

University of Waterloo
Department of Political Science
PSCI 260: Canadian Government and Politics
Winter 2020
Mondays 2:30-4:20pm, AL 124

Instructor Information

Instructor: Dr. Alana Cattapan
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Office Phone: 519-888-4567 ext. 36566
Office Hours: Tuesdays 10am-12pm
Email: alana.cattapan@uwaterloo.ca

Teaching Assistants/Tutorial Leaders

Samantha Dalo
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(Tutorials 1 & 2)

Emma Nero
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(Tutorial 3)

Acknowledgement of Traditional Territory

The University of Waterloo (including the Waterloo, Kitchener, and Cambridge campuses) is situated on the Haldimand Tract, land that was promised to the Haudenosaunee of the Six Nations of the Grand River, and is within the traditional territory of the Neutral, Anishinaabe, and Haudenosaunee peoples.

Course Description

This course introduces students to Canadian political institutions, systems, and processes operate, while drawing attention to how different groups are included and excluded from Canadian political life. The course is roughly divided into two parts. The first part., which makes up the majority of the course (Weeks 2-8), examines key institutions and concepts in Canadian politics (e.g., federalism, sovereignty, the Constitution, the judiciary) in tandem with how Indigenous peoples, women, LGBTQ people, racial and ethnic minorities, and others are excluded by the same. In the second part of the course, (weeks 8-12) the course turns to key issues in Canadian politics that centre on experiences of exclusion/marginality (e.g., Indigenous politics, immigration, Quebec).

Pre-Requisites: Any one of the following courses: PSCI 100, PSCI 101, PSCI 110 or PSCI 150

Course Objectives

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

- Understand the main institutions and key concepts about the study of Canadian politics
- Identify how colonialism and other forms of marginalization operate in Canadian political life
- Have improved reading, writing, and critical thinking skills
- Write about complex concepts in Canadian politics for popular and scholarly audiences, and in both individual and group settings

Required Texts

- (TB) Malcolmson, Patrick, Richard Myers, Gerald Baier, and Thomas M.J. Bateman. 2016. *The Canadian Regime*. Toronto: University of Toronto Press. *Note*: The textbook is available for purchase at the University bookstore, and is also available on the uWaterloo library website (although access is restricted to one user at a time).
- All other readings will be available online through LEARN (LN) and/or the links provided (ON). It is your responsibility to download these articles or book chapters and read them ahead of class time.

Course Requirements and Assessment

Assessment	Weighting	Due date/Date of evaluation
Tutorial engagement	15%	Throughout
Lecture participation	10%	Throughout
Welcome to Canadian politics	20%	Final due -- February 3, 2020
Research paper	20%	Final paper due – March 23, 2020
Final exam	35%	Exam period

Description of assignments:

All written assignments should be typed, double spaced, in 12pt Times New Roman font and must follow a recognized citation style (MLA, APA, or Chicago style) unless other directions are given. Proofread carefully, as grammar and clarity of language are important to conveying your ideas well. All assignments are due to the relevant Dropbox on LEARN by the beginning of class on the due date.

- **Tutorial engagement (15%):** Tutorials are led by Teaching Assistants and will be held eight times over the course of the term. Some of the tutorials will focus on supporting your work on your assignments, and others will be discussion groups that will help you engage more with the issues we are studying in class. There will be discussion groups led by the Teaching Assistants to foster a more in-depth examination of the issues that we will study in class. Students are expected to be prepared for their tutorials, bringing completed work (e.g., drafts of assignments, outlines), or having read the relevant materials, and to be prepared to participate actively in the tutorial discussion and/or activities.
- **Lecture participation (10%):** Because engagement with the material is integral to many students' understanding of course material, students are expected to attend each lecture, to come prepared to engage with the readings by answering questions in class and participating in relevant activities. Participation activities will occur throughout the term and will collectively make up this portion of your grade.
- **Welcome to Canadian Politics (WTCP) (20%):** This group assignment involves developing an introductory online resource for the study of Canadian politics. A preliminary framework is available at <https://welcometocanadianpolitics.wordpress.com/>. Each group will be required to turn in a 1000-1200 word, plain language primer on a key issue in Canadian politics and identify at least three supplementary resources for readers that could be posted (with your consent) to the site.

