – POLITICAL SYSTEMS, INSTITUTIONS AND COMPETITION (with Dr. Esselment)

WEEK 1 (Sept. 7)
Introduction to Course (including a full lecture)

Lecture: Classification of Political Systems

Reading: Courseware, Intro and Chapter 1

Critical questions this week: Why do we classify political systems? What are the advantages and disadvantages of doing this? What is the difference between and democracy and a liberal democracy? Why is this difference important? How could a liberal democracy like Canada’s be strengthened?

WEEK 2 (Sept. 14)

Lecture: The Parliamentary System and its Institutions

Reading: Courseware, Chapter 2

Critical questions this week: Why is the Crown so important in our parliamentary system? What reforms could be made to our House of Commons and Senate to make them more responsive? What would you propose to decrease the power of the Canadian Prime Minister?

TUTORIAL 1 - Monday September 18 and Wednesday September 20

The Canadian parliamentary system faces a number of challenges. One of the main ones is the growth in power of the executive vis-à-vis the legislature (House of Commons) – particularly in the power of the prime minister. As the advisor to the Governor General, the Prime Minister can get himself out of a number of difficult situations by requesting the GG to prorogue Parliament. Andrew Coyne’s article (read it here: Article http://news.nationalpost.com/full-comment/andrew-coyne-mcguinty-prorogation-shows-canadas-parliamentary-democracy-becoming-increasingly-ceremonial) emphasizes the decaying strength of the Commons itself, the place where Canadians elect representatives to act on their behalf and to hold the government to account (even members of the government caucus on the backbenches are supposed to do this). But with frequent prorogations to avoid political messes, omnibus bills (sometimes upwards of 900 pages) that thwart the ability of our MPs to properly scrutinize what it is the government is attempting to do, and the use of time allocation to end debate on matters that is the right of MPs to discuss, all limit the ability of Canada’s system to be both representative and responsible. This tutorial you will discuss the power of the PM and what this might mean. Questions to consider include:

1. In your opinion, are Canadians even aware of what responsible government is and why certain uses of prorogation are problematic?
2. Do you think Stephen Harper and Dalton McGuinty were trying to get out of political messes by suspending the work of their respective legislatures?

3. Do you think the Prime Minister and his/her cabinet have too much power?

4. Should governments refrain from introducing massive bills or is that their right as the government? (Justin Trudeau said his government wouldn’t do it, but the last budget bill was over 300 pages!)

5. Is there a way we could provide more power to the House of Commons to fulfill the scrutinizing and “holding to account” roles more effectively?

6. Is party discipline a key part of responsible government (if you think about components such as cabinet solidarity)? Is there a way it can be loosened to allow representatives more freedom?

7. Should we write down all of our unwritten constitutional rules as they have in New Zealand? Would this clarify roles and help Canadians understand how things are supposed to work?

WEEK 3 (Sept. 21)

Lecture: The Presidential System and its Institutions
Reading: Courseware, Chapter 3

Critical questions this week: Why is the US presidential system so different from the Canadian parliamentary system? What are the problems associated with the presidential system? What are the advantages? In your view, which system is more effective in terms of representation, scrutiny, and the ability to implement public policy?

TUTORIAL 2 - Monday September 25 and Wednesday September 27:
Unless you’ve lived under a rock for the past year, you’re probably aware that Donald Trump has been a different sort of President from what Americans have been used to. He’s brash, he doesn’t think before he tweets, he is not always truthful, and – very much like a CEO – he appears to want the government’s public servants (FBI directors come to mind here) and institutions to bend to his will. Is America in danger of losing its liberal democracy with President Trump in charge? Or have the institutions been crafted in a way that can withstand the varying personality types that might occupy the Oval Office? In this short reading, the author argues that America’s liberal democracy will be just fine, no matter what President Trump may do. Do you agree? Why or why not? Of the five reasons outlined, which one is the most important? What other reasons can you think of that will safeguard the American system of government?

WEEK 4 (Sept. 28)

Lecture: Federal Systems and the Judicial Umpire
Reading: Courseware, Chapter 4
Critical questions this week: Why would a country choose a federal system of government? Why does it make sense for Canada and the US to have this political system? How do governments manage relationships in federal systems? Do federal systems always work? What are examples of issues that can lead to tension between levels of government in a federal system?

