



ST. JEROME'S
UNIVERSITY

St. Jerome's University in the University of Waterloo
Department of History
HISTORY 210 / CLASSICS 210 / LEGAL STUDIES 235
History of Ancient Law
Fall 2020

Course Outline

Instructor: Dan Hutter
Class Location: On-Line Fall 2020
Class Time: September 8 to December 7, 2020
Office: None during Fall 2020
Office Hours: None during Fall 2020
Office Phone: TBA
Email: dhutter@uwaterloo.ca
Students using email to contact me must include their first and last names, student number, and course in which they are enrolled in the email subject line.

Teaching Assistant: None.

Course Description

The first unit of this course will focus on the laws of the Ancient Near East. The law codes that will be analyzed specifically include the Law of Hammurabi (LH), considered the most complete statement of the common legal wisdom of the ancient world, the Middle Assyrian Laws (Tablet A) (MAL), and Hebrew laws as contained in the Books of Exodus and Deuteronomy (which reflect particular responses to historic and cultural circumstances).

The second unit of this course will focus on 5th BCE Greek Law. While we will discuss various general principles of Greek Law and legal thought, we will focus on an analysis of The Law Code of Gortyn from Crete.

The second half of the course will focus on the laws of Rome and its development as Rome grew from a small city-state to expansive empire and world power. The laws that will be analyzed will begin with the XII Tables (circa 450 BCE), continuing through the Classical period as evidenced in the opinions of the great jurists contained in the Digest. We will then end the course with an examination of Book IX Titles 1 – 40 of the Code of Theodosius, a fifth century compilation, and the Roman law of Divorce in the Code of Justinian from the sixth century.

Throughout the course, our particular, though not exclusive, focus will be on family and criminal law and procedure.

Course Goals and Learning Outcomes

Upon the completion of this course, students should be able to:

- **Demonstrate an understanding of the history of the Babylonian, Assyrian & Hebrew peoples from 4000 – 332 BCE, and how those cultures interacted;**
- **Explain the development of law (especially civil law) among the Babylonians (The Code of Hammurabi), the Assyrians (Middle Assyrian Laws) and Hebrews (The Books of Exodus and Deuteronomy);**
- **Demonstrate an understanding of the basic principles of 5thc BCE Greek Law, and how the Law Code of Gortyn not only reflects these principles, but the Greek concept of property ownership and inheritance;**
- **Demonstrate an understanding of the social, political and legal history of the Roman Republic and Empire (753 BCE- 565CE);**
- **Explain the development of law in the Roman Empire (especially civil law) with reference to the importance of The Twelve Tables, The Theodosian Code, Justinian’s Code, and the work of Jurists;**
- **Explain how each body of law studied in the course reflects the values and needs of the cultures they represent;**
- **Explain how many of the concepts of the earlier law codes studied have come to influence the later codes, and how this influence is still experienced in modern Western legal thought.**

Required Text

HIST 210 / CLAS 210 / LS 235 “History of Ancient Law: Readings” Course Materials. This text can be purchased directly from the University of Waterloo Bookstore, at:

<https://wstore.uwaterloo.ca/hist-clas-ls-dept-hist-class-210-ls-235-history-of-ancient-law-readings.html>

It is priced at \$12.06 plus tax.

Readings Available on Learn

PowerPoint Key Concepts notes and conclusions can be found for each Lecture on the uWaterloo Learn CLAS 210/HIST 210/LS 235 – Fall 2020 website.

Course Requirements and Assessments

- a) Test #1 (content from Lectures 1-8) Friday October 2 to Saturday October 3 (weight 25%)
- b) Test #2 (content from Lectures 9-12) Friday October 23 to Saturday October 24 (weight 25%)
- c) Test #3 (content from Lectures 13-18) Friday November 13 to Saturday November 14 (weight 25%)
- d) Test #4 (content from Lectures 13 & 19-23) Friday December 4 to Saturday December 5 (weight 25%)
- e) There is no Final Exam.

The tests will each consist of 60 Multiple Choice questions from the unit. For test purposes, students are responsible for all material covered in the Lectures and in the assigned readings.

