

ISLAM FALL 2023

RS 216

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CLASS SCHEDULE

Section	Location	Time	Instructor(s)
RS 216 001 [LEC]	ML 354	Wednesdays 2:30 p.m. - 5:20 p.m.	
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INSTRUCTOR / TA INFORMATION

Office Hour: Tuesdays 2:30-3:30 pm (in person/ Microsoft Teams) or by appointment

[Please note that I will be unable to hold an office hour on October 17 due to a medical appointment.]

COURSE DESCRIPTION

Calendar Description for RS 216

An introduction to the Islamic faith and practice, with a review of the development, achievements, and impact of the Muslim community from Muhammad the Prophet to the present day.

This course provides an introduction to Islamic beliefs and practices. It will review the development, contributions, and influence of Muslim communities during the classical and modern periods. We will examine religion, culture, history, and politics of Islam in three parts.

The first part, **theological and historical foundations**, will begin with the life of the Prophet Muhammad, foundational teachings of the Qur'an (in English translation), the early Muslim community, and Muslim empires. It will also review the development of Islamic theology, philosophy, law and mysticism including the five pillars of Islam and other important Muslim practices.

The second part, **Islamic law and sharia**, will interrogate and deconstruct the commonly held assumptions about sharia and Islamic law.

The third part, **Islamic culture and politics**, will focus on the major political and cultural debates surrounding Islam in contemporary world, with a particular attention paid to Muslims in the Western world or under Western influence in post 9/11 era. The topics in this unit will include (post)colonialism, Islamic revivalism, globalization,

Sufism, women's rights, minority rights, technological advancements, as well as the questions of fundamentalism and Islamophobia.

Overall, throughout the course, students will explore the diversity within one of the major religions of the world.

LEARNING OUTCOMES

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

Describe key events, people, and theological principles throughout Islamic history
Develop analytic research and thinking skills about Islamic theology, culture, and politics
Apply critical literacy techniques to prepare for and participate in discussions and accurate information sharing
Observe and write analytically about public debates on Islam and critically engage many different kinds of sources on the topic (including textbooks, blogs & global news media)
Better understand understand how Islam shapes and is shaped by global communities and forces of modernity

TENTATIVE COURSE SCHEDULE

COURSE OUTLINE

Week	Sections	Date	Topic	Assigned Tasks, Readings, and Viewings
1		Sept 6	Introduction	<p>Read: a) The Course Syllabus b) Textbook—Islam: Introduction c) <i>Explaining Islam to the Public</i>, available at https://tif.ssrc.org/2011/05/09/explaining-islam-to-the-public/ (https://tif.ssrc.org/2011/05/09/explaining-islam-to-the-public/)</p> <p>Recommended: Audiobook: <u>The Qur'an: A Biography</u></p> <p>In Class Viewing: Koran by Heart https://www.youtube.com/watch?v=ptHdmw57rzM&t=109s (https://www.youtube.com/watch?v=ptHdmw57rzM&t=109s)</p>

2	1-Theological and Historical Foundations	Sept 13	Muhammad and the Quran	<p>Read: a) Textbook—Islam: Chapter 1</p> <p>b) Sa'diyya Shaikh, <i>Allah, Hidden Treasures and the Divine Feminine</i>, available at https://tif.ssrc.org/2019/05/27/allah-hidden-treasures-and-the-divine-feminine/ (https://tif.ssrc.org/2019/05/27/allah-hidden-treasures-and-the-divine-feminine/)</p> <p>c) Riffat Hassan- <i>interview</i> available at: http://riffathassan.info/wp-content/uploads/2015/07/Islam-and-womens-sexual-and-reproductive-rights.pdf (http://riffathassan.info/wp-content/uploads/2015/07/Islam-and-womens-sexual-and-reproductive-rights.pdf)</p> <p>In Class Viewing: Islam: Empire of Faith (Part I: The Messenger) https://www.youtube.com/watch?v=uxnT1Trn5kc (https://www.youtube.com/watch?v=uxnT1Trn5kc)</p>
3		Sept 20	The Muslim Community in History	<p>Read: a) Textbook—Islam: Chapter 2</p> <p>b) Farish A. Noor- <i>on Jihad</i> available at https://items.ssrc.org/10-years-after-september-11/ten-years-after-9-11-controversy-over-the-meaning-of-jihad-remains-as-it-always-will/ (https://items.ssrc.org/10-years-after-september-11/ten-years-after-9-11-controversy-over-the-meaning-of-jihad-remains-as-it-always-will/)</p> <p>c) <i>Case Study: African American Muslims</i>, available at https://rlp.hds.harvard.edu/files/%5Bvsite%3Asite-purl%5D/files/minority_religion_islam.pdf (https://rlp.hds.harvard.edu/files/%5Bvsite%3Asite-purl%5D/files/minority_religion_islam.pdf)</p> <p>In Class Viewing: The Caliph II- Division https://www.youtube.com/watch?v=SuplOE5JB4M (https://www.youtube.com/watch?v=SuplOE5JB4M)</p>

