Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

Winter 2019

Course Code: SDS 311R – Section: 001
Course Title: Public Policy and Native Peoples in Canada

Class Time: Tuesdays 11:30 – 2:20 pm
Location: Ren 0403

Instructor: Kelly Laurila, PhD Social Work
Office: NA
Office Phone: NA
Office Hours: Before/after class, or another time can be arranged upon request.
Email: Kelly.laurila@uwaterloo.ca

Alert: Please be advised that there will be occasional use of smudging (the burning of sage) for ceremonial use in class. Speak to the instructor if you have any concerns or questions.

Course Description
This course examines the evolution, logic, processes and impacts of government policies developed specifically for Native peoples, with particular attention to government policy as both a cause of and response to social problems with Native communities.

The format of this course will be primarily taught using Indigenous pedagogy. Be advised that this course does not use lecture-style teaching as the primary way of conveying information. The responsibility for sharing knowledge and discussion of readings will rest equally with the learners and instructor. Use of the sharing circle and small group discussions will be the primary ways of learning, conveying, sharing, and discussing course information. Due to the participatory nature of this course, students will need to be prepared to attend all classes, keep up with readings, and engage in providing feedback and critical reflection.
Course Objectives and Learning Outcomes

Upon completion of this course, students should be able to:

A. Articulate an understanding of legitimate Indigenous approaches to teaching and learning
   - Indicate an understanding of a wholistic approach to teaching and learning.
   - Demonstrate an active participation in class through engagement in a sharing circle format and small group discussions.
   - Articulate relevance of one’s social location in relation to Indigenous peoples and what this means for relating to and working with Indigenous peoples through various societal institutions.

B. Identify and analyze significant public policies impacting Indigenous peoples in Canada, past and present.
   - Analyze policies such as those to create reserves, the Indian Act, Indian residential schools and the child welfare and justice systems with regard to their significance to Settler peoples and repercussions to Indigenous peoples in Canada.
   - Create a general understanding of the Royal Commission on Aboriginal Peoples Report and know its significance 20 years after its completion.
   - Develop an understanding of how to analyze significant political events, particularly instances of Indigenous resistance (e.g., blockades), and government and police response using an Historical Inquiry Method.

C. Understand and analyze the differences, similarities and impacts of Indigenous and Western worldviews and public policies on ways of seeing, being, knowing, and doing.
   - Develop an understanding of how worldview impacts public opinion, values, beliefs and policy development.
   - Articulate what the impacts of worldview and public policy have been for Indigenous peoples, past and present.

D. Create a working understanding of the Truth & Reconciliation process Canada is now engaging in and what this means for learners, and indeed, all Canadians.
   - Analyze one’s own connection to reconciliation through reflective and reflexive critical analyses.

Required Text and Online Resources


Additional Optional Reading Resources

promises: A reader on Indian-White relations in Canada (pp.323-352). Toronto, ON: University of Toronto.


Course Requirements and Assessment

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Date of Evaluation</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Reflexion Papers</td>
<td>Each Week</td>
<td>30% (total)</td>
</tr>
<tr>
<td>Indian Act Assignment</td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>Historical Inquiry Assignment</td>
<td></td>
<td>40%</td>
</tr>
<tr>
<td>Reflexive Final Paper</td>
<td></td>
<td>20%</td>
</tr>
</tbody>
</table>

Total 100%

Caveat: For all submissions of written work, be mindful of the use of language you are using. Historically and to present day, the way language was/is used in communication between Settlers and Indigenous peoples created certain assumptions. Thus, there were/are misunderstandings and gaps in understanding because of the assumptions people use in their writing. Define ambiguous and unfamiliar terms and concepts. Do not assume the reader will know what you are discussing. Do not use “we” as this implies that everyone reading the paper is in agreement with that part of the topic you are discussing. Do not use “you” as this is a non-professional and non-specific term describing somebody, but who is it??

Weekly Reflexion Papers (30%)

Learners will submit weekly reflection papers to LEARN by midnight two days after class. The purpose of this paper is to help learners reflect on the topics discussed in class and how these topics impacted them. It is also meant to be a way to ask questions and/or express concerns that one may not have been able to ask in class. One absence from class may be considered without penalty with regard to submission of a weekly reflection paper; however, attendance at the first and last classes is mandatory. Reflection for the last class will take place orally in circle (rather than a written submission). There is no specific amount you should write. You would write until you feel finished.

