Dying for God Winter 2025

RS 350

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Class Schedule

Course	Meet Days	Meet Time	Location	Instructor(s)
RS 350 001 [LEC]	**Mon, Wed** *Jan 6 - Apr 4*	02:30PM - 03:50PM	CGR 1301	J. Bergen *jbergen@uwaterloo.ca (mailto:jbe...*

schedule data automatically refreshed daily

Instructor & TA (Teaching Assistant) Information

Instructor: Dr. Jeremy Bergen (he/him)

Email: jbergen@uwaterloo.ca (mailto:jbergen@uwaterloo.ca) (preferred) or phone: 519-885-0220 ext. 24234

Office: CGR 2122

Office hours: Tuesdays, 1-2 p.m., Wednesdays, 4-4:30 p.m. and by appointment. I expect to be on campus during regular business hours Monday-Friday and am generally available to meet in-person or virtually on those days. If my door is open, feel free to see me without an appointment. However, if you need more than a few minutes, it is best to make an appointment.

Course Description

> *Calendar Description for RS 350:*
>
> Why do people die for their religious convictions? How do religious communities shape the stories they tell about such persons? What are the implications of these practices? This course will examine historical and contemporary martyrdom in various religious and political contexts.
>
> View requirements for RS 350 (https://acal.fast.uwaterloo.ca/course/1251/RS/350)

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) .

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) .

Learning Outcomes

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

1. understand martyrdom as a communal and discursive practice of framing the meaning of past acts of violence in light of religious beliefs and present concerns;
2. understand the diversity of religious approaches to "dying for God," especially in Judaism, Christianity, and Islam, and some ethical implications of how such stories are told;
3. apply various critical approaches to the study of religious practices;
4. read primary and secondary texts carefully and critically;
5. demonstrate improved skills in research, writing, and public presentation;
6. engage in respectful and critical dialogue with others.

Course format and class culture

In the course, we will make the most of the fact that we will be together in person and are a relatively small group. I will have a short lecture most days but I expect that the majority of our time will be in small group and large group discussions. In particular, we will often work through primary texts in class. We will create a learning community together as we get to know each other better throughout the term. In order for this to be realized, please come to every class. I will use LEARN to post links to readings, information about activities and assignments, occasional summaries of what we did in class, etc. However, LEARN is in no way a substitute for coming to class every time.

I do not permit the use of Generative AI to produce text for any assignments in this course. See the policy below for further rationale and details.

This course necessarily entails discussion of violence, including torture and sexual violence. I will work to create a supportive and respectful environment for these discussions, an expectation that extends to everyone in the class, mindful that some topics may be triggering. If you have concerns about any class content, please communicate these with me. I will seek to accommodate as best I can.

Please consider others: Do not come and go during the class period unless absolutely necessary. Use devices for taking notes but not for activities unrelated to the course.

Tentative Course Schedule

I reserve the right to make adjustments to specific readings and topics. Some primary source texts will be distributed and discussed in class and may not be noted in the chart below.

Class / date	Themes	Readings to complete before class / deadlines
1. Jan 6	Introductions Syllabus/outline Public perception of martyrdom Is there a definition? What are the key issues?	
2. Jan 8	Fact, story, interpretation Religious framing Columbine – Cassie Bernall, Rachel Scott [Jan 10 & 11 – Bonhoeffer play at Grebel]	
3. Jan 13	Noble deaths in antiquity, Socrates Hebrew Bible	Middleton, chap 1
4. Jan 15	New Testament and Early Christianity Jesus Stephen Voluntary martyrdom	Middleton, chap 2 DUE Thurs Jan 16 (11:59 pm): report on Bonhoeffer play, or alternate
5. Jan 20	Martyrdom of Polycarp Theologies of martyrdom	Middleton, chap 3
6. Jan 22	Critical perspectives Identity Gender Martyrs of Lyon & Vienne	Matthew Recla, "Pathology, Identity, or Both? Making Meaning from Early Christian Martyrdom" Gail Streete, "Of Martyrs and Men"
7. Jan 27	Power and authority Miracles Virgin martyrs	Stephanie Cobb, "Bodies in Pain"

