

The Mennonite Tradition in Historical Context Winter 2025

TS 640

Published Dec 17, 2024

Class Schedule

Course	Meet Days	Meet Time	Location	Instructor(s)
TS 640 001 [LEC]	Wednesdays <i>Jan 6 - Apr 4</i>	09:00AM - 11:50AM	CGR 2201	T. Osborne troy.osborne@uwaterloo.ca (mailto:t...

schedule data automatically refreshed daily

Instructor & TA (Teaching Assistant) Information

Instructor: Troy Osborne

Office: CGR 2118

Email: troy.osborne@uwaterloo.ca (mailto:troy.osborne@uwaterloo.ca)

I have office hours Wednesday afternoons, from 1-2, but you can schedule an online or in person meeting for another time.

Course Description

Calendar Description for TS 640:

This is an examination of the historical emergence and development of the Mennonite tradition within the larger context of the Church.

[View requirements for TS 640](https://acal.fast.uwaterloo.ca/course/1251/TS/640) (https://acal.fast.uwaterloo.ca/course/1251/TS/640)

This is a survey of the development of the Anabaptist tradition (Mennonites, Amish, and Hutterites) from its medieval origins through its transformation into a global movement. Through the study of history, students will understand the forces and tensions that have shaped the Mennonites and other Anabaptists as they related to the changing contexts in the world around them. Throughout the course, students will attend to the advantages and weakness of using Anabaptist history to define its identity.

Learning Outcomes

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

Develop an understanding of the Christian tradition, including history, theology, conflicts, and contexts. By studying the past, students will become aware of current issues in the global church (MTS Objectives 2, 3, 5, 6)
Develop a specialized knowledge of the of Anabaptist/Mennonite tradition within the broader history of Christianity (MTS Objectives 2, 3)
Develop the ability to identify themes of Mennonite identity as seen in its history and in the contemporary tradition (MTS Objectives 2, 3)
Acquire the methodology to write an analytical paper on a topic of their choosing (MTS Objectives 1, 3)
(a) Articulate judgments about the role of historical memory as a source of theological understanding (b) Integrate these judgments in their writing, teaching and preaching. (MTS Objectives 1, 2, 3, 4)

MTS Program Common Objectives

1. Demonstrate skills in effective communication.
2. Demonstrate knowledge of Christianity from a variety of disciplinary, theological, contextual, and experiential perspectives.
3. Engage scholarship in the relevant fields of theological studies through research and critical analysis of primary sources and contemporary scholarly debates.
4. Interpret Christian texts and traditions in light of present contexts.
5. Engage issues of justice and peace, and attend to voices of the marginalized.
6. Increase the capacity for intercultural competence.
7. Nurture personal formation through practices such as self-reflection, openness to others, leadership training, faith development, and participation in a diverse community of learning.
8. Enhance the capacity for life-long learning.