Marking Scheme – Weekly Reflexion Papers

<table>
<thead>
<tr>
<th>Item</th>
<th>Mark Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>State the specific activity/topic that provided the most intense learning experience. Perhaps this experience is intense because it is significantly felt, unfamiliar, and/or unsettling. Use more than one sentence to make your point.</td>
<td>2</td>
</tr>
<tr>
<td>Explanation (2 or 3 sentences) as to why this was an intense learning experience. Describing the experience is a reflection of what you experienced. (2) Take this reflection further and decipher how your experience connects to Indigenous peoples (this is called reflexion). (2)</td>
<td>4</td>
</tr>
<tr>
<td>Comment (2 or 3 sentences) on any personal insight, questioning, thoughts you have from this week’s topics/activities. This is important and should be reflective/reflexive in nature. This is a required component so dig down deep to think about the implications of circle topics.</td>
<td>2</td>
</tr>
<tr>
<td>Describe how you participated in class and how you think you may have impacted the circle.</td>
<td>2</td>
</tr>
<tr>
<td>Late papers will have a 1 mark deduction/day. Later papers after 1 week are not accepted.</td>
<td></td>
</tr>
<tr>
<td>Total Marks</td>
<td>10</td>
</tr>
</tbody>
</table>
Indian Act Assignment (10%)
The purpose of this assignment is to acquaint learners with the legislated policy of the Indian Act and its impact on Indigenous peoples in Canada from its inception to the present day.

This assignment is not meant to be an essay. Write each question and then provide your response in full sentences and paragraph style. Answer the questions in the order that they appear on the Marking Scheme. Provide sufficient explanation for your responses. Be sure to reference all sources of information obtained, including the version of the Indian Act you are referring to. This assignment requires classroom discussion in small groups and, thus, citation of this discussion within your paper (See APA format at end of this syllabus for citing class discussions and lectures). This assignment may be completed alone or with one or two other learners. A shared grade is assumed. Each learner needs to post assignment on LEARN for grade purposes. Take note of when the questions are asked in the past and present tense. This will affect how you respond to the questions.

Marking Scheme – Indian Act Assignment

<table>
<thead>
<tr>
<th>Item</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is the Indian Act?</td>
<td>2</td>
</tr>
<tr>
<td>2. What areas of Indigenous peoples’ lives does the Indian Act impact? There are many. Be specific.</td>
<td>2</td>
</tr>
<tr>
<td>3. Who does the Indian Act refer to?</td>
<td>1</td>
</tr>
<tr>
<td>4. In what ways did/does the Indian Act create artificial and harmful divisions between Indigenous peoples?</td>
<td>2</td>
</tr>
<tr>
<td>5. How have the Indian Act and Bill C-31 shaped Indigenous women’s lives and identities? Provide examples.</td>
<td>4</td>
</tr>
<tr>
<td>6. What has been the long-term impact of the Indian Act?</td>
<td>3</td>
</tr>
<tr>
<td>7. It is said that the Indian Act is a racist legislated policy. Defend or deny this statement. Provide explanation and an example to make your case convincing.</td>
<td>2</td>
</tr>
<tr>
<td>8. Having learned about the Indian Act, what thoughts/questions are you left with?</td>
<td>1</td>
</tr>
<tr>
<td>Paper is between 4-5 pages (no less and no more); excluding title and reference pages. Paper is double-spaced; typed; uses size 12 font.</td>
<td>1</td>
</tr>
<tr>
<td>References. Use at least 3 references; one is the Indian Act and another from the small group discussions.</td>
<td>3</td>
</tr>
<tr>
<td>APA Writing and Reference Style</td>
<td>8</td>
</tr>
<tr>
<td>• Correct citation (1)</td>
<td></td>
</tr>
<tr>
<td>• Separate page for References with proper title for reference page (1)</td>
<td></td>
</tr>
<tr>
<td>• Correct APA referencing (1)</td>
<td></td>
</tr>
<tr>
<td>• Correct spelling, grammar, punctuation (2)</td>
<td></td>
</tr>
<tr>
<td>• Ideas flow smoothly from one to the next; paragraphs are linked (2)</td>
<td></td>
</tr>
<tr>
<td>Pages are numbered (1)</td>
<td></td>
</tr>
<tr>
<td>Use Title Page (1)</td>
<td>1</td>
</tr>
<tr>
<td>• Title of paper, Name, Student #, Facilitator’s name, Course Name &amp; Number, Date submitted</td>
<td></td>
</tr>
<tr>
<td>Each learner (even if assignment is done with a partner) must submit paper to LEARN for grade purposes. Submit paper by beginning of class on due date. Late papers will have 1 mark deducted/day. Documentation required after 1 week of due date.</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
</tr>
</tbody>
</table>
**Historical Inquiry Assignment (40%)**