4		Sept 27	Religious Life: Belief and Practice	<p>Read: a) Textbook—Islam: Chapter 3</p> <p>b) <i>Ayesha Chaudhry- Body</i> available at https://tif.ssrc.org/2019/11/25/body-chaudhry/ (https://tif.ssrc.org/2019/11/25/body-chaudhry/)</p> <p>In Class Viewing: <i>Me and the Mosque</i>, available at https://www.nfb.ca/film/me_and_mosque/ (https://www.nfb.ca/film/me_and_mosque/)</p>
5		Oct 4	The Struggle for Islam in 21 st century	<p>Read: a) Textbook—Islam: Chapter 6</p> <p>b) Harvard Pluralism Project (available at LEARN)</p> <p>c) Case Study: <i>Muslims in Outer Space</i>, (available at LEARN)</p>
6	READING WEEK	Oct 11	Thanksgiving	NO CLASS NO ASSIGNMENT
7	REVIEW EXAM!	Oct 18	In Class Exam	
8	II- Islamic law and sharia culture and politics	Oct 25	Rethinking Islamic Law	<p>Read: a) Sharia Compliant- Chapters 1+2 [+ Optional –A Letter to My Muslim Readers]</p> <p>b) Case Study: <i>Environmental Fatwas of Indonesia</i> (available at LEARN)</p>
9		Nov 1	“Hacking” and “Patching” Islamic Law	<p>Read: Sharia Compliant- Chapters 3+4</p> <p>In Class Viewing: <i>The Judge</i></p>
10		Nov 8	Sharia Compliant	<p>Read: a) Sharia Compliant- Chapters 5+6</p> <p>b) Case Study: <i>Malaysia’s Sisters of Islam</i> (Learn)</p> <p>In Class Viewing: <i>Making Waves</i> https://www.youtube.com/watch?v=wiuFVKIgwMI&t=1046 (https://www.youtube.com/watch?v=wiuFVKIgwMI&t=1046s)</p>

11	REVIEW ESSAY!	Nov 13 (Monday)	Assignment Date!	<p>Section II Review essay DUE!</p> <p>Optional reading: Sharia Compliant Chapter 7 and Afterword +</p> <p>One post of your choice from https://tif.ssrc.org/category/book-blog/book-forums/sharia-compliant/ (https://tif.ssrc.org/category/book-blog/book-forums/sharia-compliant/)</p>
11	III- Islamic Culture and Politics	Nov 15	Rethinking “Culture” and “Politics”	<p>Read: a) Mamdani—Good Muslim, Bad Muslim (Course Reserves)</p> <p>b) Abu Lughod—Do Muslim Women really need Saving? (Course Reserves)</p> <p>c) Case Study: <i>Egypt’s Muslim Brotherhood</i> (Learn)</p> <p>In Class View: Fashioning Faith</p> <p>Optional view: Mahmood Mamdani on Good Muslim, Bad Muslim.</p> <p>https://www.tv.o.org/video/archive/mahmood-mamdani-on-good-muslim-bad-muslim (https://www.tv.o.org/video/archive/mahmood-mamdani-on-good-muslim-bad-muslim)</p>
12		Nov 22	Muslims in the West	<p>Read : a) Özyürek—German Converts to Islam and their Ambivalent Relations with Immigrant Muslims (Course Reserves)</p> <p>b) Bilici—Muslim Ethnic Comedy: Inversions of Islamophobia (Course Reserves)</p> <p>In Class Viewing: New Muslim Cool (available at Learn)</p>
13		Nov 28 (Tuesday)	Amira Mittermaier Talk	<p>At 5pm. Location TBD.</p> <p>Attendance (adds bonus grade to the participation grade) Active Participation (e.g. asking a question): Additional bonus mark (1%) on overall grade.</p>

13		Nov 29	Practicing Islam in contemporary times	<p>Read: a) Mittermaier—Beyond Compassion (Course reserves)</p> <p>b) Sharify-Funk & Sparkes—Expressions of Sufism in Canada (Course Reserves)</p> <p>c) Ewing- <i>Creating new Sufi publics</i>, available at:</p> <p>https://tif.ssrc.org/2019/06/11/creating-new-sufi-publics-at-an-old-sufi-shrine/ (https://tif.ssrc.org/2019/06/11/creating-new-sufi-publics-at-an-old-sufi-shrine/)</p>
14	REVIEW ESSAY!	Dec 8		Movie, Case, or Debate Analysis due!

