RCS 228/JS 228

Fall 2025 Big Ideas of the Bible Section 001

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Class Schedule

Course	Meet Days	Meet Time	Location	Instructor(s)
RCS 228 / JS 228 001 [LEC]	Tuesday, Thursday - **Tue,Thu** *Sep 3 - Dec 2*	02:30PM - 03:50PM	CGR 1300	Derek Suderman *dsuderman@uwaterloo.ca*

schedule data automatically refreshed daily

Instructional Team

Instructor: Prof. Derek Suderman, dsuderman@uwaterloo.ca

Office Hours: **Tues. 1:30-2:30**; **after class** on Tues or Thurs.; or by appointment (email me to arrange a time)

**For email: allow *2 days for a response*, and please *put RCS 228 and a topic in the Subject line of all email correspondence*.

Course Description

Calendar Description for RCS 228 / JS 228

The Bible is the most translated and most read document in human history. This course explores central biblical ideas, from creation to the end of time, violence to redemption, and political intrigue to family ties, and examines their impact on Judaism, Christianity, and Western Culture.

RCS 228: View requirements for RCS 228

JS 228: View requirements for JS 228
This course explores various "big ideas" of the Bible in light of its social, historical, linguistic, literary, and religious contexts. In doing so, we will also explore some ways the Bible has influenced and is reflected (and has even been misunderstood) in Western culture. The course will also explore the Bible's connection to history and its role as literature, as well as its ongoing function as Scripture within two distinct religious traditions (Judaism and Christianity).

 *Note: *While welcome, no knowledge of or religious conviction regarding the material is required or assumed.*

Learning Outcomes

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

outline the basic story-arc of the Bible, including major characters and events
understand pivotal biblical concepts and vocabulary, and how such terminology compares to/differs from English translation
identify aspects of diversity in the Bible, including different: genres; social and historical contexts; primary issues and concerns; ways of understanding God, the world, and humanity; and ethical guidance or expectations for how to live in the world
consider how the Bible fits into the broader context of the Ancient Near East
engage with diverse perspectives

| use various key tools employed in biblical study (on-line concordance, Bible dictionaries, commentaries) |
| begin to interpret specific biblical passages in light of secondary resources |
| recognize basic differences between Jewish and Christian Bibles as well as how the Bible functions differently within Judaism and Christianity. |

Tentative Class Plan

Class Schedule

**If we need to suspend in-person meetings for some reason during the term, the weekly class session may be moved to an on-line ZOOM class at the same time.

Date and Topic	Topics	Secondary Reading	Assignments
A. Introduction **Sept. 4** - Reading the Bible as a "Cross-Cultural Experience"	Syllabus; Course Orientation		
Sept. 9 - Bible & Community: What is the Bible(s)? How do people approach it?	Metaphors for the Bible Basic Story-line	"A Few Basics" and "The Bible as a Religious Book," Kaminsky et. al.[1]	
B. Tanakh / Old Testament ***Torah/Pentateuch*** **Sept. 11** - Humanity in Creation: Who are We, Why Are We Here?	Genesis 1-5; *'adam*; challenges in studying the Bible	King, "The Truth about Stories" - Part 1[2] "Created as Male and Female," Suderman[3] (OPTIONAL)	
Sept. 16 - Covenant & Family:	Abraham, Sarah, Haggar, Ishmael,		**SR Quiz**