This major assignment involves the application of the Historical Inquiry Method to ascertain the significance and roots of events and to make connections between historical events and contemporary issues. Learners will apply the concepts of this method to analyze the death of Dudley George at Kettle and Stony Point First Nation. Learners will view a film called “One Dead Indian,” participate in a class activity to analyze the Report of the Ipperwash Inquiry, small group discussions, and a class sharing circle to explore aspects of historical inquiry, and prepare an informed written summary of their critique and analysis of this event. This assignment is completed individually.

**Marking Scheme - Historical Inquiry Assignment**

<table>
<thead>
<tr>
<th>Item</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction. What is this paper about (2) and what will you be doing (i.e., covering) in this paper (2)? Tell the reader how you will organize your paper.</td>
<td>4</td>
</tr>
<tr>
<td>Exploration of topic using Historical Inquiry Method (cite reference). Identify the 6 aspects of this method (6) with brief definitions (6). Using these aspects, explain your analysis of the death of Dudley George using information covered in the film (6 points – with one point being for each of the six aspects of the Historical Inquiry), class activity of the analysis of the Report of the Ipperwash Inquiry (12 points – with two points being for each of the six aspects of the Historical Inquiry), and small group discussions (2 points for 2 references from small group discussions – cite these as personal communications).</td>
<td>32</td>
</tr>
<tr>
<td>Conclusion. Wrap up main points as a summary of your overall thoughts on the death of Dudley George. (4) Identify at least 2 thoughts that you want the reader to reflect further on (What can be learned from this event and your use of this inquiry method?). (2)</td>
<td>6</td>
</tr>
<tr>
<td>Paper is between 9-11 pages (no less and no more) and excluding title and reference pages. Typed. Paper is double-spaced; uses size 12 font</td>
<td>2</td>
</tr>
<tr>
<td>References. Provide relevant references. External references beyond class material is not required, although they can be used.</td>
<td>4</td>
</tr>
<tr>
<td>APA Writing and Reference Style</td>
<td>10</td>
</tr>
<tr>
<td>• Correct citation (2)</td>
<td></td>
</tr>
<tr>
<td>• Separate page for References with proper title for reference page (1)</td>
<td></td>
</tr>
<tr>
<td>• Correct APA referencing (2)</td>
<td></td>
</tr>
<tr>
<td>• Correct spelling, grammar, punctuation (2)</td>
<td></td>
</tr>
<tr>
<td>• Ideas flow smoothly from one to the next; paragraphs are linked. Define any terms for clarity and understanding (2)</td>
<td></td>
</tr>
<tr>
<td>• Pages are numbered (1)</td>
<td></td>
</tr>
<tr>
<td>Use Title Page (2)</td>
<td>2</td>
</tr>
<tr>
<td>• Title of paper</td>
<td></td>
</tr>
<tr>
<td>• Name and Student Number</td>
<td></td>
</tr>
<tr>
<td>• Facilitator’s name</td>
<td></td>
</tr>
<tr>
<td>• Course Name and Number</td>
<td></td>
</tr>
<tr>
<td>• Date submitted</td>
<td></td>
</tr>
<tr>
<td>Papers submitted electronically to LEARN. Submit paper by beginning of class on due date. Late papers will have 1 mark deducted/day. Documentation required for later papers beyond one week.</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
</tr>
</tbody>
</table>
Reflexive Final Paper (20%) 

For the final assignment of this course, you will write a reflexive paper of your experience and learning in this course. This paper has two components and it is to be professionally written using APA writing and referencing style. This means that you will use complete sentences, include an introduction and conclusion, and avoid terms like “you” and “we” (see notation near beginning of syllabus) and cite references for everything that is not your own opinion. It is, however, okay to refer to yourself as “I” because this paper is about you. This paper can range from 5-7 pages, excluding title and references page.