WTCP drafts: To help you collaborate on your WTCP submissions, you will have designated time to work on them during your tutorials on January 29th. Make sure to bring your draft work to tutorial in order to use the time effectively, and to ensure you are prepared to discuss your ideas and work with your tutorial leader/teaching assistant.

More information will be provided in class, in tutorials, and a detailed description of the assignment will be posted on our LEARN website.

- **Research Paper (20%):** Students are required to write an argumentative 2000-2500 paper on a topic related to the course. Your argument must be grounded in scholarly research, and therefore requires consultation with a variety of sources.

Paper outline: To help develop your papers, all students will bring one-page outlines of their papers including a thesis, key points, and preliminary bibliography to discuss in tutorials on March 4th.

Draft papers: To help revise your first (or second, or third) draft, all students will bring drafts of their papers to discuss in tutorial on March 18th.

A detailed description of the assignment will be posted on our LEARN website, including a selection of topics on which you can choose to write.

- **Final Exam (35%):** A final exam will take place during the regularly scheduled exam period. The content of the entire course will be reflected in the exam. The exam will likely include a mix of multiple choice, short answer, and essay questions. You will have 2.5 hours to complete the exam.

Course Summary

Week	Date	Topic	Assignments due	Tutorial dates/Schedule
1	January 6	Introduction/Theory		January 8 - No tutorials
2	January 13	Against History		January 15 - No tutorials
3	January 20	Federalism on Stolen Land		January 22 – Intro/WTCP planning
4	January 27	Understanding Sovereignty	<i>WTCP drafts in tutorial</i>	January 29 – WTCP editing (bring WTCP drafts to tutorial)
5	February 3	Representation and Belonging	WTCP	February 5 – Discussion group
6	February 10	Voting and Decision-making		No tutorial
----		Reading week		
7	February 24	Reimagining Justice		February 26 – Discussion group
8	March 2	Mobilizing for Change	<i>Paper outlines in tutorial</i>	March 4 - Outline workshop (bring paper outlines to tutorial)
9	March 9	Indigenous Politics		March 11 - Discussion group
10	March 16	Immigration and Citizenship	<i>Draft papers in tutorial</i>	March 18 – Paper workshop (bring draft papers to tutorial)
11	March 23	Quebec in Canada	Final papers	March 25 – Discussion group
12	March 30	Course Wrap-up/Exam review		No tutorials

Course Outline:

Session 1: Introduction/Theory (January 6, 2020)

Assignments due	<ul style="list-style-type: none"> • None
Required readings	<ul style="list-style-type: none"> • (TB) Chapter One: Canada's Regime Principles
Tutorial preparation	<ul style="list-style-type: none"> • No tutorials

Session 2: Against History (January 13, 2020)

Assignments due	<ul style="list-style-type: none">• None
Required readings	<ul style="list-style-type: none">• (TB) Chapter Two: The Constitution• (LN) Borrows, J. 2017. "Canada's Colonial Constitution," in <i>The Right Relationship: Reimagining the Implementation of Historical Treaties</i>, J. Borrows and M. Coyle, eds, Toronto: University of Toronto Press. pp. 17-38.• (TB) Chapter Three: Responsible Government
Tutorial preparation	<ul style="list-style-type: none">• No tutorials

Session 3: Federalism on Stolen Land (January 20, 2020)

Assignments due	<ul style="list-style-type: none">• None
Required readings	<ul style="list-style-type: none">• (TB) Chapter Four: Federalism• (LN) Wallner, Jennifer. 19th Century Division of Powers, 21st Century Problems: Understanding Canadian Intergovernmental Relations. Montreal: The Federal Idea.. http://ideefederale.ca/documents/Wallner_ang.pdf• (ON) Laforest, Guy and Janique Dubois. 2017. "Justin Trudeau and 'Reconciliatory Federalism.'" <i>Policy Options</i>. https://policyoptions.irpp.org/magazines/june-2017/justin-trudeau-and-reconciliatory-federalism/
Tutorial preparation (for January 22nd)	<ul style="list-style-type: none">• Read over the description for the WTCP assignment and get a sense of the topics you would be interested in working on. Familiarize yourself with the assignment guidelines.

