

University of Waterloo
Department of Political Science
PSCI 260/LS 206: Canadian Government and Politics
Winter 2021
Synchronous sessions: Wednesdays 10:00-11:20pm

Instructor Information

Instructor: Dr. Alana Cattapan
Pronouns: she/her
Email: alana.cattapan@uwaterloo.ca
Twitter: @arcattapan

I will always stay on Zoom after class (11:20-12 pm on Wednesdays) to answer any questions, and can otherwise meet – just send me an email to schedule a time.

Teaching Assistants

Christopher Casey
cgcasey@uwaterloo.ca
(First point of contact for students
with last names A-L)

Shirqille Tisi
s3tisi@uwaterloo.ca
(First point of contact for students
with last names M-Z)

Attending this class!

We meet on Wednesdays from 10-11:20am via Zoom.

Link: <https://us02web.zoom.us/j/83801695458?pwd=ZjFJeW43QnZ5a1RweFdrQkpLOTBmUT09>

Meeting ID: 838 0169 5458

Passcode: 034749

(You can dial in by telephone as well -- find your local number: <https://us02web.zoom.us/j/83801695458?pwd=ZjFJeW43QnZ5a1RweFdrQkpLOTBmUT09>)

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 three parts. The first part (Weeks 2-5), examines key institutions and concepts in Canadian politics (e.g., federalism, sovereignty, the Constitution) in tandem with how Indigenous peoples, women, racial and ethnic minorities, and others are excluded by the same. In the second part of the course, (weeks 6-8), we focus on possibilities for change, that is, how citizens and others can make change, through elections, legal challenges, and participating in political parties and interest groups. In its final weeks, 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

COVID: We are living in unprecedented times in a global pandemic. This affects us all, and in different ways. There is no shame in admitting that the struggle is real. Be gentle with yourselves, feel free to come to me if you need things, and I will do my best to help. Let us all do our best to be understanding of others and the possibility that we don't know what their current struggle is.

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) Jackson, Robert and Doreen Jackson with Royce Koop. 2020. *Canadian Government and Politics*, 7th ed. Peterborough, ON: Broadview Press. *Note:* The textbook (hard copy) is available for purchase at a discounted price through the University bookstore. It is also available as an e-book (same price).
- Any other materials 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.

Some more class details: This course will involve both asynchronous (pre-recorded, do it on your own time) work and synchronous (taking place live at predetermined times on Zoom) meetings.

- Each week, you will have readings, some pre-recorded videos (except weeks 1 and 12), and an online engagement exercise. Videos are uploaded to YouTube and embedded on LEARN to allow you use close captioning and/or to use an increased or slowed playback speed (especially when I get excited and speak quickly!). I will work hard to have this set up for you at least one week in advance of the relevant synchronous sessions.
- Each week (except for weeks 10 and 11) we will also have a live, synchronous session (Wednesdays 10:00-11:20pm). During weeks 2, 3, & 4, we will spend class time working on a collaborative project and building groups, so these are particularly important sessions to attend. If you can't make it, you should let me and your TAs know immediately so we find a way to accommodate you. In the later parts of the course (weeks 5-9), we will have conversations live with important figures in Canadian politics and government. I plan on recording the audio only of those sessions for people who cannot make it.

A few notes about synchronous sessions (adapted from Dr. Amanda Bittner):

- It seems inevitable that we will have technological difficulties at some point. Please be patient.
- Please change your screen name to match your preferred name.
- It is never mandatory to have your camera on, although please feel free to if you are comfortable. It is nice sometimes to see one another's faces, particularly in breakout sessions
- Please mute when you aren't talking (or otherwise you will be muted by me)
- Please use the raise hand function when you'd like to speak or you can also ask questions via the chat function

- Many of us are sharing our work spaces with children, pets, partners, and roommates, and class meetings may be interrupted. Guest appearances by children and pets are always welcome.
- Snacks are totally fine. We'll all try to stay focused, and keep our language clean-ish in case tiny ears are listening.
- Arriving late or leaving early is fine (although if you can, being on time is ideal). We'd rather have you for some of the time than not at all.

Course Requirements and Assessment

Assessment	Weighting	Due date/Date of evaluation
Online engagement quizzes/activities, (including mid-term quiz, 5% and final quiz, 10%)	35%	Throughout
Ask me anything questions	15%	January 27, 2021
Welcome to Canadian politics	20%	February 10, 2021
Reflections on guest speakers	30%	March 31, 2021

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.