Part 1:

Include in your paper a discussion of public policy in relation to Indigenous and Settler peoples in Canada, with connection to past and present impacts of such policies on Indigenous peoples. It is expected that you will discuss pertinent policies such as the creation of Reserves, Indian Act, and Indian Residential Schools and that you will briefly discuss government and police actions pertaining to Indigenous peoples’ resistance (in the form of blockades such as with the Ipperwash Crisis). What did you learn about these impacts on Indigenous peoples? Support your discussion with relevant course readings, films, and/or class discussions (outside references not required).

Part 2:

Include discussion of what you have learned about yourself in relation to Indigenous/Settler peoples in Canada. How does your learning inform your present and future interactions with Indigenous/Settler peoples and contemplations regarding you and the reconciliation process? Support your discussion with relevant course readings, films, and/or class discussions. It is expected that you will use the Final Report of Truth and Reconciliation Commission of Canada in your discussion.
### Marking Scheme – Reflexive Final Paper

<table>
<thead>
<tr>
<th>Item</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paper - Introduction.</strong> Start by stating what your paper is about. (1). Identify your social location so that the reader knows who the person is writing this paper and the perspective they are taking with their responses. (2). Tell the reader how you are organizing your paper. (1)</td>
<td>4</td>
</tr>
<tr>
<td><strong>Part 1</strong></td>
<td></td>
</tr>
<tr>
<td>What did you learn about the impacts of public policy on Indigenous peoples? Be sure to mention at least three pertinent policies mentioned in class and in readings (3) and sufficiently explain each of these. (6). Also, discuss what you learned about government and police responses to Indigenous peoples’ resistances such as blockades (3). Be sure to support your thoughts with references.</td>
<td>12</td>
</tr>
<tr>
<td><strong>Part 2</strong></td>
<td></td>
</tr>
<tr>
<td>What did you learn about yourself in relation to Indigenous/Settler peoples in Canada? (2) How does your learning inform your present and future interactions with Indigenous/Settler peoples and contemplations regarding you and the reconciliation process? (3) Support your discussion with relevant course readings, films, and/or class discussions. Be sure to use the Final Report of Truth and Reconciliation Commission of Canada to support your discussion.</td>
<td>5</td>
</tr>
<tr>
<td><strong>Conclusion.</strong> Wrap up main points as a summary of your reflexions and learning (at least 3 points).</td>
<td></td>
</tr>
<tr>
<td><strong>Paper is between 5-7 pages (no less and no more); excluding title and references page. Paper is double-spaced; typed; uses size 12 font. It is expected that papers will follow these requirements. Where this is not followed a deduction of 2 marks is taken from the paper)</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>APA Writing and Reference Style</strong></td>
<td>10</td>
</tr>
<tr>
<td>• Correct citation (2)</td>
<td></td>
</tr>
<tr>
<td>• Separate page for References with proper title for reference page (1)</td>
<td></td>
</tr>
<tr>
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<tr>
<td><strong>Use Title Page</strong></td>
<td>2</td>
</tr>
<tr>
<td>• Title of paper</td>
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</tr>
<tr>
<td>• Name</td>
<td></td>
</tr>
<tr>
<td>• Student Number</td>
<td></td>
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<tr>
<td>• Facilitator’s name</td>
<td></td>
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<tr>
<td>• Course Name and Number</td>
<td></td>
</tr>
<tr>
<td>• Date submitted</td>
<td></td>
</tr>
<tr>
<td><strong>Paper is due on the date listed in course syllabus. Submit paper by beginning of class on due date. Late papers will have marks deducted. Exceptions to the due date must be negotiated with the instructor before the due date.</strong></td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td>36</td>
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</tbody>
</table>
## Course Syllabus

