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.

Welcome to SOCWK/SWREN 300R:
Canadian Social Welfare Policy!

Winter 2019

Course Code: SOCWK/SWREN 300R (Section 001) W

Course Title: Canadian Social Welfare Policy

Class Times/Location: Mondays, 2:30-5:20pm; REN0402

Instructor: Dr. Chris Hiller

Office: REN 1616
Office Phone: ext. 28649
Hours: Tuesdays, 10-12 noon, or upon request
Email: chris.hiller@uwaterloo.ca

Course Description

This course will introduce students to concepts and dilemmas in Canadian social welfare policy as it has evolved in the post-industrial era. It will examine some of the social, economic, and political factors that shaped the establishment of the Canadian welfare state and explore recent trends in social welfare policy. Drawing on the historical trajectory of the rise and retreat of the Canadian welfare state, this course challenges students to
engage in critical consideration of what lies ahead for Canadian social welfare policy and what their role will be – as social workers and as citizens – in shaping that future.

**Course Objectives and Learning Outcomes**

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

A. Define and describe the concept of social welfare policy and the Canadian welfare state

B. Analyze the ideological, social, political and economic factors underlying the historical development of the Canadian welfare state, and those influencing the current Canadian policy agenda

C. Describe and analyze key strengths and limitation, challenges and dilemmas surrounding specific social welfare policy initiatives of her or his interest

D. Identify some of the controversies and challenges common to contemporary Canadian society and current social welfare systems

E. Explain the role of a professional social worker in the policy process with respect to issues of equity for people who have been marginalized and oppressed

Through a range of activities, discussions, and assignments, we will work together to meet these outcomes.

**Required Text**


These books are available at the UW Bookstore.

The 5th edition of *Canadian social policy: A new introduction* is preferred, but 3rd or 4th editions (authors: Graham, Swift, & Delaney) are acceptable and available second-hand. Previous editions of *Case critical: Social services and social justice in Canada* are also available, but the most recent edition has been significantly updated and is thus most highly recommended.

**LEARN**

Course schedules, assignments and activities, additional readings, and announcements are all posted on LEARN. You must become acquainted and proficient in LEARN in order to access some readings and to submit all of your assignments.

What is LEARN? LEARN is an easy-to-use learning management system that your instructor uses to supplement a face-to-face course or deliver a complete online course. LEARN allows you to access course materials online, communicate with others in your class, and submit assignments.

LEARN can be accessed at [UW Learn](https://learn.uw.ca). Click on SDS 411R 001 to access our page.

**Required Readings Available On LEARN and Course Reserve**


Hennessy, T. (2012, November 5). What if the minimum wage was a living wage? Ottawa, ON: Canadian Centre for Policy Alternatives. Retrieved from https://www.policyalternatives.ca/publications/commentary/what-if-minimum-wage-was-living-wage


Course Requirements and Assessment

Evaluation will be based on the following four items:

<table>
<thead>
<tr>
<th>Activities and Assignments</th>
<th>Date of Evaluation</th>
<th>Weight (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>Ongoing</td>
<td>10%</td>
</tr>
<tr>
<td>In-class Midterm Test</td>
<td>February 11, 2018</td>
<td>15%</td>
</tr>
<tr>
<td>Current Issue Debates</td>
<td>March 11, March 18, or March 25</td>
<td>20%</td>
</tr>
<tr>
<td>Term Paper</td>
<td>April 1 at 2:30pm</td>
<td>25%</td>
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<tr>
<td>Final Exam</td>
<td>TBD: during exam period</td>
<td>30%</td>
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<td><strong>Total</strong></td>
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<td><strong>100%</strong></td>
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Assignment Descriptions

Assessment 1: Participation (10%)

Active participation is essential in this course. I believe in interactive teaching and that means that I expect each student to be prepared for the course, but also for us to work collaboratively as a class to support each other’s learning: not in competition with each other, but as a team. As such we help each other keep up with the readings and engaging in respectful discussion in the class, while actively listening to our peers. Group and individual learning assignments provide critical content for numerous classroom sessions, so weekly preparation of readings is key.

