

A History of the Western World 2 Winter 2025

HIST 111

Published Jan 22, 2025

Class Schedule

Course	Meet Days	Meet Time	Location	Instructor(s)
HIST 111 001 [LEC]	Tue, Thu Jan 6 - Apr 4	01:00PM - 02:20PM	CGR 1111	D. Neufeld david.neufeld@uwaterloo.ca (mail...

schedule data automatically refreshed daily

Instructor & TA (Teaching Assistant) Information

Instructor: Dr. David Y. Neufeld

Office Hours: 2:30-4:00 p.m., Tuesdays and Thursdays and by appointment

Office Location: CGUC 2116

Email: david.neufeld@uwaterloo.ca

Course Description

Calendar Description for HIST 111:

This course will survey the emergence and development of the Western world from the 17th century to the present. Complementing the chronological and narrative overview of Western culture and civilization will be thematic surveys of developments in the arts and humanities, science, and socio-political structures.

[View requirements for HIST 111](https://acal.fast.uwaterloo.ca/course/1251/HIST/111) (<https://acal.fast.uwaterloo.ca/course/1251/HIST/111>)

The West as an idea stands at the centre of many of the fiercest debates in our public life. At stake in these discussions about the nature of the West and its history are answers to basic questions about our common life: Who are we? Where have we come from? Who do we include in or exclude from our stories? What role does history play in shaping our shared objectives?

This course approaches these questions historically, teaching methods of historical thinking and writing through the study of the events and ideas that make up the history of the West from 1600-present. Together, we will approach the West as a concept worthy of investigation in its own right—not a fact, but a set of historical arguments made by people to achieve a variety of purposes. While tracing the emergence and development of political, social, and cultural institutions, practices, and ideas associated with the West during the past centuries, we will pay particular attention to the ways in which the history of the West has become world history. We will also examine how understandings of the West have shifted over time, and the role they play in public life today.

While introducing you to important contexts, events, and people in the history of the West, this course invites you to engage in the techniques of historical research and interpretation yourselves. As historians in training, you will learn how to better discern the significance of primary sources, evaluate the arguments of other scholars, and present original conclusions about the past. History requires you to think critically, use information effectively, understand and value difference, and communicate well-informed arguments. This course will help you develop skills that you will continue to use in the future.

Learning Outcomes

By the end of this course students should be able to:

Identify significant events, periods, and people in the history of the western world.
Assess how primary source evidence reflects contexts, values, and interests.
Critique historical arguments through the evaluation of evidence.
Formulate arguments about change over time and communicate them persuasively in a variety of forms.
Examine the role of historical thinking in public life.
Develop effective and integrous notetaking and reading practices.

Tentative Course Schedule

I. Forging the Modern (Western) World

Schedule	Topic	Readings
Jan. 7	Course Introduction: Questions and Approaches	Course outline

II. A New Global Interface

Schedule	Topic	Readings
Jan. 9	Global Encounters and Conquests	Carter and Warren, 2.1-2.5
Jan. 14	Religious Reform and Mission	
Jan. 16	Production and Consumption in the First Global Economy	Carter and Warren, 4.1-4.6

III. Imperial Expansion and the Trans-Atlantic Trade in Enslaved Peoples

Schedule	Topic	Readings
Jan. 21	Absolutism and its Critics	Carter and Warren, 5.1, 5.2, 5.7
Jan. 23	Competition and Conflict among Seaborne Empires	
Jan. 28	Slavery in the Atlantic World I	Selection from Jennifer L. Morgan, <i>Reckoning with Slavery: Gender, Kinship, and Capitalism in the Early Black Atlantic</i> Database: slavevoyages.org
Jan. 30	Slavery in the Atlantic World II	Quiz #1

IV. Revolutions

Schedule	Topic	Readings
Feb. 4	Revolutionary Ideas and Contexts	Carter and Warren, 6.1-6.6
Feb. 6	The Haitian Revolution	Selection from Ada Ferrer, <i>Freedom's Mirror: Cuba and Haiti in the Age of Revolution</i>
Feb. 11	Industrialization and Empire	Carter and Warren, 7.2-7.3, 7.5, 7.7
Feb. 13	Industrialization and Gender	Carter and Warren, 9.3, 10.5, 11.4 <i>Women Working: 1800-1930</i> , photography archive, Harvard Digital Collections

