

Reformation History Fall 2024

HIST 379 / RS 343 / TS 645

Published Sep 04, 2024

Class Schedule

Course	Meet Days	Meet Time	Location	Instructor(s)
HIST 379 / RS 343 / TS 645 001 [LEC]	Tue, Thu Sep 4 - Dec 3	01:00PM - 02:20PM	CGR 1302	D. Neufeld david.neufeld@uwaterloo.ca (ma...

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 379 / RS 343:

A study of the major 16th-century reformers, and their intellectual background in humanism and late medieval scholasticism. Special attention will be given to the Lutheran and Reformed traditions, and their ideological, social, and political expressions.

HIST 379: [View requirements for HIST 379](https://acal.fast.uwaterloo.ca/course/1249/HIST/379) (https://acal.fast.uwaterloo.ca/course/1249/HIST/379)

RS 343: [View requirements for RS 343](https://acal.fast.uwaterloo.ca/course/1249/RS/343) (https://acal.fast.uwaterloo.ca/course/1249/RS/343)

Calendar Description for TS 645:

A study of the major sixteenth-century reformers and their intellectual background in humanism and late medieval scholasticism. Special attention will be given to the Lutheran and Reformed traditions and their ideological, social, political expressions.

[View requirements for TS 645](https://acal.fast.uwaterloo.ca/course/1249/TS/645) (https://acal.fast.uwaterloo.ca/course/1249/TS/645)

This course teaches methods of historical thinking and writing through the study of early modern European religious reformations. Beginning in the sixteenth century, these events fractured Latin Christendom, carrying with them both immediate effects on Europeans' religion, culture, and society and enduring legacies that continue to shape the modern world. Learning about this period from multiple perspectives (cultural, intellectual, social, and political) and at different scales (from everyday life to society's organizing structures), you will leave this class with a deeper understanding of an era of transformational religious change.

While helping you build historical knowledge, this course also invites you to practice 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, contexts, and people in the history of early modern European religious reformations.

Assess how primary source evidence reflects contexts, values, and interests.

Critique historical arguments through the evaluation of evidence.

Analyze how and why narratives about the past gain credence among scholars and the public

Formulate arguments about change over time and present them persuasively.

Develop effective information gathering and management practices.

Tentative Course Schedule

I. Course Introduction**Module 1 - Course Introduction**

Topics	Readings	Date
Course Introduction: Problems and Approaches	Course outline	Sept. 5

II. Wild Growth**Module 2 - Beginnings**

Topics	Readings	Date
Late Medieval Europe	Rublack, Prologue Bruening, I	Sept. 10
Wittenberg and Luther	Rublack, Chapter 1 Bruening, II	Sept. 12
Zurich and Zwingli	Rublack, Chapter 3 Bruening, IV	Sept. 17

Module 3 - "Wild Growth": Reformations in the Plural

Topics	Readings	Date
Reformation in the Cities: Strasbourg and Münster	Susan Karant-Nunn, "What Was Preached in German Cities in the Early Years of the Reformation?"**	Sept. 19
Reformation in the Countryside: The Peasants' War	Bruening, III	Sept. 24
The Reformation in Film (Part I)	Stephan Haupt, "Zwingli: Der Reformator" (in-class viewing)	Sept. 26
The Reformation in Film (Part II)	Stephan Haupt, "Zwingli: Der Reformator" (in-class viewing)	Oct. 1

III: Religious Confessions and Cultures**Module 4 - Communicating Reform: Preaching, Printing, Praying**

Topics	Readings	Date
Communicating Reform: Preaching, Printing, Praying	Oates, "Speaking in Hands" Exhibition: The Bible in Print, 1450-1700	Oct. 3
Visit to the Mennonite Archives of Ontario		Oct. 8

Module 5 - Institutionalizing the Reformations

Topics	Readings	Date
Calvin and Geneva	Rublack, Chapter 4 Bruening, V	Oct. 10
Discipline, Gender, and the Family	Bruening, X: XXXVI, XXXVII Karen Spierling, "Putting Order to Disorder: Illegitimate Children, their Parents, and the Consistory in Reformation Geneva"	Oct. 22
Reformations in England and Scotland	Rublack, Chapter 5 Bruening, VI	Oct. 24

Module 6 - Reformations from Above and Below: Calvinism in Europe

Topics	Readings	Date
Reformations in the Low Countries		Oct. 29
No Class		Oct. 31

Module 7 - Catholic Reformation

Topics	Readings	Date
The Catholic Reformation	Bruening, VII Amanda L. Scott, "Bullfighting, the Basque Clergy, and Tridentine Reform"	Nov. 5