Tentative Course Schedule

<ul style="list-style-type: none"> • Martin Luther, "Freedom of a Christian" "Preface to the New Testament" in Janz, Denis. <i>A Reformation Reader: Primary Texts With Introductions</i>. 2nd ed. Fortress Press, 2008. pp. 105-116. [E-RESERVES (https://www.reserves.uwaterloo.ca/ares/ares.dll/plink?143F55DC)] • Andreas Bodenstein von Karlstadt Argues against Images (1522) (SKIM!) [External Webpage (http://ghdi.ghi-dc.org/pdf/eng/Doc.40-ENG-AndreasBodenstein_eng.pdf)] • Twelve Articles of the Swabian Peasants [External Webpage (http://individual.utoronto.ca/mmilner/history2p91/primary/bay1018.htm)] • Martin, Dennis D. "Nothing New Under the Sun: Mennonites and History." <i>Conrad Grebel Review</i> 5, no. 1 (Winter 1987): 1-27. [E-RESERVES (https://www.reserves.uwaterloo.ca/ares/ares.dll/plink?u-http%3A%2F%2Fsearch.ebscohost.com%2Flogin.aspx%3Fdirect%3Dtrue%26db%3Drfh%26AN%3DATLA0000974328%26site%3Dehost-live%26scope%3Dsite)] 			
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<p>3</p>	<p>January 22</p>	<p>Swiss and south German Anabaptism</p> <p>According to the primary sources, what was the nature of early Anabaptism in Switzerland and Germany? (What were the issues that motivated them?) How are Bender and Snyder's descriptions of the Swiss movement similar and different?</p> <p>Reflection Due</p>	<ul style="list-style-type: none"> • Michael Sattler, "S Articles and Cong Order" [external webpage (http://www.anabaptistmediawiki/index.php/Confession)] • Conrad Grebel, "C Müntzer" [external (http://germanhistoricaldc.org/sub_document_id=431)] • Hubmaier and Der the Sword," in <i>Ana Outline</i>, ed. Walter (Herald Press, 198 273. [E-Reserves (https://www.reser.oo.ca/ares/ares.dll/143DFE94)]) • Arnold Snyder, "In and the Shape of Spirituality," in <i>Cor. and Community</i>, e Arnold Snyder (Pa Press, 2002) 195-2 Reserves] (https://www.reser.oo.ca/ares/ares.dll/Action=10&Type=159926). • Bender, Harold S. Grebel, the Found Anabaptism." <i>Chu. History</i> 7, no. 2 (Ju 1938): 157-178. [E (https://www.reser.oo.ca/ares/ares.dll/http%3A%2F%2Fsohost.com%2Flog.direct%3Dtrue%2F%26AN%3DATLAC%26site%3Dehostlive%26scope%3D(read quickly)) • C. Arnold Snyder, <i>View of the Church and Thought of Michael Sattler</i> (Scottsdale, Press, 1984), 184-7 RESERVES (https://www.reser.oo.ca/ares/ares.dll/Action=10&Type=159952)]
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4	January 29	<p>Dutch-North German Anabaptism</p> <p>According to the primary sources, what was the nature of Anabaptism in north west Europe? How did it change and continue after the events of Münster in 1535?