V. Nation and Citizen in the Western World

Schedule	Topic	Readings/Assignments Due
Feb. 25	1848 and its Consequences	Carter and Warren, 8.3-8.5
Feb. 27	Marx and International Labour	Carter and Warren, 7.1, 8.1, 10.3 Quiz #2
Mar. 4	Imperialism in the Global South	Carter and Warren, 8.6-8.7, 9.1-9.2, 9.4-9.6
Mar. 6	Projects of Extermination in North America	Carter and Warren, 9.7 Pekka Hämäläinen, "The Politics of Grass: European Expansion, Ecological Change, and Indigenous Power in the Southwest Borderlands"

VI. The Great War and History on Film

Schedule	Topic	Readings/Assignments Due
Mar. 11	History on Film	Watch <i>They Shall Not Grow Old</i> or <i>The Battle of Algiers</i> or <i>Even the Rain</i>
Mar. 13	The Great War	Carter and Warren, 10.1

VII. Hot Wars, Cold Wars, and Mass Society

Schedule	Topic	Readings/Assignments Due
Mar. 18	The Rise of Fascism	Carter and Warren, 10.2, 10.4-10.5, 10.7, 11.1
Mar. 20	World War II: Mass Killing and the Modern State	<i>Works of Jewish Artists Before, During, and After the Holocaust</i> , online exhibition, Yad Vashem

Schedule	Topic	Readings/Assignments Due
Mar. 25	Global Cold War: Korea and Cuba	Carter and Warren, 10.6, 11.3, 11.7, 12.1-12.3
Mar. 27	Decolonization I: India	Carter and Warren, 12.6-12.7 Quiz #3
Apr. 1	Decolonization II: African Independence Movements	Carter and Warren, 12.5 "Mau Mau," <i>Radiolab</i> podcast

VII. The End of History and Its Quick Return

Schedule	Topic	Readings/Assignments Due
Apr. 3	Course Conclusion	Carter and Warren, 13.1-13.6

Texts / Materials

Note: Any prices provided in course outlines are best estimates based on recent online prices and do not include shipping or taxes. Prices may vary between retailers.

Required Texts

Title / Name	Notes / Comments	Required	Price (CAD)
Sources for Forging the Modern World (Second Edition)	Edited by James Carter and Richard Warren (New York and Oxford: Oxford University Press, 2019)	Yes	\$44.99
The course reader can be purchased here: https://lb.ca/cgi-bin/cgiwrap/additem.bbx?/Z109991/19780190901936 .			

All other course readings will be posted under the "Content" tab on the course LEARN site.

Student Assessment

Component	Value
Content Quizzes (3)	15%
Source Analysis Group Work	20%
Sources of Slavery Analysis	20%
Historical Film Review	15%
Final Essay/Unessay	30%

Content Quizzes:

Three quizzes (30 min.) on course content, assessed on Jan. 30, Feb. 27, and Mar. 27.

Source Analysis Group Work:

History is not what happened, but rather an act of interpretation in the present to find meaning in this past. Good historical interpretation results from the exercise of specific skills refined through practice; it's a process that works best in a collective. Throughout the term, you and a small group of your peers will participate in source analysis and historical skill-building exercises in class and submit your notes. This is not a formal writing assignment, but rather a way of condensing, organizing, and presenting the results of your conversation. To assist you, I'll provide guidance and forms to structure this practice. Although you'll be evaluated individually, I'll be looking for evidence of consistent collaboration. Since this activity will take place during in-class sessions, it will also allow me to track attendance and engagement. At the end of the term, you will submit a short evaluation of your contributions and learnings and the activity of your peers.

Sources of Slavery Analysis (750 words):

Feb. 7

Historical knowledge is grounded in primary source evidence. This evidence reflects the values and interests of its creators and the contexts in which it was produced. For these reasons, sources can obscure as much as they reveal. This assignment requires you to explore these dynamics by placing two texts into conversation with one another: (1) a source produced by/with an enslaved African woman in the Americas and (2) an excerpt from Jennifer Morgan's *Reckoning with Slavery: Gender, Kinship, and Capitalism in the Early Black Atlantic*. Your analysis should respond to the following questions:

- What do different types of sources reveal or obscure about the experience of enslaved people?