TUTORIAL 3 - Monday October 2 and Wednesday October 4:

A federal system (as opposed to a unitary or devolved system) can be chosen for a variety of reasons. What we know is that a federal system requires a written constitution that divides power between the levels of governments. Challenges arise when new policy problems require action and the constitution (in Canada’s case written almost 150 years ago) is not clear on which level of government is responsible. Or one level of government may have jurisdiction but cannot provide a good solution without the help of the other level. Climate change is an example here, and so is health care. This week you will read a debate about whether and/or how much the federal government should be involved in health care which is primarily a provincial responsibility. In your view, which side is more convincing? Why? What would happen to our system of health care if the federal government withdrew its involvement?

The reading can be found on Learn under “Tutorial Readings” and then “Federalism and Health Care”.

OCTOBER 6th: REMEMBER! The Annotated Bibliography is due by 11:59pm through Learn (any submissions after that time stamp are subject to the late penalties outlined in this syllabus and on the assignment instructions).

Week 5 (Oct. 5)
Lecture: Elections and Voter Turnout
Reading: Courseware, Chapter 5

Critical questions this week: How important is voter turnout to elections? Why do people choose to vote? Why might they decide to stay home? What was different about the Canadian federal election of 2015 with regard to who voted? Could this change be maintained? How might the new trend be negatively affected?

Week 6 (Oct. 12)
*NO CLASS BECAUSE OF THE STUDY BREAK SCHEDULE. October 12th is a Thursday, but pretend it is a Tuesday and go to all your Tuesday lectures, tutorials, and labs.

Week 7 (Oct. 19)

MIDTERM 1 – IN CLASS
PART II – PUBLIC POLICY (with Dr. Macfarlane)

WEEK 8 (Oct. 26)

Lecture: Public Administration & The Policy Process
Reading: Courseware, Chpt. 6 -- The Political Process & Chpt. 8 -- The Policy Cycle

WEEK 9 (Nov. 2)

Lecture: Courts, the Charter of Rights, & Public Policy
Reading: Courseware, Chpt. 7 -- The Judiciary in the Political Process

TUTORIAL 4 - Monday November 6 and Wednesday November 8
Prostitution Policy
In late 2014, the House of Commons passed Bill C-36 which criminalized procuring sex for money in Canada. Nevertheless, two years later, the legislation's future remains in question and the issue remains controversial.

Tutorial Readings:

WEEK 10 (Nov. 9)

Lecture: The Welfare State & Social Policy
Reading: Courseware, Chpt. 8 -- Advocacy Groups

TUTORIAL 5 – Monday November 13 and Wednesday November 15
Marijuana (non-medical) Regulation in Canada

In early January 2015, Liberal Leader Justin Trudeau argued on national television that taking an “evidence-based approach” to drug control in Canada is the reason why he supports the legalization of
non-medical marijuana in Canada. By late May 2015, Trudeau's stance was a centrepiece of Conservative Party of Canada's ads arguing that Trudeau was "just not ready" to be Prime Minister.

Each tutorial group will be asked to use the 'three-stream' conceptual framework of policy change outlined in class to identify and describe the 'problem' stream, the 'policy solution' stream, and the 'political' stream relating to the assigned policy topic to assess whether there seems to be a 'window of opportunity' for significant policy change following the Canadian federal election of 2015.


Tutorial Readings:


WEEK 11 (Nov. 16)

Lecture: Immigration and Multiculturalism Policy

TUTORIAL 6 – Monday November 20 and Wednesday November 22
Religious accommodation in the public sphere

Tutorial Readings:

**POLICY PAPER Due Date:**

Papers are due electronically via the course LEARN site: November 17, by 11:59pm

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**WEEK 12 (Nov. 23)**

Lecture: Environmental Policy & Review


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**WEEK 13 (Nov. 30)**

**MIDTERM 2 – IN CLASS**
ASSIGNMENT TOPICS

1.) Aboriginal Land Title/Land Claims

In early July 2015, the Assembly of First Nations called for First Nations people to vote against the Conservative Party of Canada in the October federal election partly out of frustration with the process for settling outstanding land claims. This highlights the central role that land plays in the conflicted relationship with Aboriginal peoples and the rest of Canada including questions such as who owns it, benefits from it, gets to say when, if and how it gets developed?