Alternative Essay Option In Place of Writing One Of The Four Tests

Although the Academic Course Requirements outlined above require students to write four unit tests for HIST 210 / CLAS 210 / LS 235, some students may choose to prepare and submit an essay test in place of one (and only one) of their unit tests.

The instructions for submitting an essay test in place of a M/C on-line test are:

- a) Complete any two of the questions for that test (see below) in essay style. This will replace your grade for the unit test.
- b) You are only required to use information taken from course lectures and the text, but you may do outside research if you like.
- c) Your answer to each of the two question should be 2-3 written pages (1,000-1,500 words, double-spaced) in length. They may be longer.
- d) You are not required to include footnotes, endnotes, a works cited or any other form of citation with this.
- e) You may state your opinion in your answer, but it must be supported by fact.
- f) These are individual answers. No group submission or collaboration.
- g) The submission dates for each essay test are the same as the on-line test. These questions must be submitted to me by the time the on-line test ends. If they are not submitted by then, you will receive a grade of "0" for that Test.
- h) Each question will be graded using the attached rubric.

HIST 210 / CLAS 210 / LS 235 Essay Test Marking Scheme

CRITERIA	STUDENT COACHING RUBRIC	0-59% (WEAK OR INCOMPLETE PAPER)	60-69% (AVERAGE OR ACCEPTABLE PAPER)	70-79% (STRONG PAPER)	80-100% (SUPERIOR PAPER)	GRADE
Thesis & Conclusion	My Thesis and Conclusion are structured correctly, and effectively serve their purposes.	Thesis and Conclusion are incomplete and/or structured poorly	Thesis and Conclusion had some of the necessary components.	Thesis and Conclusion are complete and effective.	Thesis and Conclusion are flawlessly structured, imaginative, and effective.	/10
Ideas and Concepts	I demonstrate understanding of the ideas and concepts by explaining them in considerable detail most of the time, and providing examples to support my ideas.	Shows a little understanding by using superficial explanations throughout.	Shows a fair degree of understanding by providing somewhat detailed explanations in places.	Shows great understanding by using considerably detailed explanations most of the time.	Shows superior understanding by using extremely detailed explanations throughout.	/50
Material in the Body of the Essay is Well Organized	I organize the Body material so that it flows in a logical progression that reflects a lot of careful thought.	Minimal organization evident, with several instances of repetition.	Some organization is evident, with a few instances of repetition.	Good organization by criteria and/or cause/effect relationships, with very little repetition.	Excellent organization evident throughout, with material strategically placed for maximum effect and no repetition.	/10

Formal Language, Spelling, Grammar & Punctuation	I write well throughout with few errors in formal language, spelling, grammar, and punctuation.	Uses mostly informal conversational language with 8 or more errors in spelling, etc.	Uses some informal language with 4 to 8 errors in spelling, etc.	Writes formally most of the time with 2 to 4 errors in spelling, etc.	Writes almost flawlessly in formal language that engages the reader throughout.	/30
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FINAL GRADE:

COMMENTS:

Alternative Essay Questions For Each Test

Test #1: Complete any 2 of the following questions and submit between 12:01 am Friday October 2 and 11:59 pm Saturday October 3 (weight 25%).

Questions

1. Did the concept of “Lex Talionis” provide justice or punishment for the people of the ancient Middle East? Provide and explain 2 examples to support your view.

2. The laws of the Babylonians, Assyrians and Hebrews all contain laws pertaining specifically to women. Choose one of these three law codes and explain how their laws either protect or oppress women. Provide and explain 2 examples to support your view.

3. The practice of slavery was common in the ancient Middle East, but not all slaves were treated the same. How do the laws illustrate that the practice of slavery in Hebrew society differed from that of Babylonia and Assyria? Provide and explain 2 examples to support your view.

Test #2: Complete any 2 of the following questions and submit between 12:01 am Friday October 23 and 11:59 pm Saturday October 24 (weight 25%).

Questions

1. Does the Law Code of Gortyn protect an Heiress, or protect her family? Explain, with three examples to support your view.
2. How do the fines imposed by the Law Code of Gortyn benefit the wealthy free citizens? Explain, with three examples to support your view.
3. Were the Slaves of Crete protected or oppressed by the law? Explain, with three examples to support your view.