God's Strategy for Blessing	Isaac (Genesis 11-35)	"Everyday Life," Meyers[4]	
Sept. 18 - *'Authorship' Before Books: Moving Behind the Printing Press to Scroll Production*	ANE 'quilt'; ancient production of scrolls (based on Gen. 6-9)		In-class Workshop
Sept. 23 - Memory & Liberation: What does this story *Mean*? And What is True Freedom?	Exodus (narratives)		
Sept. 25 – *Law, Holiness & Sin:* *Ritual, Ethics, and Implications for Today*	Legal material in Exodus & Leviticus	"Concepts of Purity in the Bible," Klawans[5]	**SR Quiz** In-class Workshop
Sept. 30 - Torah & Scripture: What Makes this "Book" Different than Others?	Deuteronomy		
Former Prophets/ Historical Books **Oct. 2** - History & Story: From 'Video Camera' to Meaning	Differences between Joshua & Judges	"The Bible as 'Story' and 'History,'" Kaminsky[6];	**Bible Quiz #1**
Oct. 7 - Land & Conquest: Re-Reading a Dangerous Book…	Joshua	"Canaanites, Cowboys and Indians," Warrior[7]	**SR Quiz**
Oct. 9 - Prophets & Kings: the Purpose and Limits of Government	Samuel and Saul; David and Nathan; Solomon; Ahab and Elijah		Intro to Word Study
**BREAK (Oct. 11-19)			
Oct. 21 - Empires & Exile:	I-II Kings		

What is the "End" (Goal/Purpose) of History?			
(Latter) Prophets **Oct. 23** - Prophetic books & Justice: Forth-tellers or Fortune-tellers?	Prophetic books (Amos, Isaiah, various)	"The Prophetic Books," Malchow[8]	**SR Quiz** ***ON-LINE Word Study Quiz- by Oct. 24***
3. Writings **Oct. 28** - Wisdom & Knowledge	Solomon (1 Kings); Proverbs		**Bible Quiz #2**
Oct. 30 - Prayer, Suffering & Praise	Psalms (intro)		
Nov. 4 - *Words Matter…!*	Job – when bad things happened to a good person…		**Word Study Overview DUE** In-class Workshop
C. Second Temple Period + NT **Nov. 6** - *Synagogue, Temple &* *Judaism(s): Re-entering the Land and the Backdrop of the New Testament*	Ezra, Nehemiah, Luke	"Faith Forged in Disorientation," Suderman[9]	In-class Workshop
Nov. 11 - *Messiah &"Son of God":* *A Case of the 'Synoptic' Gospels*	Comparing Matthew, Mark, Luke (Synoptic Gospels)		**Bible Quiz #3** In-class Workshop

Nov. 13 - Gospel, Saviour & "the Kingdom of God"		"Kingdom of God," Yoder Neufeld[10]	**SR Quiz**
Nov. 18 – Jesus the Storyteller: Exploring the Parables	**GUEST SPEAKER: Dr. Alicia Batten**		
Nov. 20 - Cross & Resurrection: From Instrument of Torture to Salvation	"Synoptic Gospels" and John	"The Pharisees: Jesus' Competition," Neusner[11]	**SR Quiz**
Nov. 25 - NT Simulation; Pharisees, Christians, & the Church: (*Ekklesia*) in the 1st Century	Acts, Pauline letters & James		**NT Simulation Prep DUE**
Nov. 27 - *Apocalypse & the "End Times": From a Calendar to a Re-Oriented Perspective*	Revelation		In-class Workshop
D. Conclusion **Dec. 2 -** Scripture & Tradition: The Function of the Bible in Religious Communities Today	Challenges and Opportunities	"How a Rabbi Reads the Torah," Neusner;[12] "How a Priest Reads the Bible," Greeley[13]	**Bible Quiz #4**

[1] Joel S. Kaminsky, Joel N. Lohr, and Mark Reasoner, "A Few Basics," in *The Abingdon Introduction to the Bible: Understanding Jewish and Christian Scriptures* (Nashville, TN: Abingdon Press, 2014), 5–18; 19-29.

[2] Thomas King, "The Truth About Stories – Part 1," *CBC Massey Lectures 2003*: https://www.cbc.ca/radio/ideas/the-2003-cbc-massey-lectures-the-truth-about-stories-a-native-narrative-1.2946870

[3] W. Derek Suderman, "Created as Male and Female: *'adam*, Gender, and the Legacy of Disobedience," in *On Being Human: Essays from the Fifth Shi'i Muslim Mennonite Christian Dialogue*, ed. Harry Huebner and Hajj Muhammad Legenhausen (Winnipeg: CMU Press, 2013), 211–30.