</p> <p>Reflection Due</p>	<ul style="list-style-type: none"> • Obbe Philips, "Cor Spiritual and Anabaptists," ed. Georg Williams, (Westminster 204-225. [E-Reserve] (https://www.reser.oo.ca/ares/ares.dll/143DFDE7.) • Menno Simons, "The Birth," <i>Complete Works of Menno Simons</i>, Ve and Wenger ed (H 1984) 89-102. [E-Reserve] (https://www.reser.oo.ca/ares/ares.dll/144092D8.) • Dirk Philips, "The Incarnation," <i>The Works of Dirk Philips</i>, eds. C William E. Keeney, Beachy (Herald Press 134-151. [E-RESERVE] (https://www.reser.oo.ca/ares/ares.dll/14409301.) • Alastair Hamilton, "Development of Dutch Anabaptism in the the European Mag Radical Reformation," <i>Martyr to Muppie</i>, Alastair Hamilton, Voolstra, Piet Visse (Amsterdam University 1994), 3-14. [E-Reserve] (https://www.reser.oo.ca/ares/ares.dll/143F568B.) • Sjouke Voolstra, "Oblivion," in <i>Mennonite His Image and Me</i> (Bethel College, 1994) [E-Reserve] (https://www.reser.oo.ca/ares/ares.dll/144072BB.)
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<p>5</p>	<p>February 5</p>	<p>Martyrdom as Renewal</p> <p>What was the experience and theology of martyrdom in the seventeenth century? How do you think churches should remember the martyrs' history today?</p> <p>Reflection Due</p>	<p>In <i>The Martyrs Mirror</i>, fee browse, but read the stor</p> <p>+Dirk Willems (741)</p> <p>+Maeyken Wens (977-</p> <p>Gregory, Brad. <i>Salvation Christian Martyrdom in E Modern Europe</i>. (Cambrid 197-249. (E-Reserve) (Read for background co</p> <p>"Right Remembering in Lutheran Relations (SKIM)</p> <p>Schmidt, Kimberly D. "Ru Run! Wrestling with the v Story." In <i>Resistance: Con; Violence, Power, and Abu: Peace Churches</i>, edited b; Altaras and Carol Penner, Elkhart, IN: AMBS, Institut Mennonite Studies, 2022 reserves]</p> <p>Schmidt, Kimberly D. "Ru Run! Wrestling with the v Story." In <i>Resistance: Con Violence, Power, and Abu: Peace Churches</i>, edited b Altaras and Carol Penner, Elkhart, IN: AMBS, Institut Mennonite Studies, 2022 reserves]</p> <p>Read one or two stories effort to compile stories t Anabaptist martyrs at www.martyrstories.org</p>
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6	February 12	<p>17th and 18th Century Mennonites: Assimilation and Pietism – Threats or Renewal?</p> <p>Is there a moment when the Anabaptists are no longer “radical”? Is assimilation always a sign of failure of the church? How do the Anabaptists’ descendants adapt to toleration or continued persecution? Did Pietism revive or threaten the identity of Mennonites and other Anabaptists?</p> <p>Reflection Due</p>	<ul style="list-style-type: none"> • Irvin and Ava Hor “Simplicity Lament Corrupted Manner” <i>Mennonite Life</i> July 129-131. [external (https://mla.bethemennonitelife/pre2006pdf)] • Osborne, Troy. “The Development of a Transnational ‘Mennonite Identity Among Swiss Brethren and Dutch Doopsgezinden in Sixteenth and Seventeenth Centuries.” <i>Menno Quarterly Review</i> 48 (April 2014): 195–214. [Reserves (https://www.reser.org.ca/ares/ares.dll/143F5629)] • John D. Roth, “The Anabaptist Social Dilemma of Anabaptism.” ed. Stephen L. Lon (Bridgewater: Forum in Religious Studies, 33, 211-14 [E-Reserve (https://www.reser.org.ca/ares/ares.dll/144072DD)] • Levi Miller, “I am a Mennonite, not an Anabaptist,” <i>Gospel</i> (7 July 1987): 482-483. [Reserves (https://www.reser.org.ca/ares/ares.dll/143DFEEE)]
February 17-19		READING WEEK -- NO CLASSES	