How Your Participation Will Be Graded

What are the standards for participation? Each of us:
• Sets and actively pursues our own objectives within the course learning outcomes;
• Shows up every week, prepared to engage in dialogue;
• Participates fully in classroom activities, learning exercises, and assignments;
• Identifies and employs our own learning styles and gifts for enriched personal and peer learning;
• Practices active and respectful listening, building on others’ ideas and offering constructive criticism;
• Displays evidence of careful reading and thorough preparation, including factual details, from required readings (plus recommended readings, with time and interest); and
• Provides thoughtful contributions to the class, using relevant evidence.

Assessment 2: In-class Midterm Test (15%)
Multiple choice questions from the course readings and class discussions. The midterm covers content inclusive of ‘Overview of Canada’s Safety Net’ through ‘Contemporary Social Policy Structures and Processes.’

Midterm date: February 11, 2018

Assessment 3: Current Issues Debate (20%)
The purpose of this group assignment is to engage students with the current public policy discourse and to encourage them to enter into the policy debate. Students will be randomly assigned to debating teams early in the term. Each team will choose a policy topic from a limited list of options, and will be informed of the position (pro or con) they are to pursue. Proposals from students for policy areas to debate will also be considered. Possible choices may vary, but in the past have included issues such as the following:

• Work Fare (pro or con)
• Minimum wage vs. Living wage
• Guaranteed annual income (vs. targeted, mean tested income assistance)
• Legalization of assisted suicide and/or euthanasia
• Harm reduction vs. zero tolerance (drugs and addiction)
• Child care: What is the best policy approach for Canada?
• Health Care: Is there room/a need for more private sector (for-profit) involvement?
• Should the Indian Act be abolished (for improved social welfare in Indigenous communities)?
• Canada Pension Plan/public pensions: Expand or reduce it?

In preparation for the debate, each team member will need to follow the media (i.e., national and local newspapers, magazines, and electronic media), paying attention to the positions of different political parties, interest groups, and non-governmental actors. Students are encouraged also to examine the policy positions of various “think tanks” such as the C.D. Howe Institute, the Fraser Institute, The Caledon Institute, the Canadian Centre for Policy Alternatives, and others.

Each individual on the team is expected to contribute to the team’s debate, taking responsibility for researching specific aspects of the policy area in question, preparing PowerPoint slides or other visual aids, and/or speaking to specific areas of the policy debate. Making the most of the group process is part of this assignment and is the responsibility of each debating team. The instructor is available for consultation and support of the group process if requested and as necessary.

**How Your Assignment Will be Graded**

Marks for this assignment will be derived from a combination of a group mark and a peer assessment. The **group mark** will be determined by the instructor's assessment of the debate, based on a grading rubric that will be posted on LEARN. Debate audience members (fellow students) will also provide an evaluation of each debate, and these evaluations will be taken into consideration in the assignment of the group mark.

The **peer assessment score** is based on ratings by and of each team member on 6 dimensions of team participation. For most students, whose mean score on the peer assessment falls within 2 points on either side of the team average, the debate mark will be the same as the group mark. For
students whose mean scores on the peer assessment are 2 points or more below the group average, the final debate mark will be the group mark minus 5% for each increment of 2 points below the group average. For students whose mean scores on the peer assessment are 2 points or more above the group average, the final debate mark will be the group mark plus 5% for each increment of 2 points above the group average.

A grading rubric will be posted on LEARN, but the following components are the basic expectations of the debate:

- A clear and succinct description of the issue or problem that the policy position being promoted by either side is intended to address or resolve;
- Identification and articulation/demonstration of the assumptions, controversies, practicalities, or ideological positions around which there is disagreement and debate among Canadian policy makers and policy advocates;
- A clear and succinct articulation of the policy perspective being argued for and why the team favours this position or approach;
- An ability on each side of the debate to address questions and critiques posed by the opposing team (using facts or conceptual arguments drawn from the team’s research);
- A succinct critique of the opposing position (using facts or conceptual arguments drawn from the team’s research);
- Accurate and effect use of current developments in Canadian social welfare policy debates and research, including happenings in election campaigning, in parliament, in the media, and/or in academia; and
- Creativity in approach and presentation.