**Winter 2019**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
</tr>
</thead>
</table>
| 1 | Jan 8 | Welcome and Introductions  
Engagement in Indigenous ceremony with smudging  
Introducing Indigenous pedagogy  
Indigenous worldview and teachings of the circle  
Establishment of ethics for teaching and learning together  
Overview of course, course syllabus and assignments | Belanger (2018), Chapter 1  
Weekly reflexion paper |
| 2 | Jan 15 | Confirmation of ethics in our relationships with one another  
Understanding of terms in the literature  
Critical discourse of racism, oppression, colonization and how these often describe the relationships between Indigenous and Settler peoples in societal policies and everyday living experiences  
Film: Indecently Exposed  
Needs to be read by Week 6.  
Belanger (2018): Chapter 15  
Preparation for film next week (Typical Statements sheet and Questions sheet. Bring thoughts from these questions to class.)  
Weekly reflexion paper |
| 3 | Jan 22 | Indigenous worldview, ways of knowing and being, and connection to the land  
Demographics, geography and environment (governance, social, political, economic systems) (small groups exercise) | Continue reading Report of the Ipperwash Inquiry (pp. 14-50)  
Belanger (2018), Chapter 2  
Bring textbook for small group exercise with Chapter 2.  
Weekly reflexion paper |
| 4 | Jan 29 | Exploration of public policies regarding Indigenous peoples in Canada  
Reserves, Indian Act, Treaties, Assimilation, Bill C-31, Enfranchisement  
Small groups to work on Indian Act assignment  
Contexts and meanings behind Indigenous resistance  
Historical Inquiry Method (hand-out) | Continue reading Report of the Ipperwash Inquiry (pp. 50-62)  
Bring textbook to class to work on Indian Act assignment in small groups.  
Belanger (2018), Chapters 4, 5 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
</tr>
</thead>
</table>
| 5    | Feb 5 | The significance of understanding history, perspectives, and context  
Historical Inquiry method to analyze Ipperwash Crisis  
Film: One Dead Indian  
Debriefing after film                                                                                                                    | Continue reading Report of Ipperwash Inquiry (pp. 62-77).  
Bring Historical Inquiry Method Hand-out to class to write notes on from film  
Weekly reflexion paper |
Class activity to complete analysis of Report of Ipperwash Inquiry  
Small group work to review analysis in connection to assignment                                                                          | Indian Act Assignment Due  
Final reading of the Report of Ipperwash Inquiry (pp. 79-93).  
Belanger (2018), Chapter 10  
Weekly reflexion paper |
| 7    | Feb 26| Winter mid-term study break / “reading week”                                                                                                                                                          | Historical Inquiry Assignment Due  
Weekly reflexion paper |
| 8    | Mar 5 | Exploration of public policies regarding Indigenous peoples in Canada  
Métis, Inuit, Native Military                                                                                                              | Belanger (2018), Chapters 6, 7, 8  
Weekly reflexion paper |
| 9    | Mar 12| Impact of public policy on Indigenous peoples in Canada socially, politically, economically, environmentally  
Breakdown of cultural identity, traditional teachings, individuals, families, communities                                               | Belanger (2018), Chapters 11, 12, 13  
Weekly reflexion paper |
| 10   | Mar 19| The Indigenous peoples’ and government’s responses to the imposition of public policy  
Report of the Royal Commission on Aboriginal Peoples (RCAP)  
Government Apology                                                                                                                       | Bring laptop or other electronic device to class to work on in-class activity.  
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Truth &amp; Reconciliation Commission of Canada</td>
<td>UNDRIP – p. 187-191</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group exercise with topics</td>
<td>TRC Calls for Action – p. 135-315 or 319-337</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Weekly reflexion paper</td>
</tr>
<tr>
<td>11</td>
<td>Mar 26</td>
<td>Truth and Reconciliation Process in Canada</td>
<td>Weekly reflexion paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Responsibilities, roles, allyship</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Indigenous peoples’ resistance and resurgence</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Settler peoples’ resistance and resurgence</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>April 2</td>
<td>Final Class Sharing Circle</td>
<td>Final Paper Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Oral Reflexion in Circle</td>
</tr>
</tbody>
</table>

**Late Work**
See comments regarding late papers on individual Marking Schemes.

**Electronic Device Policy**
Electronic devices are allowed in class, provided they do not disturb teaching or learning.

**Attendance Policy**
Regular attendance is expected and required. Reflexion papers are completed each week of class and are completed based on topics and discussions within the circle. Reflexion papers cannot be completed if one is not present in class. Absence from one class is excused and thus one reflexion paper can be missed.

**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 Integritiy webpage](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity webpage](https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour) 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 (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties).

**Grievance:** A student who believes that a decision affecting some aspect of university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4 (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70). 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 are grounds. Students who believe they have grounds for an appeal should refer to Policy 72, Student Appeals (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72).

**Academic Integrity Office (uWaterloo):** [http://uwaterloo.ca/academic-integrity/](http://uwaterloo.ca/academic-integrity/)

**Accommodation for Students with Disabilities:**

*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 AAS office at the beginning of each academic term.