7	February 26	<p>Old Order as Renewal</p> <p>In North America, the fastest growing Anabaptist group is the Old Order Amish. In what ways do the Amish (and other 'plain' groups) represent the ideals of sixteenth-century Anabaptism? Are they a model for other Anabaptists to emulate?</p> <p>Reflection Due</p>	<ul style="list-style-type: none"> • Kraybill, Johnson-Nolt, "European O <i>The Amish</i>, pp. 24- Reserves (https://www.reser oo.ca/ares/ares.dll 143DF8A6.) • Donald Kraybill, "T Quiltwork of Amis in: <i>The Riddle of Ar Culture</i>, 27-53. [E- (https://www.reser oo.ca/ares/ares.dll 143DF7CE.)] • Sources on Discipl Hostetler, ed. <i>Am</i> pp. 84-93. [E-RESE (https://www.reser oo.ca/ares/ares.dll 143DF872.)] • Royden Loewen, " of the Earth: an Int to the Conservativ German Mennonit Americas" <i>Mennor Quarterly Review</i> 8 (July 2008), 427-44 RESERVES (https://www.reser oo.ca/ares/ares.dll http%3A%2F%2Fs ohost.com%2Flog direct%3Dtrue%2f %26AN%3DATLAC %26site%3Dehost live%26scope%3D) • Steven Nolt, "Amis Images, and Ident Windows and a M Contemporary Conversations" <i>Co Grebel Review</i> 33. 2015) 4-28. [E-RES (https://www.reser oo.ca/ares/ares.dll 143E0575).
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<p>8</p>	<p>March 5</p>	<p>Evangelicalism and Fundamentalism as Renewal Mennonite scholars have seen Evangelicalism as either an outside infiltration of or an ally with Anabaptist/Mennonite values. What has been the relationship of Mennonites with Evangelicals and how has it changed over time?</p> <p>FINAL PROJECT TOPIC DUE</p> <p>Reflection Due</p>	<ul style="list-style-type: none"> • Schlabach, Theron for Die Stillen im L Stir Among Mennc the Late Nineteent Awakening or Qui Revival or Accultu <i>Mennonite Quart</i>. 51, no. 3 (July 1, 1 226. [RESERVES (https://www.reser oo.ca/ares/ares.dll http%3A%2F%2F s ohost.com%2Flog direct%3Dtrue%2f %26AN%3DATLAC %26site%3Dehost live%26scope%3D)] • Steven M. Nolt. "I Impulses across Ti American Evangeli Anabaptism as Co Partners." In <i>The A Impulse: Essays on Intersection of Eva and Anabaptism</i>, e Jared S. Burkholde David C. Cramer. E Oregon: Wipf and Publishers, 2012. [RESERVES (https://www.reser oo.ca/ares/ares.dll 156AB6EE)] <p>Sutton, Matthew Avery. " the History and Historiog American Evangelicalism of the Religious Right." <i>Jc the American Academy of</i> 92, no. 1 (March 1, 2024): reserves (https://ocul-wtl.primo.exlibrisgroup.co nk/01OCUL_WTL/3b6rcr/ imary_10_1093_jaarel_lfa</p>
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9	March 12	<p>History as Renewal</p> <p>In the twentieth century, Mennonite historians began shaping a 'usable past' from Anabaptist history in order to preserve a certain type of Mennonite identity. What have these historical visions shaped Mennonite identity, and what are the strengths and weakness of this approach to renewal and identity formation?</p> <p>Reflection Due</p>	<ul style="list-style-type: none"> • C. Henry Smith, <i>Mennonite History</i> (Scottsdale 1964): 6-41. • [E-Reserves] (https://www.reserves.ca/ares/ares.dll/156AD133.) • Harold S. Bender, "Anabaptist Vision" (https://www.gosh.org/Refocusing/d-av); <i>Church History</i> 1 (March 1944), 3-24 (https://anabaptist.ediawiki/index.php?title=The_Anabaptist_Vision). • Steve Dintamen, "Spiritual Poverty of Anabaptist Vision," (Spring 1992): 205-215 (https://www.reserves.ca/ares/ares.dll/1494DD55.) • Steven Siebert, "The Long Shadow: The Banishment of the Mennonites and the Suppression of the Confession of Faith," <i>Mennonite Perspectives</i> 81, no. 3 (July 1999): 399-426; [E-Reserves] (https://www.reserves.ca/ares/ares.dll/http%3A%2F%2Fwww.gosh.org%2Fdirect%3Dtrue%2F%26AN%3DATLAC%26site%3Dehostlive%26scope%3D
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<p>10</p>	<p>March 19</p>	<p>Conceiving Anabaptist/Mennonite Identity in the Twenty-First Century</p> <p>This week's readings represent various ways that contemporary writers have defined Mennonite identity. How do they understand Mennonite identity and what challenges do they see ahead?</p> <p>Reflection Due</p>	<ul style="list-style-type: none"> Roth, John D. "The of Church Unity in Anabaptist Traditio <i>Conrad Grebel Rev</i> 1 (Winter 2013): 5- Reserves (https://www.reser-oo.ca/ares/ares.dll/143E079F.) Felipe Hinojosa, "F Future Church hav History?" (https://anabaptist.org/2017/07/05/d-future-church-hav-history/), Anabapti Historians. Stuart Murray, "An Today" in <i>The Nak Anabaptist</i>, (Scott [E-Reserves] (https://www.reser-oo.ca/ares/ares.dll/143F580A)) Bergen, Jeremy. "Ecumenical Vocati Anabaptist Theolo in <i>Recovering from Anabaptist Vision: in Anabaptist Iden: Theological Metho</i> Schmidt Roberts, f Martens, and Myrc 103-126 (New Yor Bloomsbury T&T C (e-reserves (https://www.reser-oo.ca/ares/ares.dll/156AD010)) <p>PROPOSAL FOR FINAL I DUE</p>
<p>11</p>	<p>March 26</p>	<p>Understanding the Mennonite tradition in its context(s)</p>	<ul style="list-style-type: none"> Timothy Epp. "Anz Black Interaction i Canada: An Initial Reconnaissance" (https://jms.uwinnex.php/jms/article/1471). " <i>Journal o Mennonite Studies</i> Choose two other from the list "Men relations with Blac Indigenous, and P Colour" (https://subjectguidoo.ca/c.php?g=695573&p=514) respond to in your You will be asked t introduce the artic classmates.