Module 8 - Reformations and Religious Violence

Topics	Readings	Date
Wars of Religion	Bruening, VIII Database: 1641 Depositions	Nov. 7
Refugees and Exile	Liesbeth Corens, "Saints beyond Borders: Relics and the English Catholic Community in the southern Netherlands"	Nov. 12

Module 9 - Religious Toleration: Practices and Ideas

Religious Toleration: Practices and Ideas	Benjamin Kaplan, "Fictions of Privacy"	Nov. 14
---	--	---------

Module 10 - Feeling the Reformations

Topics	Readings	Date
Reformations and the Emotions	Rublack, 6-7 Bruening, IX	Nov. 19

IV. Legacies of the Reformations**Module 11 - Globalizing Reformations**

Topics	Readings	Suggested Completion Date
Global Early Modern Catholicism	Erin Kathleen Rowe, "After Death, Her Face Turned White: Blackness, Whiteness, and Sanctity in the Early Modern Hispanic World"	Nov. 21
Global Early Modern Protestantism	Ulrike Strasser, "Mapping the Unseen: A Bohemian Jesuit Meets the Palaos Islanders, 1697"	Nov. 26

Module 12 - Legacies of Reformations

Topics	Readings	Suggested Completion Date
Reformations and Memory	Exhibition: Remembering the Reformation	Nov. 28
A Modern Reformation?	Jonathan Sheehan, "Teaching Calvin in California"	Dec. 3

Texts / Materials

Title / Name	Notes / Comments	Required
Ulinka Rublack, <i>Reformation Europe</i> (Cambridge: Cambridge University Press, 2017).	Must be the Second Edition	Yes
Michael Bruening, ed., <i>A Reformation Sourcebook: Documents from an Age of Debate</i> (Toronto: University of Toronto Press, 2017).		Yes
<p>The UW Library has electronic copies of both texts.</p> <p>Physical copies of required textbooks are available through the UW bookstore. All required textbooks are also available in electronic copies, widely available for purchase online.</p> <p>All other required course readings will be posted under the "Content" tab on LEARN.</p>		

Student Assessment

Component	Value
Class engagement/Historical practice assignments	20%
Quizzes	10%
Primary source analysis	20%
Secondary source analysis	20%
Final essay/Unessay	30%

Class engagement/Historical practice assignments:

I expect you to demonstrate active engagement with the course material in the following ways:

1. Attendance, attentiveness, and thoughtful engagement with peers and the instructor in class.
2. Completion of a series of in-class skill-building historical practice assignments.

Quizzes:

Five 20-minute content quizzes completed in class.

750-word primary source analyses (2): "It's biased." "Yeah, and...?"

Primary sources are traces (texts, images, materials) that have survived from the period we're studying. They were shaped by human intention(s) and are, thus, biased in the sense that they reflect those intentions. In this analysis, you will first identify which contexts, values, and interests shaped the creation of the source and its content. This work is an important but merely *preliminary* task. Discerning what the source can tell us requires more of us. In the second and more substantive section of your analysis, you will analyze the author's argument, interpret the source's historical meaning, and/or assess its value as evidence for a particular question about the past.

You may select the primary source you wish to analyze from those assigned in the course schedule, but must choose one before reading week and one after reading week.

750-word secondary source analysis (2): "More of a comment than a question."

To critique scholarship—that is, to evaluate how a historian gathers, analyzes, and the interprets the meaning of evidence—is a vital knowledge-building practice. At the same time, the search for holes in argumentation can foreclose our ability to learn from and engage constructively with others' research. In this analysis, you will employ the THOMAS secondary source analysis tool to think *with* the scholars whose work you've been assigned. The task is to come up with a thoughtful, sustained comment on the reading that connects it to other scholarly work or broader course topics, rather than simply pointing out where it falls short.

You may select the secondary source you wish to analyze from those assigned in the course schedule, but must choose one before reading week and one after reading week.

Final Essay/Unessay:

Dec. 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 research that falls within the scope of the course. Using one of Bruening's "debates" as a point of departure, you will present your findings in the form of a research essay (6-8 pages) or an unessay, a freer 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 will allow you to play to your strengths and, thereby, to model the variety through which people communicate historical knowledge. You will submit a topic and initial bibliography in advance for my feedback.

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, 16th 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 forms part of your class engagement grade.

Cross-listed courses

Please note that a cross-listed course will count in all respective averages no matter under which subject code 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 subject code.

Generative AI

This course includes the independent development and practice of specific skills 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 or TA 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.

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/) (<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) (<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/) (<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) (<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) (<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) (<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) (<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) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72>) .

Note for students with disabilities: [AccessAbility Services](https://uwaterloo.ca/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.

©University of Waterloo