8. Jan 29	Rival martyrdoms (Augustine and Donatists) Monasticism Medieval developments *Golden Legend*	Middleton, chap 4 DUE Thurs Jan 30 (11:59 pm): Text analysis of *The Passion of Saints Perpetua and Felicity*
9. Feb 3	Reformation – Confessional martyrs	Brad S. Gregory, "Persecution or Prosecution, Martyrs or False Martyrs?
10. Feb 5	Contemporary Martyrs for justice In-class film: *Romero* (1989)	Thomas L. Schubeck, "Salvadoran Martyrs: A Love that Does Justice"
11. Feb 10	*Romero* continued	
12. Feb 12	Persecution Ecumenism	Jason Bruner, "A Global War on Christians?" DUE Thurs Feb 13 (11:59 pm): Film analysis of Romero
	READING WEEK	
13. Feb 24	Martyrdom in Judaism Martyrdom of Rabbi Akiva	Middleton, chap 5
14. Feb 26	Distinctive Jewish martyrdom Library research (guest: Farzenah Keramati)	
15. Mar 3	Martyrdom in Islam Martyrdom of Hussein / Ta'ziya	Middleton, chap 6
16. Mar 5	Contemporary concepts of jihad Contemporary Islamic martyrdom narratives	
17. Mar 10	Suicide bombing or martyrdom Islam continued	David Cook, "The Implications of 'Martyrdom Operations' for Contemporary Islam"
18. Mar 12	Self-immolation / Buddhism	Sallie B. King, "They Who Burned Themselves for Peace: Quaker and Buddhist Self-Immolators During the Vietnam War" DUE: Thurs Mar 13 (11:59 pm): class journal reflections
19. Mar 17	Political martyrs	Kelly Lewis, "Digitally mediated martyrdom: The role of the visual in political Arab activist culture"
20. Mar 19	Meetings with instructor	

21. Mar 24	TBA	
22. Mar 26	Presentations	
23. Mar 31	Presentations	
24. Apr 2	Presentations	DUE: Wed Apr 9 (11:59 pm): research paper

Texts / Materials

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

Title / Name	Notes / Comments	Required	Price (CAD)
Paul Middleton, Martyrdom: A Guide for the Perplexed	Available as e-book through UW library	Yes	46.35

All required reading will be provided through UW library reserves (links for which will be provided in LEARN) or by handout in class. The main textbook (Middleton, *Martyrdom: A Guide for the Perplexed*) is available as an ebook from the UW library.

Other required readings include (but are not limited to):

- Matthew Recla, "Pathology, Identity, or Both? Making Meaning from Early Christian Martyrdom," *Mortality* 27, no. 1 (2022): 75-89.
- Gail Corrington Streete, "Of Martyrs and Men: Perpetua, Thecla, and the Ambiguity of Female Heroism in Early Christianity," in *The Subjective Eye*, ed. Richard Valantasis (Eugene, OR: Pickwick, 2006), 254-264.
- Stephanie Cobb, "Bodies in Pain," in *Divine Deliverance: Pain and Painlessness in Christian Martyr Texts* (Oakland: University of California Press, 2017), 15-30, notes 165-173.
- Jason Bruner, "A Global War on Christians?" in *Imagining Persecution* (New Brunswick, NJ: Rutgers University Press, 2021), 108-143.
- Brad S. Gregory, "Persecution or Prosecution, Martyrs or False Martyrs? The Reformation Era, History, and Theological Reflection," in *Witness of the Body*, ed. Michael L. Budde and Karen Scott (Grand Rapids: Eerdmans, 2011), 107-124.
- Thomas L. Schubeck, "Salvadoran Martyrs: A Love that Does Justice," *Horizons* 28, no. 1 (2001): 7-29.
- David Cook, "The Implications of 'Martyrdom Operations' for Contemporary Islam," *Journal of Religious Ethics* 32, no. 1 (2004): 129-151.
- Sallie B. King, "They Who Burned Themselves for Peace: Quaker and Buddhist Self-Immolators During the Vietnam War," *Buddhist-Christian Studies* 20 (2000): 127-150.
- Kelly Lewis, "Digitally Mediated Martyrdom: The Role of the Visual in Political Arab Activist Culture," *Journal of Arab & Muslim Media Research* 12, no. 2 (2019): 169-189.

Student Assessment

Component	Value
1. Attendance/engagement	10%
2. Report on Bonhoeffer play OR alternate - due Jan 16	8%
3. Analyses of martyrdom text / film (2 x 15%) - due Jan 30 and Feb 13	30%
4. Class journal reflections - due Mar 13	20%
5. Final project - research paper plus presentation - paper due Apr 9	32%

1. Attendance/engagement (10%)

Key learning in this course will happen during the scheduled class meetings. You are expected to attend all classes, complete all required readings on time, bring questions or comments on the reading, take notes during lectures, and engage in informed, critical, balanced (in the sense of not speaking too little or too much) and sensitive ways with others. Come to every class prepared to discuss in small groups and contribute to all-class discussions.

Please see the section below regarding "Declaring Absences." If there are other compelling reasons why cannot be present on a given day, please let me know. For each class missed beyond two, there will be a deduction of one mark (out of 10).