Reading:

Hayden King. “First Nations crisis is about land -- We need a new settlement.” Globe and Mail, 10 February 2015.


Reading http://policyoptions.irpp.org/issues/is-it-the-best-of-times-or-the-worst/alcantara-morden/

2.) Assisted Dying

In 2015 the Supreme Court of Canada struck down the Criminal Code’s prohibition on assisted suicide as unconstitutional. In response, Parliament enacted a new law that provides access to those over 18 years of age who have an ‘irremediable’ medical condition and whose death is ‘reasonably foreseeable’. Critics argue the new law is too restrictive, and will prevent people suffering from chronic but not terminal conditions from the health service.

The issue also raises complex and morally-laden questions: Should children have access? How and when can patients provide consent for the procedure? If people suffering from mental conditions are permitted access, how should the system ensure informed consent (capacity)? Does access to assisted dying perpetuate stigma? What are the risks?
Readings:


3.) Criminal Justice and Corrections Policy

Canada’s criminal justice system has undergone radical changes including expanded prison capacity, toughened conditions for parole, and expansion of mandatory minimum sentences. In the context of a declining crime rate, these measures are controversial and raise the question the appropriate direction for public policy in this area.


Reading:


4.) Supply Management
Supply management is a system of quotas, tariffs and production controls designed to protect milk, egg, and poultry farmers in Canada. Critics argue the policy limits consumer choice, leads to high prices for consumers (disproportionately affecting low income Canadians), and has a negative impact on trade negotiations. Defenders argue the system ensures a standard of living for farmers while protecting a domestic industry and food security.

Reading:


5.) Environmental Policy and Pipelines: Energy East

The Energy East project is a proposed 4,600 km pipeline from Alberta to Canada’s east coast (a terminal in New Brunswick) to carry crude oil. Given US President Barack Obama’s refusal to approve the KXL pipeline through the United States and the controversy over the proposed Northern Gateway pipeline to sensitive coastal waters off British Columbia, proponents argue Canada East is a vital option to ensure continued transport of Canadian oil overseas. Critics are concerned about the environmental impact and – more broadly – about climate change and the impact of Alberta’s oilsands production.

The process for environmental impact assessment and approval has been a central concern in the debate. A key question includes how comprehensive consultations with impacted stakeholders across the country, including Indigenous peoples, needs to be.

Reading:


University Regulations:

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

*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 [UWaterloo Academic Integrity webpage](#) and the [Arts 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 his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline. For typical penalties check [Guidelines for the Assessment of Penalties](#).

*Grievance:* A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

*Appeals:* A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 - Student Appeals.

Accommodation for Students with Disabilities

*Note for students with disabilities:* The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

The Writing Centre

The Writing Centre works across all faculties to help students clarify their ideas, develop their voices, and write in the style appropriate to their disciplines. 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. You can make multiple appointments throughout the term, or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit Writing Centre www.uwaterloo.ca/writing-centre. Group appointments for team-based projects, presentations, and papers are also available. Please note that writing specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not proofread or edit for you. Please bring hard copies of your assignment instructions and any notes or drafts to your appointment.

Turnitin®:

**Turnitin.com:** Text matching software (Turnitin®) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. Students will be given an option if they do not want to have their assignment screened by Turnitin®. If you choose not to have your assignment screened, the instructor will administer a 15-minute oral examination based on your assignments. The oral exam must be scheduled one week before the due date of the assignment, but will be held at the instructor’s convenience. See Turnitin https://uwaterloo.ca/academic-integrity/integrity-waterloo-faculty/turnitinr-waterloo for more information.

**Mental Health Support**
Life at university can sometimes have unexpected challenges. If you find yourself feeling overwhelmed, anxious, stressed, or have other personal or academic issues that are affecting how you are managing your workload, please see counselling services offered at U Waterloo. You do not need to divulge personal information to your professors, you can simply talk to a counsellor and he or she can advise your professors whether or not you require accommodation vis-à-vis extensions, etc.. 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 form 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)](#)

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Download the WatSafe app to your phone to quickly access mental health support information

**Territorial Acknowledgement**

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 six miles on each side of the Grand River.

For more information about the purpose of territorial acknowledgements, please see the CAUT Guide to Acknowledging Traditional Territory (PDF).