- Whose interests, values, and contexts shape the evidence available to us today?
- What interpretive challenges or opportunities do different types of sources present?

Historical Film Review:

Mar. 20

Our historical imagination is shaped by visual representations of the period we study. This is particularly true of our understandings of modern conflict in the west. In order to assess these portrayals, you will write a 750-word review of Peter Jackson's *They Shall Not Grow Old* (2018), Gillo Pontecorvo's *Battle of Algiers* (1966), or Iciar Bollarin's *Even the Rain* (2010). You may decide how you choose to structure your response, but limit plot summary and privilege critical analysis. You may decide to address some of the following questions:

- How does the filmmaker portray the subject of their film?
- Does the filmmaker seem concerned with historical "accuracy"? Why or why not?
- How does this film contribute to or detract from our understanding of its subject?
- Who is the audience for this film?
- What special constraints is the filmmaker working under?
- What kind of history does this film constitute?

To assist you in your critical assessment of the film, you must make reference to at least one scholarly work that addresses issues of method and/or theory associated with the representation of history in film.

Final Essay/Unessay:

Apr. 13

In Zora Neale Hurston's words, "Research is formalized curiosity; it is poking and prying with a purpose." In the discipline of history, scholars produce knowledge about the past through examination of primary source evidence and engagement with the findings of other scholars (usually in the form of scholarly articles and books). This final assignment allows you to put the historical practices you have developed over the course of the semester to work in a piece of original historical interpretation. This project requires you to analyze at least **five** primary sources from class to support an argument about the history of the West. You must also use at least one secondary source from outside of class readings and compare your findings to those of the author. You may present your conclusions in the form of a 5-7 page essay or as an unessay, a free format that allows you to make a historical argument outside the creative bounds of a traditional essay. You select the topic, choose a mode of presentation, and submit your work for feedback and evaluation. My hope is that this flexibility will allow you to play to your strengths and, thereby, to model the variety through which historical knowledge can be communicated. Unessay ideas require my approval.

Assignment Screening

Text matching software (Turnitin) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. In the first week of the term, details will be provided about the arrangements for the use of Turnitin and alternatives in this course. See Administrative Policy below for more information and links.

Administrative Policy

Territorial Acknowledgement

The University of Waterloo acknowledges that much of our work takes place on the traditional territory of the Neutral, Anishinaabeg, and Haudenosaunee peoples. Our main campus is situated on the Haldimand Tract, the land granted to the Six Nations that includes six miles on each side of the Grand River. Our active work toward reconciliation takes place across our campuses through research, learning, teaching, and community building, and is centralized within the [Office of Indigenous Relations](https://uwaterloo.ca/indigenous) (<https://uwaterloo.ca/indigenous>).

Anti-Racism Statement

The University of Waterloo does not tolerate racism or any other form of discrimination and expects campus community members to contribute to a culture where all members feel safe and valued. Any member of the campus community who has experienced racism or discrimination at the University is encouraged to review available processes for addressing their concerns under Policy 33 – Ethical Behaviour and to seek guidance from the Equity Office via email at equity@uwaterloo.ca (<https://uwaterloo.ca/presidents-anti-racism-taskforce/part-report/equity@uwaterloo.ca>) or through their [website](https://uwaterloo.ca/equity-diversity-inclusion-anti-racism/) (<https://uwaterloo.ca/equity-diversity-inclusion-anti-racism/>).

Style and Submission Guidelines and Policy on Late Work

All written assignments should be double-spaced and use 12-point font and one-inch margins. When direct citations to sources are necessary, please use footnotes in accordance with The Chicago Manual of Style, 17th edition. Consult the Chicago Style Citation Quick Guide at http://www.chicagomanualofstyle.org/tools_citationguide.html. Further information and links to sample citations are available here: https://lib.uwaterloo.ca/web/online-reference-shelf?toc_id=14.

Proper spelling and grammar and the clarity of your writing—in short, evidence of careful editing and proofreading—influence the reader's ability to understand your ideas, and may impact your grade.

All individual writing assignments must be uploaded as Microsoft Word documents to appropriate submission folders under the "Assignments" tab on the

course LEARN page by 11:59 p.m. on the due date. Please save your assignment submission receipts (that arrive via email) until the assignment has been returned to you. This will help us clear up any confusion about whether an assignment is submitted on time or not. If you do not receive a receipt, this means that your assignment was likely not accepted by LEARN. You will need to resubmit it.