[4] Carol L. Meyers, "Everyday Life: Women in the Period of the Hebrew Bible," in *The Women's Bible Commentary*, ed. Carol A. Newsom and Sharon H. Ringe (Louisville, KY: Westminster/John Knox Press, 1992), 244–51.

[5] Jonathan Klawans, "Concepts of Purity in the Bible," in *The Jewish Study Bible*, ed. Marc Zvi Brettler and Adele Berlin, Michael Fishbane, consulting editor (Oxford; New York: Oxford University Press, 2004), 2041–47.

[6] Joel S. Kaminsky, Joel N. Lohr, and Mark Reasoner, "The Bible as 'Story' and 'History,'" *The Abingdon Introduction to the Bible: Understanding Jewish and Christian Scriptures* (Nashville, TN: Abingdon Press, 2014), 45–49.

[7] Robert Allan Warrior, "Canaanites, Cowboys, and Indians: Deliverance, Conquest, and Liberation Theology Today," in *Native and Christian*, ed. James Treat (New York: Routledge, 1996), 93-104.

[8] Bruce V. Malchow, *Social Justice in the Hebrew Bible: What is New and What is Old* (Collegeville, MN: Liturgical Press, 1996), 31–49.

[9] Derek Suderman, "Faith Forged in Disorientation," *Canadian Mennonite* (Oct. 26, 2020), 4-6.

[10] Thomas R. Yoder Neufeld, "Kingdom of God: What? Where? When?" in *Recovering Jesus: The Witness of the New Testament* (Grand Rapids, MI: Brazos Press, 2007), 125–38.

[11] Jacob Neusner, "The Pharisees: Jesus' Competition," in *Judaism in the Beginning of Christianity* (Philadelphia, PA: Fortress Press, 1984), 45-61.

[12] Jacob Neusner, "How a Rabbi Reads the Torah," in *Common Ground* (Montreal: McGill-Queen's University Press, 1996), 1-5.

[13] Andrew Greeley, "How a Priest Reads the Bible," in *Common Ground* (Montreal: McGill-Queen's University Press, 1996), 6-11.

Required Materials & Technologies

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.

This course has **no additional costs** for students.

Readings

Title / Name	Notes / Comments	Required	Used Versions Allowed	Price (CAD)
Bible		Required	Yes	approx. $15 and up

A good Bible is the only required textbook for the course. To minimize distraction, I ask for students to have their own physical Bible, and bring it to every class. "Reading guides" on the LEARN web-site will identify Bible and secondary readings for each class along with a list of questions to think about as you read.

No one Bible version is required — in fact, having a diversity present enriches class discussion. However, paraphrases and Bibles that use a 'dynamic equivalence' approach to translation will NOT be appropriate for this course (the Message, Good News Bible, Today's English Version, etc.). The course will include New Testament readings, so people who use a Tanakh (Jewish Publication Society Bible) will need access to a New Testament as well. "Reference editions" that provide scriptural cross-references are recommended, and "Study Bibles" of various versions provide helpful additional information (NJPS, NIV, NRSV, NASB, NKJV, etc). You are welcome to choose from among:

• Common English Bible (CEB)

• New Revised Standard Version (NRSV) or the older Revised Stand-ard Version (RSV)

• New Inter-national Version (NIV)

• Tanakh (JPS - Jewish Publication society)

• New American Bible (NAB), New American Standard Bible (NASB) or the older American Standard Version (ASV)

• New Jerusalem Bible (NJB) or the older Jerusalem Bible (JB)

• 21st Century New King James Version, the New King James Version (NKJV), or even the Authorized or King James Version (AV or KJV)

• Revised English Bible (REB) or the older New English Bible (NEB)

Technology

Name of Technology	Notes / Comments	Required	URL (student access)	Price (CAD)
LEARN		Required		