TEXTS / MATERIALS

Title / Name	Notes / Comments	Required
John Esposito. 2016. <i>Islam: The Straight Path</i> . Oxford: Oxford University Press.		Yes
Rumee Ahmed. 2018. <i>Sharia Compliant: A User's Guide to Hacking Islamic Law</i> . Stanford: Stanford University Press		Yes

Esposito's book is available for purchase via the UW bookstore. It will be the basis of the first two units of the course. Please note that we will be covering the latest edition in this course. Earlier editions may be missing some of the information updated in this version.

Ahmed's book is available for purchase via the UW bookstore. An e-text version of this is available for viewing for free via the UWlibrary or Course reserves at <https://www.reserves.uwaterloo.ca/ares/ares.dll> (<https://www.reserves.uwaterloo.ca/ares/ares.dll>)

Any additional reading material listed in the syllabus or unit content items will be available to download via the links provided by your instructor. If they include copyrighted content, you may need to download them from the library website, <http://www.oxfordislamicstudies.com.proxy.lib.uwaterloo.ca/> (<http://www.oxfordislamicstudies.com.proxy.lib.uwaterloo.ca/>) or coursereserves <https://www.reserves.uwaterloo.ca/ares/ares.dll> (<https://www.reserves.uwaterloo.ca/ares/ares.dll>)

If access to the books or any other reading assignment is a problem, please let me know!

STUDENT ASSESSMENT

Component	Value
Participation	10%
Online discussion posts	5%
Presentation and discussion leading	15%
In class review exam [on Oct 18]	20 %
Review essay [due Nov 13]	25%
Book or controversy analysis [due Dec 8]	25%
Participation in public talk by Amira Mittermaier (bonus)	1%

ASSIGNMENT DETAILS

Participation (10%)

Each class will combine lecture and discussion elements. Many will include interactive student activities (general and group discussions, in-class writing activities, case study engagement etc.) as well. None of these elements work unless you attend regularly and read the assigned materials. Please come to class ready to analyze and respond to the assigned readings, as well as to the contributions of your fellow students. Your active engagement in all of these exercises is essential. Please note that engagement includes attentive listening as much as speaking. Evaluation of participation will be based on the quality of what you contribute. **Contributions to the discussion might involve introducing a topic, examining assumptions, assessing the source and reliability of information and formulating new questions. They might also include statements of where you are confused or questions about the meaning of core concepts; questions about what the author is trying to communicate.** A good faith effort counts more than accuracy in the assessment of comments made in class or in discussion board. This effort is measured by the extent to which the students engage the assigned readings and each other, instead of making a general opinion-based statement. Arriving late or departing early will affect your participation grade if they happen recurrently.

At some point during each lecture, expect to be asked to write down your response to a content-related question in relation to the assigned reading for that lecture. The question may be in the fill-in-the blank or multiple-choice format and will most likely be a general question the theme or topic of the assigned chapter/article. This is to make sure that you do the readings before class time. Your overall performance in these exercises will count towards your participation mark.

Please also note that participation isn't synonymous with attendance. I take attendance during class as part of participation (e.g. one cannot participate if they do not attend). Students who come to class but who do not participate in any of the activities described above cannot get more than 4 points out of 10.

Online Discussion Posts (1% per post, 5 in total from week 2 until last class, to be submitted before the end of the class for which the readings are assigned)

This course requires each student to submit discussion posts to Learn on the assigned reading(s) of the class before the start of the class. You can choose for which of the 10 classes with assigned assigned readings that you wish to submit the post, but you are required to submit 5 of these throughout the term. The discussion posts do not need to be longer than a short paragraph and can be as short as two sentences, or one question (so long as these sentences or the question demonstrate a clear and specific engagement with the reading).