- **Online engagement quizzes/activities (35%):** Each week, there will be a link on LEARN to an engagement activity that will require you to think about the readings and lecture a little bit more. This may involve a quiz on the content of the readings, some reflection questions, or other short activities intended to keep you thinking about the course materials. Most of these activities are each worth 2% of your total grade. For the week of February 22, the online engagement activity will be a mid-term review quiz worth 5% of your mark. For the week of April 14, the online engagement activity will be a final review quiz worth 10% of your mark).
- **Ask me anything (AMA) questions (15%):** At the beginning of the term we will be planning our slate of guest speakers for the term, and developing questions to ask. This assignment asks you to draft interview/discussion questions for potential guest speakers. Questions should be informed, clear, well-written, and intended to allow the speaker to elaborate on their experiences in Canadian politics. Please see the template for this assignment on LEARN.
- **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, 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. Your submission needs to be at least 700 words and can be no more than 1500 words.

WTCP drafts: To help you collaborate on your WTCP submissions, you will have designated time to form your groups and collaborate during class on January 20, January 27, and February 3rd. This will not be enough time for you to complete the assignment, however, so your group needs to be in communication with one another about how to move forward. Make sure to bring your draft work to class on February 3 in order to use the time effectively, and to ensure you are prepared to discuss your ideas and work with others. More information will be provided in our synchronous sessions, and a detailed description of the assignment is posted on the LEARN website.

- **Reflections on AMA with guest speakers (30%):** Throughout the term, take notes on the contributions of guest speakers, and think about what they are saying and its relationship to Canadian politics. At the end of the term, you will hand in an assignment reflecting on the experiences we had with guest speakers in relation to the course. The assignment will involve some reflective short answer questions, and essay questions about the sessions we had with the guest speakers, linking them to the broader themes of the course. Assignment sheet will be made available on LEARN on March 18.

Course Summary

Week	Date	Topic	Assignments due	Synchronous Session
1	Jan 13	Introduction		Introduction
2	Jan 20	Against History		Q&A and WTCP work
3	Jan 27	Federalism on Stolen Land	Ask me anything (AMA) questions	Q&A and WTCP work
4	Feb 3	Understanding Sovereignty		Work on WTCP (WTCP drafts brought to class)
5	Feb 10	Representation and Belonging	WTCP and self/peer assessment form for WTCP	AMA: Marilou McPhedran
----	Reading week			
6	Feb 24	Voting and Decision-making	Note: this week's online quiz is worth 5%	AMA: Jean-Pierre Kingsley
7	Mar 3	Reimagining Justice		AMA: Kerri Froc
8	Mar 10	Mobilizing for Change		AMA: Christine Saulnier
9	Mar 17	Indigenous Politics	Note: Reflections on Guest Speakers questions will be released by March 18	AMA: David Leech
10	Mar 24	Quebec in Canada		No synchronous session: Watch instead <i>Quebec My Country Mon Pays</i>
11	Mar 31	Citizenship and Immigration	Reflections on Guest Speakers	No synchronous session: Watch instead <i>Migrant Dreams</i> (link below)
12	Apr 7	Epic wrap-up	Note: this week's online quiz is worth 10%	Course review

Course Outline:

Session 1: Introduction/Theory (January 13, 2021)

Assignments due	<ul style="list-style-type: none">• None
Required readings	<ul style="list-style-type: none">• (TB) Chapter 2: The Context and Ideas of Government• Session 1 YouTube playlist -- https://www.youtube.com/playlist?list=PLnMIGaA68DVck5s2lQexWvssw-UvSYYwJ (There are a lot of videos here, but you don't have to watch them all right away. Come back to this throughout the course...the playlist roughly follows the same order of topics as the syllabus)
Lecture videos	<ul style="list-style-type: none">• Lecture (review of course, syllabus, introductory notes) and will be uploaded to LEARN after the synchronous session.
Synchronous session	<ul style="list-style-type: none">• Introduction to the course, review of syllabus, Q&A
Online engagement	<ul style="list-style-type: none">• Confidential questionnaire

Session 2: Against History (January 20, 2021)