Assessments & Activities

Component / Activity	Date or Due Date	Location / Submission Method	Weight (%)
In-Class questions	various	in-person	10%
Workshop participation	various	in-person	10%
Workshop SUBMISSION (x2)	variable, student choice	drop box	20%
Secondary Reading Quizzes (SR)	various	LEARN quiz	20%
Bible Reading Quizzes (x4)	Oct. 2; Oct. 28; Nov. 11; Dec. 2	in-person	20%
Word study QUIZ	by Oct. 24	LEARN quiz	5%
Word study OVERVIEW	Nov. 4	drop box	5%
NT Simulation - Preparation	Nov. 25	drop box	10%

BONUS assignments (x2)	open	drop box	2% boost per assignment, with a grade cap (see below)

1. In-Class Questions

Throughout the term students will briefly respond to basic in-class questions, with a satisfactory response resulting in full marks.

***Nothing replaces in person engagement, so consistent attendance will be crucial for success in this class.**

2. Workshop Engagement

During the term students will complete several in-class workshops on selected topics. These workshops will consist of working through a series of readings and related questions in a small group. Attendance will be taken to provide the basis for this mark.

3. Workshop SUBMISSION

Students will choose 2 workshops they began in class to complete and submit to dropboxes on LEARN.

4. Online Secondary Reading Quizzes

Students will complete several basic quizzes on secondary readings (SR on the Class Schedule) consisting of True/False and Multiple Choice questions. SRs will be **available over a 24 hour period leading up to the relevant class**; the relevant articles/book chapters will be **available through electronic Course Reserves** through the UW library system (there is a link on the main LEARN page). Since the purpose of these assignments is to prepare students for in-class discussion, *extensions will not be granted.*

**The *lowest mark in this category will be dropped*.

4. Bible Reading Quizzes

During the term students will complete a few **brief IN CLASS quizzes** based on Bible readings, class sessions, and secondary readings not covered by a CR. More information regarding the nature of these quizzes will be provided in class.

5. Word Study

Students will take an **on-line quiz** that uses Strong's on-line concordance to explore the "semantic range" of a specific Hebrew term. Students will then use their own observations and consult secondary sources to create a **1-2 pp. point form OVERVIEW document** that explores how this term is used in the Tanakh/OT generally and its significance in a specific book. The OVERVIEW will **include a bibliography with at least 2 sources** used to investigate the topic. This assignment introduces students to an online biblical concordance, Bible dictionaries, and commentaries.

6. New Testament Simulation Prep.

The New Testament reflects many lively debates over how to understand Jesus and live as his followers. This assignment will explore one of these debates. Students will be assigned and then research the perspective of one of the sides involved, submitting a **2-3 pp. point form preparation document** as well as a **1-page 'talking points' summary** (included as an appendix). The preparation document will **include a bibliography with at least 3 academic sources** used to investigate the topic. This assignment provides a window into the dynamics of biblical interpretation and introduces students to Bible commentaries as study resources.

BONUS Assignments

There are many opportunities to hear speakers, attend events on campus, etc. If there is something that relates to the Bible (even peripherally) you can attend, write a one page summary and critique linking it to the class, and upload it to the dropbox on LEARN. You will receive a 2% boost on your final mark per assignment (up to a maximum of 4%). You could also watch a relevant movie, listen to a recommended podcast, etc. and then relate it to course discussions and content. Just check with me to make sure your event/movie/podcast, etc. is suitable.

- *The effect of BONUS marks will be capped at a 95% maximum grade for the course --- ie: if someone is sitting at a 94% and completes two BONUS assignments, the most their mark can be bumped up is to 95%.*

Late / Missed Content

Unexcused late assignments will be docked 2% / academic day, to a maximum of 10%. **Since CRs provide the basis for specific in-class sessions, *no extensions will be granted.*** The lowest CR mark will be dropped in any case.)

Assignment Screening

No automated assignment screening will be utilized within this course.

Generative AI

This course includes the independent development and practice of specific skills, such as using an on-line concordance, consulting commentaries that draw upon research in original Biblical languages (Hebrew, Greek), and then filtering and evaluating such information to make an original argument. Therefore, the use of Generative artificial intelligence (GenAI) trained 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 (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, n.d.).