2. Brief report on Bonhoeffer play or alternate assignment (8%)

a. Preferred option: Attend the play Bonhoeffer: Cell 22 (https://uwaterloo.ca/grebel/events/bonhoeffer-cell-92) on January 10 or 11 at Grebel. It is free for members of the class. Write a short (500-600 word) report on the play, and particularly the portrayal of Bonhoeffer as a (potential) martyr. Identify critical issues that are raised by the play. (You may find a helpful backgrounder on Bonhoeffer here (https://encyclopedia.ushmm.org/content/en/article/dietrich-bonhoeffer) .)

b. Alternate option: Write a short (500-600 word) report on a film relating to martyrdom. Pay attention to the portrayal of martyrdom and identify critical issues that are raised by the film. A list of possible options will be provided. However, it cannot be *Romero* (1989).

Due January 16 (11:59 pm).

3. Analyses of representations of martyrdom (2 x 15% = 30%)

Write a short essay in which you critically analyze a written (first assignment) or cinematic (second assignment) portrayal of a martyr. Length: 1000-1200 words.

a. Analyze the ancient text *The Passion of Saints Perpetua and Felicity*. (Just the text itself, which begins at the middle of p. 388, not the introduction by Tilley though you may draw on Tilley as you would any other secondary source.) The text is available through course reserves here (https://www.reserves.uwaterloo.ca/ares/ares.dll/plink?156AD764) . **Due January 30 (11:59 pm).**

b. Analyze the film *Romero* (1989) which will be shown in class. It is also available here (https://youtu.be/EaQWd0uBaHs?si=rkmSJqoCPcQUlA68) . **Due February 13 (11:59 pm).**

An analysis is an examination of the parts or elements, but can also consider the effect of the whole. Consider especially the strategies by which the author or filmmaker communicates particular messages to their audience. What are the messages that the author or filmmaker intends to communicate, and how are they communicated? What religious/political/social agendas are being advanced, or denounced, and how? (Some of the "how" may be quite "big picture," but you should also consider the function of very particular phrases, rhetorical devices, cinematic techniques, etc. Stay close to the text/film and don't veer off in a direction that is merely loosely inspired by something in the text/film.) You may also want to draw conclusions about the intended audience of the text/film based on specific features.

You can assume that your reader has read the text or seen the movie and so you don't need to summarize. You do not need to do additional research for these assignments, but you are encouraged to draw on critical tools from lectures (consider these to "common knowledge" in the course, and so you don't need to cite unless you are making use of a direct quotation), discussions, and readings (use Chicago Style to cite). When citing the *Passion*, use the short form of the title (no author) and refer to the section numbers (e.g. VI.9) not page numbers. You do not need to include full publication details.

Compose a very brief introduction that gets right into the substance, articulate a very general thesis, and end with conclusion that brings a sense of closure without summarizing what you have already written.

A text/film analysis is not primarily about your personal opinion, or whether you "liked" the text/film. With that in mind, you can consider your own reaction as relevant data. If you were captivated, inspired, or repulsed by something, investigate further how such effects were achieved.

4. Class journal reflections – 8 entries (20%)

This assignment is in lieu of a mid-term test. It is designed to promote critical engagement with required readings and class lectures and discussions and foster critical reflection on your learning experience.

The basic "unit" of this assignment is one journal entry/reflection on one class (i.e. a single class meeting), which includes both the required reading for the class, and lecture/discussion in class. You must complete a journal entry for 8 classes – and I strongly encourage you to write this on the day of the class, or a day or two later. Do not attempt to do all of these reflections just before they are due. You may want to aim to write one per week. Each entry should have a heading of the date of the class in question, and then be followed by about 250-300 words. (An entry can be longer, but writing a longer entry doesn't reduce the length of future entries.)

You do not need to summarize what you read or did in class but it should be evident that you did the reading and were present in class. Be sure you are reflecting on the specifics of the readings/class, and not just something very loosely inspired by one comment someone made.

I may ask you to discuss in small groups what you have been writing about, or what you plan to write about, but you will not need to share anything specific if you don't want to.

The journals will be assessed in terms of the quality of critical reflection and how they engage with course material.

Some possible prompts:

- Reflect on what you are learning; what is new to you, surprising, disappointing, etc. Identify one key learning or "take-away."
- Use writing to "think through" you own position or opinion on a particular topic.
- If you disagree with something the instructor or a student, reflect on their perspective, and your own.
- If you wish you had said something in class, but didn't get a chance or couldn't formulate your opinion at the time, report on that now.
- Respond to anything we are engaging. You could draw on rational arguments, emotional responses, or anything else.
- Reflect on how anything in this course relates to other courses you have taken or are taking.
- Reflect on the process of learning – what kind of activities work well for you, and why? What kinds of activities are as helpful for fostering learning, and why?
- You may also reflect on a class by writing a poem or song, drawing a picture, or some other creative mode of response. (You may need to add a brief explanation to such a submission.)
- In general, mix up the kinds of journal entries that you write, for example by engaging with different kinds of prompts in different entries.