They can be in the form of a discussion question for the others to consider, a critique or comment of the readings' content, or simply a question about a part of the reading that remains unclear to you. You may also use the space to discuss how that reading connects to or diverges from the previous readings' or lectures' approach to the same issue. They do not have to have an obvious organization. You are free to let your ideas develop and wander through the text.

I will try to go over at least some of these questions in class time, but feel free to respond to others' comments online. Even though these online responses won't count the same as in-class participation, I will consider them while marking your overall participation. I recommend that those of you who may not feel as comfortable as others to speak in public make use of this option. The discussion posts will be evaluated on the depth and quality of your engagement with the text, and not simply completion.

Presentation (15%)

To ensure focused discussions of the weekly readings, and to allow students to develop their presentation skills, students will be asked to make **one** class presentation. You should prepare to take charge of the class for a 15-20 minute period in order to present key themes and raise questions that emerge from that week's readings, to be followed by discussion. The idea is to use the assigned class reading as a prompt to present on a topic that interests you in relation to the academic study of Islam. Typically, students pick **one** topic (e.g. one theological theme, an Islamic practice, a specific event, an important figure, an object, or a concept) introduced in the course reading and do some further research on their chosen focus in academic venues (peer reviewed articles and academic blogs, podcasts, lectures are accepted) as well as popular culture including print materials (e.g. political or entertainment magazines, newspapers), music, film clips, video selections of news or television programming, social media, etc (e.g. a newspaper article, item in the news, policy, etc.). During the presentation, they summarize how the course reading(s) and any additional academic materials they found approach the topic. The presentations will be scheduled at the beginning of the term and should take approximately 15-20 minutes with some discussion questions built in. If more than one student express interest in exactly the same topic, then there is the possibility of a group presentation for a longer duration.

Think about the following as you prepare your presentation:

1. What is the author trying to convey to his/her audience in this chapter?
2. What are the strengths of the argument or examples he or she is presenting?
3. For journal articles: How do the arguments relate to or compare with the view of other authors you have read in the course or elsewhere?
4. What is confusing or unsatisfying about the reading?
5. Pose 2-3 discussion questions for the class to consider.
6. You may also introduce some relevant additional material you want us to consider in light of the reading. These could be from your own travel experiences; from popular culture, including print materials (e.g. political or entertainment magazines, newspapers), music, film clips, video selections of news or television programming, social media, etc (e.g. a newspaper article, item in the news, policy, etc.).

Review exam and essays (70% in total)

Each of the three sections of this course has a review assignment to be completed by the end of or shortly after the section ends. For the first section on theological and historical foundations, this review will be in the form of an in class exam (combining multiple choice, short answer, and essay questions, 20% worth of your overall grade). The second and third sections will require the completion of a review essay each (**25 % each**). While the exam is graded according to accuracy, the review essays are graded according to regular essay grading practices. The prompts for the review may include a general question on the topic, a specific question on a particular aspect of the topic [that doesn't require memorization], a question relating to something that has come up in the discussion forums, or a new reading/viewing

that requires you to relate it back to the module's topic and/or content items. Further guidelines are available at the Content section of the LearnSpace. See above for the dates and weight of each such assignment.

RESOURCES TO HELP WITH ORAL/WRITTEN ASSIGNMENTS

Some additional resources that may help your external research for your assignments include

1. You have free access to the Oxford Islamic Studies website via the UW library at: <http://www.oxfordislamicstudies.com.proxy.lib.uwaterloo.ca/> (<http://www.oxfordislamicstudies.com.proxy.lib.uwaterloo.ca/>)
2. Vanderbilt University has a comprehensive link to the databases on topics in Islamic Studies at: <https://researchguides.library.vanderbilt.edu/islam/islamlinks> (<https://researchguides.library.vanderbilt.edu/islam/islamlinks>)
3. The SSRC blog, the Immanent Frame, includes many academic blogposts on religion and secularism. The link <https://tif.ssrc.org/tag/islam/> (<https://tif.ssrc.org/tag/islam/>) will help you identify the posts on various aspects of Islam by scholars from various disciplines that range from history, legal studies, theology to anthropology.
4. A playlist on misconceptions of Islam and Muslim life https://www.ted.com/playlists/488/misconceptions_of_islam_and_mu (https://www.ted.com/playlists/488/misconceptions_of_islam_and_mu)

LATE SUBMISSION AND EXTENSION POLICY

If you turn an assignment in late, your mark will be downgraded by 3% per day (including weekends). Detailed feedback may not be provided on late submission. No late submission of the syllabus quiz (for bonus point) will be accepted under any circumstances. Acceptable reasons for submitting a regular assignment late in this course are limited to illness, funeral attendance, religious observance, and legal proceedings. Except in instances of an unforeseen medical emergency, you must contact me prior to your absence and may be asked to provide relevant documents which attest to the conflict. If the absence is approved, you will be given an opportunity to complete the appropriate assignment at a later time decided on a case by case basis.