Test #3: Complete any 2 of the following questions and submit between 12:01 am Friday November 13 and 11:59 pm Saturday November 14 (weight 25%).

Questions

1. Do the Twelve Tables firmly outline of the roles and responsibilities of the Pater Familias, or do they provide him with too much power and authority over his family? Provide and explain 2 examples to support your view.
2. When Cicero spoke of providing justice, he advised that judges should consider “The Spirit of the Law versus the Letter of the Law”. Based on your readings, were Romans more likely to actually enforce the “Spirit”, or the “Letter” of the Law? Provide and explain 2 examples to support your view.
3. Valerius Maximus wrote in the 1st century CE that “laws are not unlike spider webs: they catch the weak (the poor) and let the strong (the rich) go through.” How accurate is this as a reflection of Roman law? Provide and explain 2 examples to support your view.

Test #4: Complete any 2 of the following questions and submit between 12:01 am Friday December 4 and 11:59 pm Saturday December 5 (weight 25%).

Questions

- 1. Did Christianity make Roman law more compassionate, or create a double standard for Christians and non-Christians? Provide and explain 2 examples to support your view.**
- 2. Many of the Roman laws studied in this unit refer to crimes involving insults, defamation of character or false accusations. Do the severity of punishments associated with these crimes act more as a deterrent, or as a sense of revenge for the victims? Provide and explain two examples to support your opinion.**
- 3. The Roman Jurists had considered influence, not only on the development of Roman Law, but on our modern Western concept of Law. Provide and explain two areas (or concepts) of modern Western Law that were influenced by Roman Jurists.**

HIST 210/CLAS 210/LS 235 Lecture Schedule, Topics and Reading List

PowerPoint Lecture notes, and lecture case studies and conclusions, can be found for each Lecture on the uWaterloo Learn CLAS 210 / HIST 210 / LS 235 website.

Lecture Topics and Readings

Week of September 8 - 11

Lecture #1

Introduction to Ancient Law

(skeleton lecture notes can be found on the uWaterloo Learn CLAS 210 / HIST 210 / LS 235 website).

Lecture #2

Origins and Kinds of Laws

Readings: Exodus, Chapter 20:2-17 (pp. 1-2); Chapter 22:18-20 (p.4);
The Code of Hammurabi “Prologue” (p.12); “Epilogue” (pp. 23-24);
Justinian, “The Institutes of Gaius” (p.37).

Procedures: Oaths and Ordeals

Readings: Exodus, Chapter 22:7-8 (p.4);
Book of Deuteronomy, Chapter 19:15-21 (p.4); Chapter 25:1-3 (p.9);-
Laws of Hammurabi, “The Laws” 1-2 (p.12); “The Laws”127-132 (p.16-17);
Assyrian Law 17 (p.26).

Week of September 14 - 18

Lecture #3

Commerce and Debt

Readings: Book of Deuteronomy, Chapter 24:6, 10 and 14-15 (p.8); Chapter 25:13-16 (p.9);

Laws of Hammurabi, “The Laws” 42-48 (p.14); “The Laws” 93-110 (p.14-15); “The Laws” 151-152 (p.19).

Slavery and Servitude

Readings: Exodus, Chapter 21:2-11 (p. 2);

Book of Deuteronomy, Chapter 23:15-16 (p.7);

Laws of Hammurabi, “The Laws” 15-17 (p.13); “The Laws” 115-119 (p.16); “The Laws” 226-227 (p.22); “The Laws” 278-82 (p.22-23).

Lecture # 4

Offences Against Persons (The Law of the Hebrews) Assaults and Homicide

Readings: Exodus, Chapter 21:12-30 (p.2-3);

Book of Deuteronomy, Chapter 21:5-7 (p.4-5); Chapter 23:1-2 (p.6-7); Chapter 25:11-12 (p.9)
The Book of Numbers, Chapter 35:9-33 (p.10-11).

Week of September 21 - 25

Lecture #5

Offences against Persons (Hammurabi & Assyrian) Assaults and Homicide

Readings: Laws of Hammurabi, “The Laws” 1 (p.12); “The Laws” 153 (p.19); “The Laws” 195-222 (p.20-22); “The Laws” 229-230 (p.22);
Assyrian Law 7-12 (p.25-26); 50-52 (p.28).