Submission deadlines are firm, but I will make accommodations in the case of necessity at my discretion. If you anticipate difficulties in submitting your work by a deadline, please be in touch with me as soon as you can.

University policy regarding grades and grading systems is available [here](http://ugradcalendar.uwaterloo.ca/page/Acad-Regs-Grades) (<http://ugradcalendar.uwaterloo.ca/page/Acad-Regs-Grades>).

Attendance Policy

Attendance is evaluated through your presence at and engagement in in-person class meetings and informs your source analysis group work grade.

Generative AI

This course includes the independent development and practice of specific skills and habits of thought in the discipline of history. Therefore, the use of Generative artificial intelligence (GenAI) trained using large language models (LLM) or other methods to produce text, images, music, or code, like Chat GPT, DALL-E, or GitHub CoPilot, is not permitted in this class. Unauthorized use in this course, such as running course materials through GenAI or using GenAI to complete a course assessment is considered a violation of [Policy 71](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>) (plagiarism or unauthorized aids or assistance). Work produced with the assistance of AI tools does not represent the author's original work and is therefore in violation of the fundamental values of academic integrity including honesty, trust, respect, fairness, responsibility and courage ([ICAI](https://academicintegrity.org/images/pdfs/20019_ICAI-Fundamental-Values_R12.pdf) (https://academicintegrity.org/images/pdfs/20019_ICAI-Fundamental-Values_R12.pdf), n.d.).

You should be prepared to show your work. To demonstrate your learning, you should keep your rough notes, including research notes, brainstorming, and drafting notes. You may be asked to submit these notes along with earlier drafts of their work, either through saved drafts or saved versions of a document. If the use of GenAI is suspected where not permitted, you may be asked to meet with your instructor to provide explanations to support the submitted material as being your original work. Through this process, if you have not sufficiently supported your work, academic misconduct allegations may be brought to the Associate Dean.

In addition, you should be aware that the legal/copyright status of generative AI inputs and outputs is unclear. More information is available from the Copyright Advisory Committee: <https://uwaterloo.ca/copyright-at-waterloo/teaching/generative-artificial-intelligence> (<https://uwaterloo.ca/copyright-at-waterloo/teaching/generative-artificial-intelligence>).

Students are encouraged to reach out to campus supports if they need help with their coursework including:

- [Student Success Office](https://uwaterloo.ca/student-success/resources) (<https://uwaterloo.ca/student-success/resources>) for help with skills like notetaking and time management
- [Writing and Communication Centre](https://uwaterloo.ca/writing-and-communication-centre/services-0/services-undergraduate-students) (<https://uwaterloo.ca/writing-and-communication-centre/services-0/services-undergraduate-students>) for assignments with writing or presentations
- [AccessAbility Services](https://uwaterloo.ca/accessability-services/students) (<https://uwaterloo.ca/accessability-services/students>) for documented accommodations
- [Library](https://uwaterloo.ca/library/research-supports/quick-start-guide) (<https://uwaterloo.ca/library/research-supports/quick-start-guide>) for research-based assignments

Declaring Absences

Please see the [Academic Regulations](https://uwaterloo.ca/academic-calendar/undergraduate-studies/catalog#/policy/SkiPsB9Vp?bc=true&bcCurrent=Assessments%3A%20Academic%20Considerations%20and%20Accommodations&bcGroup=Academic%20Regulations&bcItemtype=policies) (<https://uwaterloo.ca/academic-calendar/undergraduate-studies/catalog#/policy/SkiPsB9Vp?bc=true&bcCurrent=Assessments%3A%20Academic%20Considerations%20and%20Accommodations&bcGroup=Academic%20Regulations&bcItemtype=policies>) section of the Undergraduate Calendar for details. Regardless of the process used to declare an absence, it is the student's responsibility to contact their instructor so that the instructor can determine how to accommodate the missed work.

Absences due to religious, creed, and spiritual observances

Beginning Fall 2024, students can submit a [Religious Observance Self-Declaration Form in Quest](#). This form allows the student to register dates of potential conflicts with coursework. Students are expected to record their absence within two weeks of announcement of the due date or scheduled examination date for which academic accommodation is being sought. Submission through Quest will notify your instructors of your absence.