Due Date: Debates will be conducted in class during Weeks 9-11

Assessment 4: Term Paper (25%)

The purpose of this assignment is to engage students in an in-depth examination of an area of social welfare policy of their choosing. Possible
topic areas are wide-ranging, including child welfare, Indigenous child welfare, the Indian Act and its provisions/implications, child care, health care, social housing, pensions, education, employment, immigration, the impact of globalization on Canadian social policy, social assistance, policies affecting homelessness, the Canadian Charter of Rights and Freedoms, or any policy area that impacts oppressed or marginalized groups or communities in Canada. All students are encouraged to discuss the topics they choose with the instructor. Students wishing to select a topic not listed above are strongly encouraged to do so.

The focus of the paper should be on the policy (or policies) affecting a social work-related area of intervention, rather than on the social issue of interest per se. Students may wish to focus on a specific policy idea (e.g., a Guaranteed Annual Income), a specific pillar of Canada’s social safety net (e.g., Employment Insurance), a current social welfare policy initiative or campaign, a historical development/innovation in social welfare policy (e.g., the Speenhamland initiative, or the founding of Medicare), a comparison of a social welfare policy area across jurisdictions (e.g., parental leave policy in Canada, compared to the US and Denmark), or a general policy area (e.g., family policy or policies related to poverty).

The term paper is a research assignment. For this assignment, students are expected to find and use academic sources including peer reviewed journals and scholarly books. Students may supplement these academic sources with popular media and other non-academic sources, but the paper must be supported with academic literature. Students who are not sure what acceptable academic sources are or how to find them are encouraged to talk to a librarian at Renison’s Lusi Wong Library (or other UW library).

Citations and reference lists for this paper must follow APA format. All students are encouraged to consult the APA Publication Manual (6th edition) for proper referencing.

Overall, the paper should present a coherent critique of the policy or policy approach being examined, addressing questions like the following:

- What does this policy or policy approach specifically entail? (What is it? What does it do? Who funds and administers it? etc.)
• What gave rise to this policy or policy approach? (What need and what social, economic, and political forces influence its development?)

• What does the policy assume about the nature of the problem it is intended to address? (What values, ideologies or assumptions are embedded within it? What is being assumed or asserted, in the policy, about how to solve the issue or problem it is intended to address?)

• What do you find particularly promising or worrisome, exciting or problematic about the policy or policy approach?

• What direction do you feel policy in this area should go, and why?

Students may organize their paper in any way they see fit, but every paper should include the following elements:

• An introduction outlining the specific policy focus, the issue or problem it is intended to address, and the scope of your analysis (be sure to set realistic limits);

• Some reflection on the historical development of the policy intervention you are exploring (i.e. Why is it needed? What change, issue, or problem was it intended to respond to? Where did this idea come from? When and where has it been tried? How has this policy or approach evolved? Who or what is supporting/promoting or opposing it?)

• If a historical analysis is not possible, some comparisons across jurisdictions within Canada or between Canada and other nations (i.e. What are the key differences? What are some of the implications of these differences? What are the similarities?);

• A description and analysis of debates, dilemmas, and policy trends happening right now in Canada in relation to the policy area being explored, including an assessment of the ideological, social, political, and economic influences at play; and

• An assessment of the future implication of current policy directions and/or your preferred approach for populations impacted by the policy.

In addition to the elements noted above, marks will also be assigned for organization and clarity of thought as well as proper grammar, spelling,
citations, and the currency and comprehensiveness of the references cited. A grading rubric will be posted on LEARN to further delineate priorities for marking this assignment.

The format of the paper is as follows:

- 10-12 pages in length;
- double-spaced word document (DOC or DOCx) with one inch margins
- Use a standard font (e.g. New Times Roman 12).
- Citations and references are formatted using American Psychological Association (APA), 6th edition.

The work you submit must be your own—original in conception, organization, and expression. Ideas or quotations derived from other sources should be clearly acknowledged as such. Please review University of Waterloo’s policy regarding academic integrity (see below) for further information.

How to Submit Your Assignment

Your term paper must be submitted online to the Term Paper dropbox on LEARN by 2:30pm on April 1, 2018. Students are not required to provide a hard copy to the instructor.