Session 4: Understanding Sovereignty (January 27, 2020)

Assignments due	<ul style="list-style-type: none">• None (but need to bring WTCP drafts to tutorial)
Required readings	<ul style="list-style-type: none">• (TB) Chapter Six: The Crown and Its Servants• (ON) Lagassé, Philippe. 2013. "The Crown, the Sovereign, and Elizabeth II." https://lagassep.com/2013/07/28/the-crown-the-sovereign-and-elizabeth-ii/• (ON) Bay, Julienne. 2017. "Should Canadians Still Pledge Their Allegiance to the Queen?" <i>This Magazine</i>. https://this.org/2017/03/28/should-canadians-still-pledge-their-allegiance-to-the-queen/• (LN) Monture, Patricia A. 2008. "Women's Words: Power, Identity, Indigenous Sovereignty." <i>Canadian Woman Studies</i> 26.3-4: 153-159.
Tutorial preparation for January 29th)	<ul style="list-style-type: none">• Come to tutorial with your materials and preliminary work for the WTCP assignment. Work together with your TAs and your group to develop a cohesive plan for your contribution.

Session 5: Representation and Belonging (February 3, 2020)

Assignments due	<ul style="list-style-type: none"> Welcome to Canadian Politics (WTCP)
Required readings	<ul style="list-style-type: none"> (TB) Chapter Seven: Parliament (TB) Chapter Ten: Political Parties (ON) CBC News [Online] 2015. "50% population, 25% representation. Why the parliamentary gender gap?" https://www.cbc.ca/news2/interactives/women-politics/
Tutorial preparation (for February 5th)	<ul style="list-style-type: none"> (LN) Tremblay, Manon. 1998. "Do Female MPs Substantively Represent Women? A Study of Legislative Behaviour in Canada's 35th Parliament." <i>Canadian Journal of Political Science</i> 31.3: 435–65.

Session 6: Voting and Decision-making (February 10, 2020)

Assignments due	<ul style="list-style-type: none"> None
Required readings	<ul style="list-style-type: none"> (TB) Chapter Nine: Elections (ON) Mochama, Vicky. 2019. "In This Election, What's a Black Voter to Do?" <i>The Globe and Mail</i>. https://www.theglobeandmail.com/opinion/article-in-this-election-whats-a-black-voter-to-do/ (ON) Meloche-Holubowski and Naël Shiab. 2019. "How Would Proportional Representation Have Shaped this Election's Results." <i>Ici Radio Canada</i> [Online]. https://ici.radio-canada.ca/info/2019/elections-federales/mode-scrutin-proportionnelle-mixte-compensatoire/index-en.html (ON) Williams, Melissa. 2016. "There Can Be No Electoral Reform Without Indigenous Input." <i>The Globe and Mail</i>. https://www.theglobeandmail.com/opinion/there-can-be-no-electoral-reform-without-indigenous-input/article32712741/.
Tutorial preparation	<ul style="list-style-type: none"> No tutorials

-----**Note: No class on February 17th for reading week**-----

Session 7: Reimagining Justice (February 24, 2020)

Assignments due	<ul style="list-style-type: none"> None
Required readings	<ul style="list-style-type: none"> (TB) Chapter Eight: The Judiciary (TB) Chapter Five: The Charter of Rights (ON) Kirkup, Kyle. 2016. "A new bill is a good start. But gay and trans people need much more." <i>Globe and Mail</i>. http://www.theglobeandmail.com/opinion/new-bill-just-a-start-to-protect-the-rights-of-transgender-people/article30058266/
Tutorial preparation (for February 26th)	<ul style="list-style-type: none"> (LN) Spade, Dean. 2015. "What's Wrong with Rights." <i>Normal Life</i>. Durham: Duke University Press. pp. 38-49.