Absences due to verified illness or extenuating circumstances (e.g., bereavement)

For absences due to illness that are not pandemic-related, students need to obtain a [Verification of Illness Form](https://uwaterloo.ca/campus-wellness/health-services/student-medical-clinic/verification-illness-services) (<https://uwaterloo.ca/campus-wellness/health-services/student-medical-clinic/verification-illness-services>) (VIF) that is completed and signed by a healthcare practitioner. The VIF indicates the determination by a care provider of the degree of incapacitation for a given period. The VIF should then be submitted by the student to the must be uploaded and submitted through the [Verification of Illness or Extenuating Circumstances Process](https://uwaterloo.ca/arts/undergraduate/student-support/accommodations-illness-or-extenuating-circumstances#submit-other) (<https://uwaterloo.ca/arts/undergraduate/student-support/accommodations-illness-or-extenuating-circumstances#submit-other>). Submission through the [Absence Verification System](https://vif.uwaterloo.ca/) (<https://vif.uwaterloo.ca/>), once approved, will notify your instructors of your absence. Students should not submit their VIF or any other medical documentation to your instructors, teaching assistants, or other course personnel.

For absences due to extenuating circumstances (e.g., bereavement, serious family illness), students submit [a request for absence due to extenuating circumstances](https://uwaterloo.ca/arts/undergraduate/student-support/accommodations-illness-or-extenuating-circumstances#submit-other) (<https://uwaterloo.ca/arts/undergraduate/student-support/accommodations-illness-or-extenuating-circumstances#submit-other>) to the [Absence Verification System](https://vif.uwaterloo.ca/) (<https://vif.uwaterloo.ca/>) for processing. Students use the form to submit supporting documentation, which will be considered in a comparable manner to a VIF. Official documentation is necessary before any action can be taken. Examples are plane/train/bus tickets, court documents, police reports, death certificates/obituaries/letters from funeral directors.

Self-declared absences due to COVID-related illness

Students can [self-declare](https://uwaterloo.ca/quest/help/students/how-do-i/self-declare-absence-undergraduate-students) (<https://uwaterloo.ca/quest/help/students/how-do-i/self-declare-absence-undergraduate-students>) an absence on Quest due to COVID-related illness or a requirement to self-isolate. A self-declared COVID absence covers up to 10 days and no documentation is required. No in-person

course activity is permitted during the period of a self-declared COVID absence. Participation in on-line components is permitted but should not be required if the student notifies the instructor that they are too ill to participate in the online work. Submitting the self-declaration through Quest will notify your instructors of your absence.

Self-declared short-term absences for any reason

Students can [self-declare](https://uwaterloo.ca/quest/help/students/how-do-i/self-declare-absence-undergraduate-students) (https://uwaterloo.ca/quest/help/students/how-do-i/self-declare-absence-undergraduate-students) one short-term absence per term on Quest for any reason. A short-term absence covers two calendar days, and no documentation is required. The student has only one self-declared short-term absence per term and this absence can only be used during the formal lecture period. Self-declared absences cannot be applied to Laboratory (LAB), Clinic (CLN), or Studio (STU) course components. Submitting the self-declaration through Quest will notify your instructors of your absence.

Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health support if they are needed.

On campus supports

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health and counselling if they are needed. For counselling (individual or group) reach out to [Campus Wellness and Counselling Services](https://uwaterloo.ca/campus-wellness/counselling-services). (https://uwaterloo.ca/campus-wellness/counselling-services) Counselling Services strives to provide a secure, supportive environment for students of all orientations and backgrounds. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

Other on-campus supports

- [MATES](https://wusa.ca/services/uw-mates) (https://wusa.ca/services/uw-mates): one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services
- Download the [WatSafe app](https://uwaterloo.ca/watsafe/) (https://uwaterloo.ca/watsafe/) to your phone to quickly access mental health support information
- [Empower Me](https://uwaterloo.us11.list-manage.com/track/click?u=f5194df42b6fc63ac2f0875eb&id=6859501915&e=d4e4205e24) (https://uwaterloo.us11.list-manage.com/track/click?u=f5194df42b6fc63ac2f0875eb&id=6859501915&e=d4e4205e24): to access create an account on the Dialogue mobile app or on the web at www.studentcare.ca/dialogue (http://www.studentcare.ca/dialogue)
- [Sexual Violence Prevention and Response Centre](https://uwaterloo.ca/sexual-violence-prevention-response-office/) (https://uwaterloo.ca/sexual-violence-prevention-response-office/) - supports all members of the University of Waterloo campus community who have experienced or been impacted by sexual violence.