COMMUNICATIONS POLICY

Office Hours: I will be holding office hours on Tuesday afternoons from 2:30 until 3:30pm at PAS. I will also be online at Microsoft Teams and available to respond to calls during this time period. If I don't, it may mean that I am in a meeting with another student. In that case, send me a message in the chat and I will call you back once the other meeting is over. If the time does not fit your schedule, please get in touch by email for us to schedule the meeting for another time.

Communication by Email: I will respond to email inquires at sdagtas@uwaterloo.ca (<mailto:sdagtas@uwaterloo.ca>) . I typically respond to emails send during workdays within 24 hours depending on the nature and extent of the question(s). I may take longer if your email arrives during the weekends and official holidays. I do not check or respond to emails during weekends. Please include the phrase "RS216" in the subject header of any message and keep from asking questions that could be answered with a cursory review of course materials or the syllabus. As well, be sure to check the "Announcements" page of the course website on LEARN for notices and updates re: course scheduling.

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. 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.

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 the alternate assignment.

Alternatives for using Turnitin include:

- An annotated bibliography
- A draft bibliography identifying and documenting all sources and submitted on a specified date before the due date for the assignment;
- A “scaffolded” assignment where the student submits an outline of their paper in advance and then at least one draft of the paper with their list of resources before the submission of the final paper with a bibliography

ADMINISTRATIVE POLICY

TERRITORIAL ACKNOWLEDGEMENT

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

For more information about the purpose of territorial acknowledgements, please see the [CAUT Guide to Acknowledging Traditional Territory](https://www.caut.ca/content/guide-acknowledging-first-peoples-traditional-territory) (<https://www.caut.ca/content/guide-acknowledging-first-peoples-traditional-territory>).

CHOSEN/PREFERRED FIRST NAME

Do you want professors and interviewers to call you by a different first name? Take a minute now to verify or tell us your chosen/preferred first name by logging into [WatIAM](https://idm.uwaterloo.ca/watiam/) (<https://idm.uwaterloo.ca/watiam/>).

Why? Starting in winter 2020, your chosen/preferred first name listed in WatIAM will be used broadly across campus (e.g., LEARN, Quest, WaterlooWorks, WatCard, etc). Note: Your legal first name will always be used on certain official documents. For more details, visit [Updating Personal Information](https://uwaterloo.ca/the-centre/updating-personal-information) (<https://uwaterloo.ca/the-centre/updating-personal-information>).

Important notes

- If you included a preferred name on your OUAC application, it will be used as your chosen/preferred name unless you make a change now.
- If you don't provide a chosen/preferred name, your legal first name will continue to be used

INTELLECTUAL PROPERTY

Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo.

Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

GENERATIVE ARTIFICIAL INTELLIGENCE

This course includes the independent development and practice of specific skills, such as collecting, synthesizing, and analyzing information; developing and practicing writing skills and creative expression. 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>) (**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), n.d.). This regulation does not apply for softwares used to proofread already produced writing for spelling/grammar and other reasons.

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

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

Due to COVID-19 and campus closures, services are available only online or by phone.

- Counselling Services: counselling.services@uwaterloo.ca (mailto:counselling.services@uwaterloo.ca) / 519-888-4567 ext. 32655
- **MATES** (<https://wusa.ca/services/uw-mates>) : one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services

Off campus, 24/7

- **Good2Talk** (<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 ext. 6880
- **Here 24/7** (<https://here247.ca/>) : Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- **OK2BME** (<https://ok2bme.ca/>) : set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online on the Faculty of Arts [website](https://uwaterloo.ca/arts/get-mental-health-support-when-you-need-it) (<https://uwaterloo.ca/arts/get-mental-health-support-when-you-need-it>)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

(https://uwaterloo.ca/arts/sites/ca.arts/files/uploads/files/counselling_services_overview_002.pdf)

Download the [WatSafe app](https://uwaterloo.ca/watsafe/) (<https://uwaterloo.ca/watsafe/>) to your phone to quickly access mental health support information.

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.