Assignments due	<ul style="list-style-type: none">• None
Required resources	<ul style="list-style-type: none">• (TB) Chapter 3: The Constitutional Framework• (ON) McPhedran, Marilou. "The Fight for the Charter." <i>Canadian Woman Studies</i> 26.2 (2007): pp. 80-83• (ON) Indigenous Foundations (UBC). 2009. "Constitution Express." https://indigenousfoundations.arts.ubc.ca/constitution_express/
Lecture videos	<ul style="list-style-type: none">• See uploads on LEARN
Synchronous session	<ul style="list-style-type: none">• Review of week's content and initial work to set up the WTCP project. 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.
Online engagement	<ul style="list-style-type: none">• Online engagement questions/quiz

Session 3: Federalism on Stolen Land (January 27, 2021)

Assignments due	<ul style="list-style-type: none">• Ask Me Anything Questions
Required readings	<ul style="list-style-type: none">• (TB) Chapter 4: Contested Federalism• (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/
Lecture videos	<ul style="list-style-type: none">• See list on LEARN

Synchronous session	<ul style="list-style-type: none"> • Q&A on this week's content and time to work on the WTCP assignment. You will be working together in breakout groups your TAs and your group to develop a cohesive plan for your contribution.
Online engagement	<ul style="list-style-type: none"> • Online engagement questions/quiz

Session 4: Understanding Sovereignty (February 3, 2021)

Assignments due	<ul style="list-style-type: none"> • None (but need to have draft versions of WTCP ready for class)
Required readings	<ul style="list-style-type: none"> • (TB) Chapter 7: The Executive • (TB) Chapter 9: Public Administration (only pages 253-264). • (ON) Bay, Julianne. 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/
Lecture videos	<ul style="list-style-type: none"> • See list on LEARN
Synchronous session	<ul style="list-style-type: none"> • Time to revise drafts of WTCP with your TAs and I. We will be providing space and support to help you refine your drafts. Make sure to have your draft in a format we can access to help you work through it.
Online engagement	<ul style="list-style-type: none"> • Online engagement questions/quiz

Session 5: Representation and Belonging (February 10, 2021)

Assignments due	<ul style="list-style-type: none"> • Welcome to Canadian Politics (WTCP) • WTCP self/peer assessment
Required readings	<ul style="list-style-type: none"> • (TB) Chapter 8: Parliament • (ON) CBC News [Online] 2015. "50% population, 25% representation. Why the parliamentary gender gap?" https://www.cbc.ca/news2/interactives/women-politics/
Lecture videos	<ul style="list-style-type: none"> • See list on LEARN
Synchronous session	<ul style="list-style-type: none"> • Conversation with Senator Marilou McPhedran -- https://sencanada.ca/en/senators/mcphedran-marilou/
Online engagement	<ul style="list-style-type: none"> • Online engagement questions/quiz

-----**Note: No class on February 15th for reading week**-----

Session 6: Voting and Decision-making (February 24, 2021)

Assignments due	<ul style="list-style-type: none">Note: Online engagement is worth 5% this week
Required readings	<ul style="list-style-type: none">(TB) Chapter 12: Elections and Political Behaviour(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/.
Lecture videos	<ul style="list-style-type: none">See list on LEARN
Synchronous session	<ul style="list-style-type: none">Conversation with Jean-Pierre Kingsley – https://ipolitics.ca/tag/jean-pierre-kingsley/, https://en.wikipedia.org/wiki/Jean-Pierre_Kingsley
Online engagement	<ul style="list-style-type: none">Online mid-term quiz (worth 5%)

Session 7: Reimagining Justice (March 3, 2021)

Assignments due	<ul style="list-style-type: none">None
Required readings	<ul style="list-style-type: none">(TB) Chapter 10: The Administration of Justice and Human Rights(ON) MacDonald, Nancy. 2016. "Canada's Prisons are the New Residential Schools." <i>Maclean's</i>. https://www.macleans.ca/news/canada/canadas-prisons-are-the-new-residential-schools/
Lecture videos	<ul style="list-style-type: none">See list on LEARN
Synchronous session	<ul style="list-style-type: none">Conversation with Kerri Froc -- https://www.unb.ca/faculty-staff/directory/law/froc-kerri.html
Online engagement	<ul style="list-style-type: none">Online engagement questions/quiz

Session 8: Mobilizing for Change (March 10, 2021)

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">(TB) Chapter 11: Parties and Interest Groups(LN) DeGagne, Alexa. 2018. "On Anger and Its Uses for Activism." In <i>Contemporary Inequalities and Social Justice in Canada</i>. Janine Brodie, Ed. University of Toronto Press. pp. 142-154.
Lecture videos	<ul style="list-style-type: none">See list on LEARN
Synchronous session	<ul style="list-style-type: none">Conversation with Christine Saulnier – https://www.policyalternatives.ca/offices/nova-scotia/about/staff https://rabble.ca/blogs/bloggers/CMS