You may only submit one file, but you may submit multiple times. In the case of multiple submissions by the same student, I will mark only the final document uploaded, so make sure your final document is the correct one.

For more information about how you will be evaluated, please refer to the Term Paper Rubric. Rubrics can be accessed from the Course Home page by clicking Content and then Assessments and Term Paper on the course navigation bar.

Due Date: April 1, 2019, 2:30pm.

Assignment 5: Final examination (30%)

The final examination will include:
• Multiple choice and short answer questions from the course readings, policy debates, and class discussions (from mid-term forward); and
• Essay questions integrating key concepts from readings, lectures, and other class content, covering the whole semester.

Final Exam Date: During the exam period (April TBD)

Weekly Schedule

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS DUE</th>
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</table>
| 1    | Jan 7 | Course Overview, Overview of Canada’s Safety Net | *Case Critical*, Chapter 1 (pp. 1-10)  
Graham, Shier, & Delaney, Chapter 1 (pp. 1-8)  
• (3rd & 4th eds, pp. 1-4)  
McKenzie & Wharf, Introduction (pp. 1-13) |
| 2    | Jan 14 | Theories of Social Policy & Approaches to policy analysis | Graham, Shier & Delaney Chapter 1 (pp. 8-17)  
McKenzie & Wharf, Chapter 3 (pp. 72-97)  
*Case Critical*, Chapter 7 (pp. 123-138) |
| 3    | Jan 21 | Euro-Canadian History & Social Welfare Policy | Graham, Shier, & Delaney, Chapter 2 (pp. 18-43)  
*Case Critical*, Chapt. 4 (pp. 52-75) |
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<th>WEEK</th>
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<tr>
<td>4</td>
<td>Jan 28</td>
<td>Indigenous Histories and Social Welfare Policy: Anti-Colonial Analysis</td>
<td><em>Case Critical</em>, Chapter 2 (<a href="#">pp. 11-21 only</a>)</td>
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<td>Hart &amp; Rowe. (2014). Legally entrenched oppressions: The undercurrent of First Nations Peoples’ experiences with Canada’s social welfare policies (pp. 23-41) [Course Reserve]</td>
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<td>McKenzie &amp; Wharf, Chapter 10 (<a href="#">pp. 237-249 only</a>)</td>
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<td><em>Recommended:</em></td>
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<td>Fortier &amp; Hon-Sing Wong. (2018). The settler colonialism of social work and the social work of settler colonialism (especially pp. 1-6) [Course reserve]</td>
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<td>5</td>
<td>Feb 4</td>
<td>Contemporary Social Policy Structures and Processes</td>
<td>Graham, Shier &amp; Delaney, Chapter 3 (pp. 44-68)</td>
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<td>McKenzie &amp; Wharf, Chapter 2 (pp. 41-71)</td>
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<td>6</td>
<td>Feb 11</td>
<td>Midterm Competing Ideologies</td>
<td><em>Case Critical</em>, Chapter 2 (<a href="#">pp. 21-27 only</a>)</td>
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<td>Graham, Shier &amp; Delaney, Chapter 4 (<a href="#">p. 69-top of 83 only</a>)</td>
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<td>McKenzie &amp; Wharf, Chapter 1 (<a href="#">pp. 15-bottom 23 only</a>)</td>
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<td>Feb 18</td>
<td>Reading Week No class</td>
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<td>Lundy (2011). Social work, social welfare, and the global economy (<a href="#">pp. 3-27</a>) [Course Reserve]</td>
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<td>McKenzie &amp; Wharf, Chapter 1 (<a href="#">pp. 23 bottom-32</a>)</td>
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<td><strong>Recommended:</strong> Mullaly (2007). Chapter 1: Capitalism, crises, and paradigms. In <em>The new structural social work</em> (<a href="#">especially pp. 2-top of 20</a>) [Course Reserve]</td>
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<td>8</td>
<td>Mar 4</td>
<td>Addressing Poverty &amp; Unemployment: Class Analysis</td>
<td>Graham, Shier &amp; Delaney, Chapter 4 (pp. 83-99 only)</td>
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<td>McKenzie &amp; Wharf, Chapter 9 (pp. 215-236)</td>
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<td>MacKinnon (2015). Social exclusion, poverty, inequality, and policy in the Neo-liberal age (pp. 9-21 only) [Course Reserve]</td>
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<td>9</td>
<td>Mar 11</td>
<td>Disability, Older People, &amp; Social Welfare: Anti-ableist Analysis</td>
<td>Graham, Shier &amp; Delaney, Chapter 6 (pp. 136-140 only)</td>
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<td>Current Issues Debates</td>
<td>McKenzie &amp; Wharf, Chapter 7 (pp. 180-197)</td>
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<td>Recommended:</td>
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<td>Gladwell, M. (2006). Million-dollar Murray: Why problems like homelessness may be easier to solve than to manage. [Course reserve]</td>
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<td>10</td>
<td>Mar 18</td>
<td>Gender, Sexuality, Family:</td>
<td>Graham, Shier &amp; Delaney, Chapt. 6 (pp. 130-136 only)</td>
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<td>In-Class Activity</td>
<td>McKenzie &amp; Wharf, Chapt. 8 (pp. 198-213)</td>
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<td>Current Issues Debates</td>
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<td>11</td>
<td>Mar 25</td>
<td>Social Policy, Racism, Social</td>
<td>Block &amp; Galabuzi (2011). Canada’s colour coded labour market: The gap for radicalized workers (pp. 3-5 only).[Course Reserve]</td>
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<td>Exclusion: Anti-racist Analysis</td>
<td>Graham, Shier, &amp; Delaney, Chapter 5 (pp. 113-119 only) and Chapter 6 (pp. 123-127 only)</td>
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<td>In-Class Activity</td>
<td>McKenzie &amp; Wharf, Chapter 6 (pp. 152-179)</td>
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<td>Current Issues Debates</td>
<td>Saloojee (2005). Social inclusion, anti-racism and democratic citizenship (pp. 1-6) [Course Reserve]</td>
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<tr>
<td>12</td>
<td>April 1</td>
<td>Future Directions: Policy and</td>
<td>Case Critical, Chapt. 8 (pp. 139-159)</td>
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<td>Practice</td>
<td>Graham, Swift &amp; Delaney, Chapt. 7 (pp. 146-161)</td>
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<td>In-Class Activity</td>
<td>McKenzie &amp; Wharf, Chapt. 10 (pp. 249-263 only)</td>
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<td>Course Wrap-Up &amp; Review</td>
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Class Policies