Session 8: Mobilizing for Change (March 2, 2020)

Assignments due	<ul style="list-style-type: none">• None (but need to bring paper outline to tutorial)
Required readings	<ul style="list-style-type: none">• (LN) Marland, Alex and Jared Wesley. 2016. "Political Activism" In <i>Inside Canadian Politics</i>, by Alex Marland and Jared Wesley. Toronto: Oxford University Press. pp. 467-491.• (LN) Vanhala, Lisa. 2014. "Meaning Frames, Opportunity Structures, and Rights in the Canadian Disability Rights Movement." <i>Group Politics and Social Movements in Canada</i>, Miriam Smith, ed. Toronto: University of Toronto Press. pp. 123-150.• (ON) CBC Online. 2016. "Black Lives Matter Toronto Stalls Pride Parade." https://www.cbc.ca/news/canada/toronto/pride-parade-toronto-1.3662823
Tutorial preparation (for March 4th)	<ul style="list-style-type: none">• Come to tutorial with a one-page outline of your papers including a thesis, key points, and preliminary bibliography to discuss in tutorial.

Session 9: Indigenous Politics (March 9, 2020)

Assignments due	<ul style="list-style-type: none">• None
Required readings	<ul style="list-style-type: none">• (LN) Ladner, Kiera. 2003. "Rethinking Aboriginal Governance." In <i>Reinventing Canada: Politics of the 21st Century</i>, Janine Brodie and Linda Trimble, eds. Toronto: Prentice Hall. pp. 43-60.• (LN) Green, Joyce. (2017). "The Impossibility of Citizenship Liberation for Indigenous People." In <i>Citizenship in Transnational Perspective: Australia, Canada, and New Zealand</i>, Jatinder Mann, Ed. London: Palgrave Macmillan, pp. 175-188.• (ON) Starblanket, Gina and Dallas Hunt. "How the Death of Colten Boushie Became Recast as the Story of a Knight Protecting his Castle." <i>Globe and Mail</i>. February 13, 2018. https://www.theglobeandmail.com/opinion/how-the-death-of-colten-boushie-became-recast-as-the-story-of-a-knight-protecting-his-castle/article37958746/
Tutorial preparation (for March 11th)	<ul style="list-style-type: none">• (ON) George, Chief Dan. 1967. <i>Lament for Confederation</i>. (Video -- https://www.cbc.ca/player/play/937471043585; Text -- https://nationalpost.com/pmn/news-pmn/canada-news-pmn/the-text-of-the-speech-a-lament-for-confederation-by-chief-dan-george)• (ON) MacDonald, Moira. (w/ Naomi Metallic, Shirley Williams/Migizi ow-kwe, Janet Smylie, Bob Kayseas, Karla Jessen Williamson, Qwul'sih'yah'maht/Robina Thomas). 2017. "Six Indigenous Scholars Share Their Views of Canada at 150." <i>University Affairs</i>. https://www.universityaffairs.ca/features/feature-article/six-indigenous-scholars-share-views-canada-150/• (ON) Lee, Erica Violet and Hayden King. 2017. "The Wigwam Conspiracy: Why are Canada 150's Indigenous People Stuck in Time." <i>CBC Online</i>. https://www.cbc.ca/2017/the-wigwam-conspiracy-why-are-canada-150-s-indigenous-people-stuck-in-time-1.4034974

Session 10: Immigration and Citizenship (March 16, 2020)

Assignments due	<ul style="list-style-type: none"> • None (but bring your paper draft to tutorial)
Required readings	<ul style="list-style-type: none"> • (LN) Abu-Laban, Yasmeen. 2014. "Diversity in Canadian Politics". In <i>Canadian Politics</i>, 6th edition, James Bickerton and Alain Gagnon, eds. Toronto: University of Toronto Press, pp. 395-415. • (LN) Bannerji, Himani. 1997. "Geography Lessons: On Being an Insider/Outsider to the Canadian Nation." In <i>Dangerous Territories: Struggles for Difference and Equality in Education</i>, Leslie G. Roman and Linda Eyre, eds. New York: Routledge. pp. 1-20. • (ON) Black, Debra. 2013. "Canada's immigration history one of discrimination and exclusion." <i>Toronto Star</i>. https://www.thestar.com/news/immigration/2013/02/15/canadas_immigration_history_one_of_discrimination_and_exclusion.html
Tutorial preparation (for March 18th)	<ul style="list-style-type: none"> • Come to tutorial with a first (or second, third, etc.) draft of your paper. At this point, you should have a complete draft to share so that you can receive feedback from colleagues/TAs.