**Intellectual Property.** Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.
Mental Health Support
All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

On Campus
- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 xt 32655
- MATES: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek 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 UWWaterloo and regional mental health resources (PDF)
Download the WatSafe app to your phone to quickly access mental health support information

A respectful living and learning environment for all
1. It is expected that everyone living, learning or working on the premises of Renison University College will contribute to an environment of tolerance and respect by treating others with sensitivity and civility.
2. Harassment is unwanted attention in the form of jokes, insults, gestures, gossip, or other behaviours that are meant to intimidate. Some instances of harassment are against the law in addition to Renison University College policy.
3. Discrimination is treating people differently because of their race, disability, sex, sexual orientation, ancestry, colour, age, creed, marital status, or other personal characteristics. The Ontario Human Rights Code considers actions and behaviours rather than intentions.
APA STYLE SUMMARY

General Format

Use Times New Roman 12 font and double space for most publications. Use one-inch margins and indent the first line of each paragraph one-half inch.

Numbers

Generally, use words for zero to nine, and figures for 10 and above.

Paraphrasing & Quoting

Paraphrasing is describing someone else’s idea or data in your own words. When you do this, you must acknowledge the source. You can place the source at the end of the sentence (Buckley, 1998). Alternatively, you can mention in the sentence, for example, that authorities such as Buckley (1998) provide cautions about plagiarism.

When you are directly quoting someone else’s words, in addition to noting the source, you must use quotation marks (for a brief quote within your sentence). Furthermore, as Buckley (1998) suggests, “whenever possible, make quoted material part of your own sentence structure” (p. 61).

You must use block quotation structure for a quote of 40 words or more. The quote becomes a free-standing block of text that is indented one-half inch from the left margin. Quotation marks are omitted and the reference to the page number is shown in parentheses after the quote. Here’s an example using the classic definition of community organization developed by Ross (1967):

a process by which a community identifies its needs or objectives, orders (or ranks) those objectives, develops the confidence and will to work at these needs or objectives, finds the resources (internal or external) to deal with these needs or objectives, takes action in respect to them, and in so doing extends and develops cooperative and collaborative attitudes and practices in the community. (p. 40)
References

Books [Do not reproduce these subheadings on your reference page; alphabetize all works]
Author, A. (20xx). Title of book italicized: Capitalize first word of title and subtitle only (2nd ed.). City: Publisher.

Chapters from Edited Books

Journal Articles
Author, A., & Author, B. (20xx). Title of article: Remember to capitalize first word of title and subtitle only. Title of Journal in Title Case and Italicized, # of vol. (# of issue – only if all issues begin with page 1), 10-20. doi: xxxx... (for on-line article, include digital object identifier if present) or URL (for on-line article, if digital object identifier is not present).

Government Publications

Internet Publications
When citing material from the internet in the text of your paper, use the author and date where possible. If no author is given, use the title in its place; if no date is given, indicate (n.d.). For direct quotes, provide the page number if possible. If no page number is given, provide the section, chapter, &/or paragraph: (Scott, 2010, How are children and families faring section, para. 2). For the reference list, provide the author, year, title, and URL (prefaced by ‘Retrieved from’). When no author is identified, begin with the title.


Newspaper Articles
For newspaper articles, provide the year, month, and date of publication. Use the same order of presentation as a journal article, beginning with the author’s name. However if no author is provided, show the article title and in the text citation use a short title (“New Drug”, 1993):


Audiovisual Media
For audiovisual media, such as motion pictures, television broadcasts, and audio recordings, consult the APA manual (2010), beginning on page 209. The following are some examples from the 2004 & 2010 manuals:


Personal Communications, Interviews, etc.
If you're citing material from an interview, telephone conversation, e-mail message etc. in the text of the essay, you give the surname and initials of the communicator, describe it as personal communication, and provide as exact a date as possible. You don't need to cite a page number. Nor do you need to include the citation in the Reference List, since it's not considered retrievable material. For example, if you had interviewed Linda Snyder for this information or were using this message as your source, it would look like this:

L. Snyder (personal communication, September 24, 2010) suggested we describe interviews as "personal communication". [or] We were advised to describe interviews as "personal communication" (L. Snyder, personal communication, September 24, 2010).

Lectures

Legal Materials
With legal material, it is the name of the document rather than the author which appears in the text citation and is first in the reference list. In both instances, the name of the document is italicized. Within the text, you name the legislation and refer to its year, e.g. The Canada Assistance Plan of 1966 stipulated that …

In the reference list, use the following order: the name; the abbreviation for Statutes of Canada, Revised Statutes of Ontario, or Revised Regulations of Ontario; the year; the chapter; the section & subsections:

