PSCI 100: Introduction to Government
Fall, 2019

Lecture 001: Monday 12:30pm-2:20pm  RCH 301
Lecture 002: Tuesday 12:30pm-2:20pm  MC 1085

Instructors:  Dr. Anna Esselment
             Dr. Emmett Macfarlane

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Office Location:  Hagey Hall 304  (Dr. Esselment)
                  Hagey Hall 308  (Dr. Macfarlane)

Office Hours:  Dr. Esselment  Mondays & Tuesdays 2:30-4:00 pm (or by appointment)
               Dr. Macfarlane  Mondays 9:30-11:30am (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. In addition to a Civics 101 “review”, we will analyze the concept of the “democratic deficit” and what this means, the role of parties and interest groups, the political participation of citizens through voting, and how political actors communicate their ideas and actions in the digital age.

The second section of the course (Dr. Macfarlane) focuses on what governments actually do – create, develop, and implement public policies that impact citizens. 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 the role of courts and how rights affect policy controversies like prostitution and medical aid in dying, Indigenous policy, diversity and reasonable accommodation, and social policy and intergovernmental relations.

**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, and perhaps have it with you when you take the quiz...

**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:**

Richard Beattie  rbeattie@uwaterloo.ca

**TAs:**

Samantha Crincoli  scrincol@uwaterloo.ca

Frank Engli  fwengli@uwaterloo.ca

Sadia Farah  s8farah@uwaterloo.ca

Emma Nero  enero@uwaterloo.ca

Timothy Wilson  t33wilso@uwaterloo.ca
Pre-Requisites: None.

Course Objectives:  
By the end of this course, students should:

- Have a broader understanding of institutions, actors, interests, and ideas central to politics in Canada and elsewhere;
- Identify and know the significance of these institutions, actors, interests, and ideal to politics in Canada and elsewhere;
- Develop the capacity to reflect on personal experiences and incorporate them into an analysis of politics;
- Have an enhanced ability to critically consider academic arguments and assess their value.

Texts:

There is no formal text required for PSCI 100. Your readings will be available to download on Learn, and you will purchase one book for the book review assignment.

Evaluation:

- Analytical Reflective Writing Assignment (20%) – due October 4th by 11:59pm on Learn
- Midterm 1 (20%)  
- Book Review (20%) – due November 22nd by 11:59pm on Learn  
- Midterm 2 (20%)  
- Tutorial Participation (20%)

Course Requirements, Expectations, and Standards:

Assignments:

1. Analytical Reflective Writing Assignment (20%):

A great way to gain insight into a topic is to take time to just think about it. With nothing but a chair and a view, your brain can wander and make connections as you reflect on what you’ve learned, what it might mean, and how new knowledge can be applied to other subjects or topics. The process of thinking, or reflecting, is increasingly important in an era where we are almost always distracted by something, usually our electronic devices in all their various forms. The ability to think and focus is a skill that is increasingly valued by employers, but it’s something we need to prioritize and practice.
Understanding new knowledge is enhanced when we can associate it with an experience. We all must first pass the written portion required by the driver’s licence process before we’re allowed to get in a car. You learn the rules of the road, and then you must apply what you’ve learned during the experience of actually driving a car. After you’ve driven a car, you can reflect on what went right (stayed in my lane!) and what went wrong (drove way too slowly and was honked at a lot by other drivers, including a senior citizen) and then strategize about what you’ll do differently next time.

This assignment requires you to think about what you’ve learned so far, reflect on an experience that relates to what we’ve discussed, and analyze that experience. One of the goals of the assignment is to make you a more deliberate thinker – in other words, thinking with purpose.

Details of the assignment will be posted on our Learn website!

**Due Date: The Analytical Reflective Writing Assignment is due electronically via the course LEARN site on Friday October 4th 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).

2. **Book Review (20%)**

Students will write a book review on one of the following two books (available at the UW bookstore):

- *At the Centre of Government: The Prime Minister and the Limits on Political Power* by Ian Brodie (McGill-Queen’s University Press, 2018).
- *Ms. Prime Minister: Gender, Media, and Leadership* by Linda Trimble (University of Toronto Press, 2017).

This assignment is meant to be a critical analysis. The purpose is to examine the central arguments in the book and provide an assessment. You must justify why you agree or disagree with the major arguments and analysis put forward by the author. While a brief summary of the key issues and arguments explored by the book is necessary, the bulk of the review must be your own evaluation of the merits of the book.

Key questions that your review should explore:

- What are the major issues or problems identified by the author? Is the author persuasive in demonstrating that the questions/concerns are substantial? Why or why not?
- What are the implications of the issues the author identifies?
- What evidence does the author put forward? Is the evidence compelling?
- Are any solutions or arguments put forward by the author satisfactory? Why or why not?
- Do the author’s conclusions provide significant insight into the main objective the book was meant to address? Are there issues the author fails to consider?

The critical analysis should be 6 to 8 pages long (approximately 1500 to 2000 words). Please use standard 12-point font and 1” margins. No “outside research” is necessary to complete the review. The focus should be on your own assessment of the book: did the book accomplish its goals? Did the author convince you?
Due Date: Book reviews are due electronically via the course LEARN site on November 22nd 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: link to 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/Discussion Participation (20%):**
There will be six discussions/tutorials held throughout the term (in other words, we don’t have discussion groups meet every week). Please note which discussion group you signed up for on Quest when you enrolled in the course, and follow the schedule below. You may not attend discussion groups at a different date and time unless the Head TA has granted express permission. This will only occur on rare occasions since it is difficult to keep track of participation marks.

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

Discussion grades will be based on attendance (5/10) and participation (5/10) which itself will be equally divided between making verbal 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).

*Positively Evaluated:* Prepared for the discussion. Responding to others’ remarks or questions in a serious and thoughtful manner; drawing together ideas to create new ones; showing respect and interest for other arguments and points of view; engaging others in pertinent and informed dialogue; curiosity in the origin of other points of view; wit and insight.

*Negatively Evaluated:* Clearly unprepared for the discussion. The domination of class discussion by means of volume, tone, or sarcasm; 100% speaking or 100% listening with little attempt to balance both; refusal to acknowledge other points of view; not listening or appearing to listen; intemperate interruptions; uninformed or glib answers, including just general opinion; lack of weekly preparation.

**Tests & Examinations:**

**Midterm 1 (20%)**
The first midterm will be held in class. Monday’s class (section 001) will write the midterm on October 21st. Tuesday’s class (section 002) will write the midterm on October 22nd. Lectures with Professor Macfarlane will begin on Monday October 28th. The first midterm covers material from Week 1 to Week 5. All lecture material and the assigned readings for lectures and discussions constitute examinable material.

**Midterm 2 (20%)**
The second midterm will also be held in class. Monday’s class (section 001) will write on December 2nd. Tuesday’s class (section 002) will write on December 3rd. The midterm covers material from Week 7 to Week 11. All lecture material and the assigned readings for lectures and discussions 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: [link to learn](http://learn.uwaterloo.ca/). Use your WatIAM/Quest username and password.

**Class Attendance and Participation**

The professors 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.
Since participation in tutorials is 20% of your grade, it is important that you attend all tutorials and be an enthusiastic contributor to the discussions. Attending tutorial will provide you with some attendance marks (5/10). To earn a higher participation grade, the remaining marks will be allocated based on your level and quality of contribution in the tutorial.

**Support for Parents/Families**

Universities have many students who are parents, and we are professors who are also parents and are intimately familiar with the challenges that can come with having very young children. If you are a new parent and you need/want to bring a baby to class, please feel free to do so – it’s amazing how often carefully laid childcare plans can fall through. You can feed your baby however you like in our classroom, and if we can help in any way, let us know.

**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, ACCESSIBILITY, ACADEMIC INTEGRITY, AND THE WRITING CENTRE.**
Schedule: Introduction to Government: Systems and Institutions

PSCI 100 PART I – (with Dr. Esselment)

WEEK 1 (Sept. 9&10)

No discussion groups this week.

Lecture: The Rules of the Game, or “Civics 101 Review”
Reading: No reading this week.

Critical questions this week: Why do we have governments in the first place? How did representative government become the ideal type? Why do the types of systems (parliamentary versus presidential, electoral systems, campaign financing rules) in which political actors compete matter? How do the rules condition behaviour?

WEEK 2 (Sept. 16&17)

Discussion Groups meet this week.

Lecture: The Democratic Deficit, or “Why doesn't everything work as it’s meant to?”

Critical questions this week: Can democracies die? What holds them together? What is a norm? Can we reform or strengthen our institutions to prevent the erosion of democratic ideals? Which institutions are stronger than others?

Discussion #1: September 16 to September 20 – Does Canada have a democratic deficit?

Former Prime Minister Paul Martin seemed to think there was deficit in Canada’s House of Commons. Why does he think this? Where does he see problems for individual MPs? How does he suggest this deficit can be reformed? As part of smaller groups, discuss other areas where you might identify a gap between what citizens expect from their representative institutions and what you perceive they actually get. Are there other reforms that could be implemented that might have a positive effect on how Canadians view their parliamentary institutions and processes? Can you think of some examples from the Liberal government under Justin Trudeau where reforms were made or reforms were necessary?

WEEK 3 (Sept. 23&24)

Discussion Groups meet this week.

Lecture: Political Parties and Interest Groups, or “Can I make a difference in politics?”
Critical questions this week: What is a political party? What is its purpose? How do political parties differ from interest groups? How do these organizations impact politics? Has anything changed about them in the last 30 years?

Discussion #2: September 23 - 27: Did Donald Trump “crash” the Republican party?