Session 11: Quebec in Canada (March 23, 2020)

Assignments due	<ul style="list-style-type: none"> • Final papers
Required readings	<ul style="list-style-type: none"> • (LN) Gagnon, Alain. 2013. "Five Faces of Quebec: Shifting Small Worlds and Evolving Political Dynamics". In <i>L'Europe en Formation</i> 369: 39-52. • (LN) Kenneth McRoberts. 1997. <i>Misconceiving Canada: The Struggle for National Unity</i>. Toronto: Oxford University Press. Chapter 1. • (LN) Trudeau, Pierre Elliot. (1968) "Nationalism and Federalism." <i>Federalism and the French Canadians</i>. Toronto: MacMillan. pp. 191-196.
Tutorial preparation (for March 25th)	<ul style="list-style-type: none"> • (ON) Perreux, Les. 2019. "Quebec Passes Bill Banning Public Religious Symbols." <i>Globe and Mail</i>. https://www.theglobeandmail.com/canada/article-quebec-legislature-expected-to-pass-bill-21-late-sunday/ • (ON) Uprichard, Lucy. 2019. "What is Quebec's Secularism Law, and How Does it Affect Women?" <i>Chatelaine</i>. https://www.chatelaine.com/news/quebec-secularism-bill-21-women/

Session 12: Conclusion/Course Wrap-up (March 30, 2020)

Topics/Key questions	<ul style="list-style-type: none"> • Exam review
Assignments due	<ul style="list-style-type: none"> • None
Required readings	<ul style="list-style-type: none"> • None
Tutorial preparation	<ul style="list-style-type: none"> • No tutorials

Key Policies

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.

Email Policy:

Questions are often best answered during office hours – attending office hours is also a great way to get to know Dr. Cattapan or your TA. But email is the best way to get a hold of your TA outside of office hours.

A few things to remember when emailing:

- Please use your UW Learn email so that your email doesn't get sent to spam
- Please put the course code in the subject line, and make sure to sign off with your full name.
- Please remember that your TAs are busy people with busy lives. They may not respond to your emails immediately – so please allow at least 48 hours for a response to your email. Plan accordingly.
- Please check the syllabus and course materials carefully for the answer to your question before emailing. The answers to the most frequently asked questions are already in the syllabus.
- Wherever possible, please ask your question in class or in tutorial. If you have a question, chances are, others do too. When you do need to use email for a question, remember that email should only be used for brief questions that can be answered quickly. If you want to discuss course material, assignments, or another matter at length, please see the TA or Dr. Cattapan during their office hours or email to make an appointment.

Late Work

Assignments are due to the relevant Dropbox on LEARN before the beginning of class on the due date. Late assignments are not accepted, except in extraordinary circumstances. If you encounter extenuating circumstances that will interfere with your ability to complete assignments on time, please contact your Dr. Cattapan directly and copy your TA on the email. TAs do not have the authority to grant extensions.

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 materials and sources in assignments is documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative, if they are concerned about their privacy and/or security. Students will be given an option if they do not want to have their assignment screened by Turnitin®. Note: students who do not wish to use this software must make alternative arrangements with the Instructor (e.g., outlines, drafts, oral presentation) by January 22, 2020.

Course Website:

The course outline, readings, assignments sheets, additional resources, etc. are/will be available on the course website on LEARN. Users can login to LEARN via: link to learn <http://learn.uwaterloo.ca/>. Use your WatIAM/Quest username and password.

Academic Integrity and Discipline

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](#) and the [Arts Academic Integrity webpage](#) for more information.

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 \(https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties\)](#).

Grievances and Appeals

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 (<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.

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 \(https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72\)](#).