You should be prepared to show your work. To demonstrate your learning, you should keep your rough notes, including sources, research notes, brainstorming, drafting notes and prompts. You may be asked to submit these notes along with earlier drafts of your 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. If you cannot sufficiently support 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. <u>More information is available from the Copyright Advisory Committee.</u>

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

- <u>Student Success Office</u> for help with skills like notetaking and time management
- <u>Writing and Communication Centre</u> for assignments with writing or presentations
- <u>AccessAbility Services</u> for documented accommodations
- <u>Library</u> for research-based assignments

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.

With respect to the disciplines of religious studies in general and biblical studies in particular, work toward reconciliation involves confronting how biblical materials and related theological traditions have been used to justify and support the displacement of Indigenous peoples, both from the physical land and from traditional languages, cultures, practices, and ceremonies. Becoming aware of and challenging the basis for such action as well as proposing alternative understandings of various concepts and passages forms an important part of this work.

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.

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

For counselling (individual or group) reach out to <u>Campus Wellness and Counselling Services.</u> 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

- <u>MATES</u>: one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services
- Download the <u>Regroup Mobile</u> to your phone to quickly access mental health support information
- <u>Empower Me</u>: to access create an account on the Dialogue mobile app or on the web at <u>www.studentcare.ca/dialogue</u>
- <u>Sexual Violence Prevention and Response Centre</u> - supports all members of the University of Waterloo campus community who have experienced or been impacted by sexual violence.

Off campus supports

- <u>Good2Talk</u>: 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
- <u>St. Mary's Hospital</u> - 519-744-3311
- <u>Here 24/7</u>: 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
- <u>OK2BME</u>: 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 <u>ok2bme@caminowellbeing.ca</u>

- Sexual Assault Support Centre of Waterloo Region - 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 page.

passages and concepts provides a grounding commitment of this course.

Students are strongly encouraged to engage with the Office of Indigenous Relations on campus.

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 under the Ontario Human Rights Commission (2015) *Policy on preventing discrimination based on 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 that students can use for faith-based practices.

Declaring absences

[Applies only to students taking undergraduate courses]

Please see the Academic Regulations 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. Submission through the Absence Verification System, 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 to the Absence Verification System 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 short-term absences for any reason

Students can self-declare 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

Mental Health: At the University of Waterloo, we are dedicated to supporting your mental and emotional well-being. Our Counselling Services offer confidential support, including individual counselling, workshops, and crisis intervention. If you're struggling, please reach out for help at 519-888-4096 or visit their website for more information.

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 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. 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 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 <u>Policy 71, Student Discipline</u>. For typical penalties, check <u>Guidelines for the Assessment of Penalties</u>.

Appeals: A decision made or penalty imposed under <u>Policy 70, Student Petitions and Grievances</u> (other than a petition) or <u>Policy 71, Student Discipline</u> may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to <u>Policy 72, Student Appeals</u>.

Note for students with disabilities and disabling conditions: The University of Waterloo recognizes its obligations under the Ontario Human Rights Code to accommodate students with known or suspected disabilities and disabling conditions (e.g. medical conditions, injuries, impacts of trauma such as from violence or discrimination) to the point of undue hardship. To support this obligation, <u>AccessAbility Services</u> (AAS) collaborates with all academic departments and schools to facilitate academic accommodations for students with disabilities and disabling conditions without compromising the academic integrity of the curriculum. If you believe you may require academic accommodations (e.g., testing accommodations, classroom accommodations), register with AAS as early in the term as possible by completing the <u>online application</u>. Students already registered with AAS must activate their accommodations for each of their courses at the beginning of each term using AAS' online system. If you require assistance, contact AAS by phone (519-888-4567 ext. 35082), email (<u>access@uwaterloo.ca)</u> or in-person (Needles Hall North, 1st Floor, Room 1401).

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.