Online engagement	<ul style="list-style-type: none"> • Online engagement questions/quiz
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Session 9: Indigenous Politics (March 17, 2021)

Assignments due	<ul style="list-style-type: none"> • None
Required readings	<ul style="list-style-type: none"> • (TB) Chapter 6: Canada's Indigenous Peoples • (ON) King, Hayden. "Canada's Oldest Controversy: The Pretense of Reconciliation." <i>Queen's University Political Studies</i>. https://www.youtube.com/watch?v=kOppA99cieE • (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
Lecture videos	<ul style="list-style-type: none"> • See list on LEARN
Synchronous session	<ul style="list-style-type: none"> • Conversation with David Leech -- https://www.queensu.ca/politics/speaker-series-paddles-indigenous-policy-making-era-reconciliation-david-leech.
Online engagement	<ul style="list-style-type: none"> • Online engagement questions/quiz

Session 10: Quebec in Canada (March 24, 2021)

Assignments due	<ul style="list-style-type: none"> • None
Required readings	<ul style="list-style-type: none"> • (TB) Chapter 5: Québec Nationalism • (LN) Trudeau, Pierre Elliot. (1968) "Nationalism and Federalism." <i>Federalism and the French Canadians</i>. Toronto: MacMillan. pp. 191-196.
Lecture videos	<ul style="list-style-type: none"> • See list on LEARN
Synchronous session	<ul style="list-style-type: none"> • No synchronous session. Instead, watch: <i>Quebec My Country Mon Pays</i> -- https://gem.cbc.ca/media/documentary-specials/episode-100/38e815a-012988af507
Online engagement	<ul style="list-style-type: none"> • Online engagement questions/quiz

Session 11: Citizenship and Immigration (March 31, 2021)

Assignments due	<ul style="list-style-type: none"> • Reflections on guest speakers
Required readings	<ul style="list-style-type: none"> • (LN) George, Usha. 2012. "Immigration and Refugee Policy in Canada: Past, Present, and Future." <i>Canadian Social Policy: Issues and Perspectives</i>. Westhues, Anne and Brian Wharf, eds. Waterloo: Wilfrid Laurier University Press. • (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.

Lecture videos	<ul style="list-style-type: none"> • See list on LEARN
Synchronous session	<ul style="list-style-type: none"> • No synchronous session. instead, watch: <i>Migrant Dreams</i>: https://www.tvu.org/video/documentaries/migrant-dreams
Online engagement	<ul style="list-style-type: none"> • Online engagement questions/quiz

Session 12: Epic Course Wrap-up (April 7, 2021)

Assignments due	<ul style="list-style-type: none"> • Note: Online engagement is worth 10% this week
Required readings	<ul style="list-style-type: none"> • None
Lecture videos	<ul style="list-style-type: none"> • None
Synchronous session	<ul style="list-style-type: none"> • Epic Course Wrap-Up (which will cover a lot of what is in the online quiz)
Online engagement	<ul style="list-style-type: none"> • Final online quiz (10%)

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 by TAs or other students, and each week of the course on LEARN has a dedicated discussion forum for relevant questions. But you can also ask questions by emailing your TA (Christopher for people with last names A-L, and Shirqille for people with last names M-Z). The best way to get a hold of your TA or Dr. Cattapan is via email. 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 and they are dealing with a pandemic and courses just as you are. 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 during a synchronous session or in one of the discussion forums provided on LEARN. If you have a question, chances are, others do too. If you want to discuss course material or another matter at length, please email your TA or Dr. Cattapan for an appointment.

Late Work

Assignments are due to the relevant Dropbox on LEARN before 5pm 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 Dr. Cattapan by January 26, 2021.

Course Website:

The course outline, videos, some 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. If, for some reason, your access to LEARN is disrupted, email Dr. Cattapan right away.

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 class is an inclusive and accessible space.

Additional Resources
University of Waterloo
Department of Political Science
Winter 2021

Being a student can be extremely difficult, particularly in the current circumstances 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.

Email: alana.cattapan@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](#).

Disability Accommodations

As noted on the syllabus, the [AccessAbility Services](#) office 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 class 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