President Donald Trump is a very different leader from other presidents who helmed the GOP (means “Grand Old Party”, and is another term for the Republican party). He flouts the norms associated with both running for office and being in office. He is brash, abrasive, divisive, bullying, and far less worried about maintaining American’s diplomatic and global standing in the world than the presidents before him. From the get go, traditional and moderate Republicans believed that Trump would lose in the primaries and the choice of the party elites (Jeb Bush, as one possibility) would prevail. So what happened?

Get into groups and research the rise of Donald Trump. Which voters were attracted to his candidacy and why? What contributed to Trump’s success? What are the implications of Trump-style politics on the Republican party itself?

Then ask each other this question – would you consider joining a political party or interest group? Why? What do you see as the advantages of participating through a party or group? Do you think that, as a member of a political party or interest group, you can make a difference in how a subject/topic/action unfolds? Share some examples!

WEEK 4 (Sept.30 & Oct.1)

Discussion Groups meet this week.

Lecture: Political Participation, or “Does voting even matter anymore?”


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? Was this change be maintained in the 2019 election? Why or why not?

Discussion #3: September 30-October 4: Can we encourage more people to vote?!

Readings: Eichhorn, Jan and Andrew Mycock. 2015 “Should the Voting Age be Lowered to 16 for UK Elections?” Political Insight, 6(2), pp. 22-23. Posted on Learn under “Required Readings”.


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Using the assumption that voting is an important responsibility of citizenship, brainstorm ways that we could encourage people to vote, and consider the ones offered by the reading. Why might they work? Why might they not work? Can you link any of your ideas to our earlier discussions about the democratic deficit?

There is a debate, mostly in Europe, about whether the voting age be lowered to 16. Why would this be a good idea? Why might people oppose it? As a millennial, you already have significant political power due to sheer numbers – what might be ways that we could encourage a similar (or even better!) turnout rate from young people as occurred in the 2015 election? Will younger leaders (in 2019, Trudeau will be the oldest leader at 48, with both Andrew Scheer and Jagmeet Singh hitting 41 in 2019) help ensure younger voters engage?

**OCTOBER 4th: REMEMBER!** The Analytical Reflection Assignment is due by 11:59pm via Dropbox through the course Learn website (any submissions after that time stamp are subject to the late penalties outlined in this syllabus and on the assignment instructions).

Week 5 (Oct.7&8)

*No discussion groups this week.*

**Lecture: Political Communication, or “How to brand like Tim Horton’s in politics!”**


**Critical questions this week:** Why is political communication important? In a digital era, with so many communications channels, how can parties, leaders, governments, MPs, and candidates keep from saying different things to different people? Why is a degree of communications control deemed important? What about disinformation and misinformation online? What does this mean for democratic systems and how they function? What is the fall out for governing institutions when there is little or no control over what is being said?

Week 6 **FALL READING WEEK. NO CLASSES! (October 14-18)**

**Week 7** **IN CLASS MIDTERM!**

October 21st – Monday class midterm
October 22nd – Tuesday class midterm

**PSCI 100 PART II (with Dr. Macfarlane)**

Week 8 (Oct. 28&29)

**No Discussion Groups this week.**
Lecture: **Agenda Setting and Policy, or “Why does the government care about THIS?”**

**WEEK 9 (Nov.4&5)**

**Discussion Groups meet this week.**

Lecture: **Courts, the Charter of Rights, & Public Policy**

**Discussion #4: 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.

*Readings:*


**WEEK 10 (Nov.11&12)**

**Discussion Groups meet this week.**

Lecture: **Indigenous Politics**

**Discussion #5: Aboriginal rights, the Trans Mountain pipeline, and environmental assessments**
In 2018 the federal government nationalized the Trans Mountain pipeline project. The issues surrounding Aboriginal title and duty to consult remain unsettled.

*Readings:*


WEEK 11 (Nov. 18&19)

Discussion Groups meet this week.

Lecture: Diversity, or “Can’t we all just get along?”

Discussion #6: Religious accommodation in the public sphere

Readings:


November 22nd REMEMBER! Book Review assignment is due by 11:59pm via Dropbox on the course LEARN website.

WEEK 12 (Nov. 25&26)

Lecture: Intergovernmental Relations, or “One PM, 13 Premiers, and a Partridge in a Pear Tree”

WEEK 13 IN CLASS MIDTERM 2

December 2nd – Monday class midterm
December 3rd – Tuesday class midterm.
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 an academic offence, and to take responsibility for his/her actions. [Check the Office of Academic Integrity for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline. For typical penalties, check Guidelines for the Assessment of Penalties.

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

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

Accommodation for Students with Disabilities

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 and Communication Centre

The Writing and Communication 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 link to the 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 link to turnitin https://uwaterloo.ca/academic-integrity/integrity-waterloo-faculty/turnitin-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 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

**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).