12	April 2	Towards a Global Anabaptist History BOOK REVIEW DUE What have been the critical issues of Mennonite history from across the globe? How does an awareness of that global history shape our understanding of Mennonite identity?	Choose one of the historical world Anabaptist tradition list distributed at the beginning of the term. You will present this book to your classmates.
			FINAL PROJECT DUE April 2

Texts / Materials

Title / Name	Notes / Comments	Required	Price (CAD)
None	All required readings are available through Learn and Course reserves	No	0
The instructor will recommend optional texts if students are interested in a 'textbook' to use during the term.		No	

The following texts are suggested for the book review due the last week of term:

Students should purchase or check out **one** of the following:

- Hoekema/Jecker, eds., *Testing Faith and Tradition* [Europe] (Good Books/Pandora, 2006).
- Lapp/Snyder, eds., *Anabaptist Songs in African Hearts* [Africa] (Good Books/Pandora, 2006).
- Prieto, *Mission and Migration* [Latin America] (Good Books/Pandora, 2010).
- Asheervadam et al., *Churches engage Asian Traditions* [Asia] (Good Books/Pandora, 2011).
- Ojwang, Francis S. *Forward in Faith: History of the Kenya Mennonite Church: A Seventy-Year Journey 1942-2012* Nairobi, 2015.
- Hinojosa, Felipe, *Latino Mennonites: Civil Rights, Faith, and Evangelical Culture* Baltimore, Maryland: Johns Hopkins University Press 2014.
- Kanagy, Conrad L. *Winds of the Spirit: A Profile of Anabaptist Churches in the Global South*. Harrisonburg, Va.; Waterloo, ON: Herald Press, 2012.
- Sauder, James. *Surviving, Thriving, & Multiplying: Three Decades of Growth in the Honduras Mennonite Church 1950-1980*. Morgantown, PA: Masthof Press, 2018.
- Osborne, Troy. *Radicals and Reformers: A Survey of Global Anabaptist History*. (https://ocul-wtl.primo.exlibrisgroup.com/permalink/01OCUL_WTL/vk29fk/alma999987004668605162). Herald Press, 2024.
- Yoder, Lawrence M. *The Muria Story: A History of the Chinese Mennonite Churches in Indonesia*. Kitchener, ON: Pandora Press, 2006.
- Moore, Charles E., ed. *Bearing Witness: Stories of Martyrdom and Costly Discipleship*. Walden, New York: Plough Publishing House, 2016.
- MacMaster, Richard K. (Richard Kerwin), and Donald R. Jacobs. *A Gentle Wind of God: The Influence of the East Africa Revival*. Scottdale, Pa.; Herald Press, c2006.
- Or another book with the instructor's approval

Student Assessment

Component	Value
Introduce Yourself	Ungraded
Reflections 10 at 2.5%	25%
Book Review	25%
Final Assessment	50%

Online readings

[E-RESERVE] – Articles or documents available electronically through the library's website

Course Reserves can be accessed using the **Library Resources** widget on the **Course Home** page.

[learn.uwaterloo.ca]—Web-based documents whose links are available through the course website

It will be important/helpful/necessary for you to have the documents accessible to look at in our discussions together.