Late Work
All assignments are expected to be submitted on time. If you encounter circumstances that you feel may cause you to be late in submitting a particular assignment, you should contact me immediately, explain the circumstances, and we may negotiate an extension. To do so, you must be in contact with me at least 48 hours prior to the deadline to request an extension. Late assignments will be accepted up to a week beyond the deadline at a penalty of 2% per day. After the fifth day, late assignments will not be accepted for any reason except those outlined in the University of Waterloo calendar (e.g., medical or family emergencies, or some other such event) and will receive a grade of 0. If an extension is granted, you are expected to submit your assignment at the agreed-upon time and date, with the appropriate documentation. Please review the Waterloo policy regarding accommodation for illness for unforeseen circumstances.

Electronic Device Policy
You are encouraged to bring your laptop to class to facilitate some of the activities. Electronic devices are allowed in class, provided they do not disturb teaching or learning.

Attendance
Students are expected to attend all classes and to participate in all course activities, and thus class attendance impacts students’ class participation grades.

Accommodation for Illness or Unforeseen Circumstances:
The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See http://www.registrar.uwaterloo.ca/students/accom_illness.html

Academic Integrity:
In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the UWaterloo Academic Integrity webpage (https://uwaterloo.ca/academic-integrity/) and the Arts Academic
for more information.

**Discipline**

Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own 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 Academic Dean. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo Policy 71 – Student Discipline. 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.

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. Waterloo’s policy on Fair Dealing is available here: [https://uwaterloo.ca/copyright-guidelines/fair-dealing-advisory](https://uwaterloo.ca/copyright-guidelines/fair-dealing-advisory). Violation of Canada’s Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

**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](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](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](mailto: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)](#)

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.