Note for Students with Disabilities

Learning occurs differently for different people, and students may experience different kinds of challenges at different times in the term or on an ongoing basis. Students who have physical, medical, learning, or psychiatric disabilities (or other needs) that require accommodations should advise me as soon as possible where appropriate, so accommodations can be made.

The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (NH 1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term. Please note that wherever possible, I am happy to provide alternate formats for course materials, integrating different approaches to teaching or otherwise do what I can to ensure that our classroom is an inclusive and accessible space.

Additional Resources
University of Waterloo
Department of Political Science
Winter 2020

Being a student can be extremely difficult and many times the resources provided in class or as part of the class may not be enough to help you succeed. Please refer to this list for some additional supports you might need to help you out through the term—for our class together and others. For even more resources, see <https://feds.ca/student-resources> or <https://uwaterloo.ca/student-success/students/academic-and-personal-development>.

Your Instructor

As your instructor, I'm committed to ensuring that you have the best learning experience that I can provide. That doesn't mean that you'll love everything about the course, but if there are impediments to your learning, I want to do what I can to address them.

Office: HH 355

Office Phone: 519-888-4567 ext 36566

Email: acattapa@uwaterloo.ca

Skype: @arcattapan

Research, Reading, Writing and Communication Supports

Academic communication is a critical skill to develop to succeed at university, and many people need support mastering some aspect of it. Most students seek out some help in this regard at one time or another.

- The [Writing and Communication Centre](#) is “an academic support unit that supports students” and offers a wide array of services including appointments that you can book (as an individual or group) to work on particular assignments, workshops to help you master specific skills, and conversation circles for people for whom English is an additional language. (located on the 2nd floor of South Campus Hall).
 - University librarians are a critical and often underused resource. The University of Waterloo has a librarian who is particularly focused on political science—her name is Jane Forgay—who works on ensuring that people doing research and taking courses on political science at the University have [access to the resources they need](#).
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Disability Accommodations

As noted on the syllabus, the [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (NH 1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term. And wherever possible, I am happy to provide alternate formats for course materials, integrating different approaches to teaching or otherwise do what I can to ensure that our classroom is an inclusive and accessible space.

Stress and Mental Health

Students who are having challenges with mental health or are experiencing stress and anxiety are encouraged to seek support in whatever way they need, this may include accessing some of the following resources:

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 x 32655
- MATES: one-to-one peer support offered by Federation of Students and Counselling Services
- Health Services Emergency service: across the creek from the Student Life Centre or 519-888-4096.

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
- See also <https://www.chs.ca/distress-centres-and-crisis-lines-ontario>

Economic Hardship

Some students experience difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live, and this may affect their performance in this course. For students in these circumstances, the University of Waterloo Undergraduate Students' association has [a food bank](#) for anyone with a WATcard (graduate or undergraduate students and others) that includes both food and hygienic supplies. Emergency loans may also be available to you (for [undergraduate students](#); for [graduate students](#)). Furthermore, if you need support and you are comfortable doing so, please let me know. This will enable me to provide any resources I can to support your participation in the course. (This paragraph is adapted from Prof. Sara Goldrick-Rab).

Sexual Assault, and Violence

The University of Waterloo has dedicated resources to respond to sexual violence, and there are also off-campus options. There are also number of [relevant crisis hotlines](#).

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 x 32655. (only open during regular business hours)
- Director of Sexual Violence Prevention and Response, Amanda Cook | 519-888-4567 ext. 46869 | amanda.cook@uwaterloo.ca
- Sexual Violence Response Coordinator, Meaghan Ross | 519-888-4567 ext. 40025 | m23ross@uwaterloo.ca

Off campus, 24/7

- [Waterloo Region Sexual Assault and Domestic Violence Treatment Centre, St. Mary's Hospital](#) | 519-749-6994 (available 24 hours/day, 7 days a week).
- [Sexual Assault Support Centre of Waterloo Region](#) | 519-741-8633 (crisis line is available 24 hours/day, 7 days a week).
- [Community Justice Initiatives](#) | Support services for male survivors of sexual abuse | 24/7 helpline 1-866-877-0015