Assignment Screening

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

Administrative Policy

REQUIREMENTS:

1. **ACTIVE PARTICIPATION:** Students are expected to come to class prepared to actively discuss the readings. This means prepared to discuss the materials, raise interesting questions, and engage your colleagues about the topic. At the graduate level, attendance is expected at every session. While there is no participation mark for each session, I reserve the right to subtract up to 5% of the final mark for students who miss multiple sessions or do not engage in course material or class discussion at the expected level. (MTS Objective 7)
2. **READING JOURNAL/DISCUSSION SESSION** To encourage students to find time for regular reflection on their reading, students should prepare reading journals for each week's readings. These will be submitted to dropbox before each synchronous session. The writing should be completed prose (more than bullet points), but the thinking can be exploratory. You could make connections between the different readings; raise questions that need clarity; discuss personal experiences with the themes; or identify major themes. Students will also take leadership for one reading and lead the discussion around the paper. Journal entries or discussion posts will be about 600-800 words (2-3 double-spaced pages) in length each. The lowest mark will be dropped. (25%) (MTS Objectives 3,4)
3. **GLOBAL MENNONITE BOOK REVIEW:** Students will write a brief 4-6 page essay analyzing one of the books in the Global Anabaptist History series in light of the themes discussed in this course. – (25%) (MTS Objectives 3,4,5)
4. **FINAL RESEARCH PAPER**
 1. **OPTION A:** Students will prepare a concluding 15-20 page (4500-6000 word) essay on a particular theme of the course. The essay must have a thesis that makes an argument or takes a strong position on a topic. The essay will be evaluated for the content of the research and the quality of the writing. The paper will have a *minimum* of 8 sources, including articles from academic journals. A statement of the thesis and your plan for researching the topic will be due earlier in the term. Research papers must cite their works following the *Chicago Manual of Style* for footnotes. (MTS Objectives 1,2,3,4)
 2. **OPTION B:** Imagine a situation in your home church or another congregation in which you have been tasked with leading a six-week adult education class on the history of your congregation, but you've been asked to place it in the context of the larger sweep of Christian history. How would you design a course? Describe the setting in some detail. (Who is taking part? What background information do they bring?) What are your learning objectives for those six weeks? Given the nature of your students, how would you achieve those goals? What books would you read and why? What would you ask your members to read? You can write in a straightforward prose description of how you would design the course, but you can also include PowerPoints, handouts, syllabi, etc.... My hope is that this exercise is something that you might use in the future. **NOTE: To do well on this assignment, your work must reflect the same amount of research and analysis that goes into a traditional 15-20 page research paper.** (MTS Objectives 1,2,3,4,8)
 3. **OPTION C: SUMMATIVE PAPER** For this option, students will write a 12-17 page essay that examines in more depth a theme or topic related to this course. Note: While this isn't a "research" paper, you *must* integrate the readings and topics from the term.
 1. FORM:
 1. Option 1: In the first week of this course, we read the Williams article, which argued that history is an important source for Christian Reflection. In this final paper, agree or disagree with the following, "Christian history is an important source for theological reflection in the twenty-first century."
 2. Option 2: Choose a theme from Anabaptist/Mennonite history, (separation, discipline, discipleship, scripture) and trace the way that it has changed during the last 500 years.
 3. Option 3: Is there something we can describe as *the* "Mennonite Tradition," or do the themes of the Mennonite story change over time and can be discordant with one another?
 2. AUDIENCE: Write the paper for an educated reader with a broad understanding of the main narrative of Christian history. The paper must be written in a formal or semi-formal academic style. In other words, strive towards an academic style, but you may also interject first person observations.

This course includes the independent development and practice of specific skills, such as analysis, comparison, writing, and effective 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) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>), (plagiarism or unauthorized aids or assistance). Work produced with the assistance of AI tools does not represent the author's original work and is therefore in violation of the fundamental values of academic integrity, including honesty, trust, respect, fairness, responsibility, and courage ([ICAI](https://academicintegrity.org/images/pdfs/20019_ICAI-Fundamental-Values_R12.pdf) (https://academicintegrity.org/images/pdfs/20019_ICAI-Fundamental-Values_R12.pdf), n.d.).

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

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

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

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

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.

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