Off campus supports

- [Good2Talk](https://good2talk.ca/) (https://good2talk.ca/): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300
- [St. Mary's Hospital](https://uwaterloo.us11.list-manage.com/track/click?u=f5194df42b6fc63ac2f0875eb&id=f9ffc07602&e=d4e4205e24) (https://uwaterloo.us11.list-manage.com/track/click?u=f5194df42b6fc63ac2f0875eb&id=f9ffc07602&e=d4e4205e24) - 519-744-3311
- [Here 24/7](https://here247.ca/) (https://here247.ca/): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- 988 Suicide Crisis Helpline: a 24/7 urgent mental health care three-digit helpline
- [OK2BME](https://ok2bme.ca/) (https://ok2bme.ca/): set of support services for Two-Spirit, lesbian, gay, bisexual, trans, queer, intersex, asexual (@SLGBTQIA+) and questioning kids, teens, adults, and their families in Waterloo Region. Phone: 519-884-0000 or e-mail ok2bme@caminowellbeing.ca (mailto:ok2bme@caminowellbeing.ca)
- [Sexual Assault Support Centre of Waterloo Region](http://www.sascwr.org/) (http://www.sascwr.org/) - offers individual counselling to people of all genders, 16+ who have been sexually assaulted at any point in their lives. As well as short-term support for family members or friends of sexual assault survivors. Also, information and referrals

More information about resources and supports for students can be found online in on the [Faculty of Arts Student Support](https://uwaterloo.ca/arts/undergraduate/student-support/) (https://uwaterloo.ca/arts/undergraduate/student-support/) page.

Accommodating religious and spiritual observances

[Applies only to students taking undergraduate courses]

The University of Waterloo has a duty to [accommodate religious, spiritual, and other creed-based beliefs and practices](https://ugradcalendar.uwaterloo.ca/page/Acad-Regs-Accommodations) (https://ugradcalendar.uwaterloo.ca/page/Acad-Regs-Accommodations) under the Ontario Human Rights Commission (2015) [Policy on preventing discrimination based on creed](https://www.ohrc.on.ca/en/policy-preventing-discrimination-based-creed) (https://www.ohrc.on.ca/en/policy-preventing-discrimination-based-creed). Students may seek accommodations for missed course components on religious, spiritual, or other creed grounds. In such cases the students should please consult the instructor within two weeks of the announcement of the due date for which the accommodation is being sought. Students also may request accommodations for temporary absences from classes or other course-related activities to engage in prayer or other daily spiritual practices. Instructors are expected to make reasonable arrangements to respectfully accommodate such requests. The University of Waterloo has a number of [multi-faith spaces](https://uwaterloo.ca/multi-faith-spirituality-resource-team/multi-faith-spaces-campus) (https://uwaterloo.ca/multi-faith-spirituality-resource-team/multi-faith-spaces-campus) that students can use for faith-based practices.

Declaring absences

[Applies only to students taking undergraduate courses]

Please see the [Academic Regulations](https://uwaterloo.ca/academic-calendar/undergraduate-studies/catalog#/policy/SkiPsB9Vp?bc=true&bcCurrent=Assessments%3A%20Academic%20Considerations%20and%20Accommodations&bcGroup=Academic%20Regulations&bcItemTy pe=policies) (https://uwaterloo.ca/academic-calendar/undergraduate-studies/catalog#/policy/SkiPsB9Vp?bc=true&bcCurrent=Assessments%3A%20Academic%20Considerations%20and%20Accommodations&bcGroup=Academic%20Regulations&bcItemTy pe=policies) section of the Undergraduate Calendar for more details. Regardless of the process used to declare an absence, it is the student's responsibility to contact their instructor so that the instructor can determine how to accommodate the missed work.

Absences due to religious, creed, and spiritual observances

Beginning Fall 2024, students can submit a [Religious Observance Self-Declaration Form in Quest](#). This form allows the student to register dates of potential conflicts with coursework. Students are expected to record their absence within two weeks of announcement of the due date or scheduled examination date for which academic accommodation is being sought. Submission through Quest will notify your instructors of your absence.