Because you will be writing a separate analysis on the film Romero, the classes in which the movie is shown and discussed cannot be used for journal entries.

Due March 13 (11:59 pm)

5. Final project (32%)

Research and write a paper on a martyr, group of martyrs, or a theme related to the course. Further details will be provided in a separate document. (25%)

In addition, present to the class a summary of your work using a paper handout or a few basic slides. The presentation should be about 7-8 minutes, followed by a time for questions and discussion. (7%)

Presentations will be scheduled on the last three classes of the term. **Research paper is due April 9 (11:59 pm).**

Notes about all assignments:

- ***Read the instructions carefully and follow them diligently.***
- Submit all assignments online, through the "Dropbox" in LEARN.
- Use PDF or MS Word formats, and not a link to a Google Doc.
- I will return assignments through the Dropbox, with comments added directly to the paper itself. (If you do not see comments on returned work, contact the instructor.) *You are expected to read instructor feedback and incorporate it in future work.*
- Observe carefully the instructions about length of papers. Use a standard 12-point font, double spacing, and standard margins. *Include your word count at the end of the paper.*
- Be sure to give each paper a title.
- For the final research paper you are strongly encouraged to use Chicago Style (Turabian), footnote/bibliography and resources will be provided to support this. If you use another style, such as APA or MLA, indicate to me which style you are using and be consistent throughout.
- *Regardless of style, you MUST include a page number when using a direct quotation*.
- Use inclusive language (e.g. humankind rather than mankind) when referring to people. Avoid use of language that perpetuates stereotypes.
- Add page numbers.
- Proofread your papers.

Late submission

- Plan ahead, make note of due dates, and consider tests and assignments in other courses.
- Each student may claim three (3) days of grace, which are essentially free extensions, for which no rationale needs to be given. These can only be used for written assignments, not the scheduled class presentation.
- How to claim them: You must *send an email to the instructor before the deadline of the assignment in question*. In that email, indicate which assignment you are referring to, and how many days (1, 2, or 3) you are claiming. You may divide your three days over two or three assignments, or use them all for one assignment.
- If you are not using grace days, and have not worked out an extension in advance (typically with supporting documentation), late assignments will be penalized 3% (of the value of that assignment) per calendar day.

Assignment Screening

No assignment screening will be used in this course.

Generative AI

This course includes the independent development and practice of specific skills, such as critical analysis and effective written communication. 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.).

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-0/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

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/)

Pronouns and chosen or preferred first name

Students can verify their chosen or preferred first name by logging into WatIAM (https://idm.uwaterloo.ca/watiam/). Your chosen or preferred first name listed in WatIAM will be used across campus (e.g., in LEARN, Quest, WaterlooWorks, WatCard, etc). Your legal first name will always be used on certain official documents, such as diplomas and transcripts.

Students can view and change their pronouns in Quest (https://uwaterloo.ca/quest/help/students/how-do-i/view-or-update-my-personal-information) . Should you choose to include your pronouns in Quest, your pronouns will be accessible by instructors, advisors, and employees with access to Quest. If no pronoun is added, the field in Quest will remain blank. The University is working to provide your pronouns to other systems across campus (e.g., LEARN, WaterlooWorks).

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 Campus Wellness and 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) : one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services
- Download the Regroup Mobile (https://uwaterloo.ca/emergency-notifications/) 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) : 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/) - 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/) : 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) - 519-744-3311
- Here 24/7 (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/) : 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/) - 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/) page.

Accommodating religious and spiritual observances

[Applies only to students taking undergraduate courses]

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

Declaring absences

[Applies only to students taking undergraduate courses]

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

Absences due to religious, creed, and spiritual observances

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

Absences due to verified illness

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

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

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

Self-declared absences due to COVID-related illness

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

Self-declared short-term absences for any reason

Students can self-declare (https://uwaterloo.ca/quest/help/students/how-do-i/self-declare-absence-undergraduate-students) one short-term absence per term on Quest for any reason. A short-term absence covers two calendar days, and no documentation is required. The student has only one self-declared short-term

absence per term and this absence can only be used during the formal lecture period. Self-declared absences cannot be applied to Laboratory (LAB), Clinic (CLN), or Studio (STU) course components. Submitting the self-declaration through Quest will notify your instructors of your absence. It is the student's responsibility to contact their instructors within the first 24 hours after submitting their self-declaration to discuss accommodations for missed course components.

Recording lecture

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

University Policy

Academic integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check the Office of Academic Integrity (https://uwaterloo.ca/academic-integrity/) for more information.]

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4 (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70) . When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

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

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

Note for students with disabilities: AccessAbility Services (https://uwaterloo.ca/accessability-services/) , located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

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

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