Absences due to verified illness

For absences due to illness that are not pandemic-related, students need to obtain a [Verification of Illness or Extenuating Circumstances Process](#) (<https://uwaterloo.ca/arts/undergraduate/student-support/accommodations-illness-or-extenuating-circumstances#submit-other>). Submission through the [Absence Verification System](#) (<https://vif.uwaterloo.ca/>), once registered, will notify your instructors of your absence. Students should not submit their VIF or any other medical documentation to your instructors, teaching assistants, or other course personnel. To request and arrange accommodations, it is the student's responsibility to contact the instructor within 48 hours of the date of any missed course component, or as soon as the student is able to given their health condition.

Absences due to extenuating circumstances (e.g., bereavement)

For absences due to extenuating circumstances (e.g., bereavement, serious family illness), students submit [a request for absence due to extenuating circumstances](#) (<https://uwaterloo.ca/arts/undergraduate/student-support/accommodations-illness-or-extenuating-circumstances#submit-other>) to the [Absence Verification System](#) (<https://vif.uwaterloo.ca/>) for processing. Students use the form to submit supporting documentation, which will be considered in a comparable manner to a VIF. Official documentation is necessary before any action can be taken. Examples are plane/train/bus tickets, court documents, police reports, death certificates/obituaries/letters from funeral directors. To request and arrange accommodations, it is the student's responsibility to contact the instructor within 48 hours of the date of any missed course component, or as soon as the student is able to given their circumstances.

Self-declared absences due to COVID-related illness

Students can [self-declare](#) (<https://uwaterloo.ca/quest/help/students/how-do-i/self-declare-absence-undergraduate-students>) an absence on Quest due to COVID-related illness or a requirement to self-isolate. A self-declared COVID absence covers up to 10 days and no documentation is required. No in-person course activity is permitted during the period of a self-declared COVID absence. Participation in on-line components is permitted but should not be required if the student notifies the instructor that they are too ill to participate in the online work. Submitting the self-declaration through Quest will notify your instructors of your absence. It is the student's responsibility to contact their instructors within the first 48 hours after submitting their COVID-related absence, or as soon as they are well enough, to discuss arrangements for missed course components.

Self-declared short-term absences for any reason

Students can [self-declare](#) (<https://uwaterloo.ca/quest/help/students/how-do-i/self-declare-absence-undergraduate-students>) one short-term absence per term on Quest for any reason. A short-term absence covers two calendar days, and no documentation is required. The student has only one self-declared short-term absence per term and this absence can only be used during the formal lecture period. Self-declared absences cannot be applied to Laboratory (LAB), Clinic (CLN), or Studio (STU) course components. Submitting the self-declaration through Quest will notify your instructors of your absence. It is the student's responsibility to contact their instructors within the first 24 hours after submitting their self-declaration to discuss accommodations for missed course components.

Recording lecture

Use of recording devices during lectures is only allowed with explicit permission of the instructor of the course. If allowed, video recordings may only include images of the instructor and not fellow classmates. Posting of videos or links to the video to any website, including but not limited to social media sites such as: Facebook, Twitter, etc., is strictly prohibited.

University Policy

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. [Check [the Office of Academic Integrity](#) (<https://uwaterloo.ca/academic-integrity/>) for more information.]

Grievance: A student who believes that a decision affecting some aspect of their 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/policies-procedures-guidelines/policy-70>). When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for their actions. [Check [the Office of Academic Integrity](#) (<https://uwaterloo.ca/academic-integrity/>) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to [Policy 71, Student Discipline](#) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>). For typical penalties, check [Guidelines for the Assessment of Penalties](#) (<https://uwaterloo.ca/secretariat/guidelines/guidelines-assessment-penalties>).

Appeals: A decision made or penalty imposed under [Policy 70, Student Petitions and Grievances](#) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70>) (other than a petition) or [Policy 71, Student Discipline](#) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>) may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to [Policy 72, Student Appeals](#) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72>).

Note for students with disabilities: [AccessAbility Services](#) (<https://uwaterloo.ca/accessability-services/>), located in Needles Hall, Room 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 AccessAbility Services at the beginning of each academic term.

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.

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