Lecture #6

Theft and Fraud

Readings: Exodus, Chapter 22:1-8 (p.3-4);
Book of Deuteronomy, Chapter 23:24-25 (p.7); Chapter 24:7-22 (p.8);
Laws of Hammurabi, “The Laws” 6-15 (p.12-13); “The Laws” 21-39 (p.13-14)
Assyrian Law 3-5 (p.25).

Week of September 28 – October 2

Lecture #7

Family Law (Law of the Hebrews) & Essay Review

Readings: Exodus, Chapter 22:16-17 (p.4);
Book of Deuteronomy, Chapter 21:10-21 (p. 5); Chapter 22:5-30 (p.5-6);
Chapter 24:1-4 (p.7); Chapter 25:5-10 (p.9).

Lecture #8

Family Law (Hammurabi & Assyrian Law)

Laws of Hammurabi, “The Laws” 137-147, 159-193 (p.17-20);
Assyrian Law 13-59 (p.26-29).

Test #1

Access Test #1 on Learn from 12:01 am Friday October 2 until 11:59 pm Saturday October 3.

It consists of 60 Multiple Choice questions.

You have 60 minutes to complete this test.

This test covers readings and Lecture PowerPoint materials from Lectures 1-8.

It is worth 25% of your final grade for this course.

Week of October 5 – 9

Lecture #9

Summary of Main Principles of Classical Greek Law, & The Introduction to the Law Code of Gortyn

Lecture #10

Crimes Against Morality, & Divorce

Readings found under The Law Code of Gortyn on the course Learn site

Columns 1.2 – 2.2: Seizure of Persons (57 lines)

Column 11.24 – 11.25: Amendment to Column 1.2 - 2.2 (1 line)

Column 2.2 – 2.10: Rape (8 lines)

Column 2.11 – 2:16: Forcible Intercourse with a Slave (5 lines)

Column 2.16 – 2:20: Attempted Seduction (4 lines)

Column 2.20 – 2:45: Adultery (25 lines)

Columns 2.45 – 3.16: Divorce (26 lines)

Column 11.46 – 11.55: Amendment to Column 2.45 – 3.16 (9 lines)

Column 3.37 – 3.44: Separation of Slaves (8 lines)

Columns 3.44 – 4.8: Children of Divorced Women (19 lines)

Column 4.8 – 4.17: Exposure of Children (9 lines)

Column 4.18 – 4.23: Unwed Slave Mother (5 lines)

Week of October 12 – 16

Reading Week (No classes or assigned readings)

Week of October 19 – 23

Lecture #11

Family Law, & Adoption

Readings found under The Law Code of Gortyn on the course Learn site

Columns 4.23 – 5.1: Distribution of Property among Children (32 lines)

Column 5.1 – 5.9: Non-retroactivity of Law on Gifts to Women (8 lines)

Column 5.9 -5.54: Inheritance and Division of the Estate (45 lines)

Column 6.1 – 6.2: Gifts to a Daughter (1 line)

Column 6.2 – 6.46: Sale and Mortgage of Property (44 lines)

Column 6.46 – 6.56: Ransom of Prisoners (10 lines)

Columns 6.56 – 7.10: Marriage of Slave Men and Free Women (10 lines)

Column 7.10 – 7.15: Liability of a Master for his Slave (5 lines)

Columns 10.33 – 11.23: Adoption (43 lines)

Column 11.26 – 11.31: The Duty of Judges (5 lines)

Lecture #12

The Heiress, & Inheritance

Readings found under The Law Code of Gortyn on the course Learn site

Column 3.34 – 3.40: Special Payments to a Spouse (4 lines)

Column 3.17 – 3.37: Separation of Spouses (21 lines)

Columns 7.15 – 8.30 Marriage or Remarriage of an Heiress (70 lines)

Columns 8.30 – 9.1: Further Provisions concerning Heiresses (26 lines)

Column 12.6 – 12.19 Amendment to Column 8.30 – 9.1 (13 lines)

Column 9.1 – 9.24: Sale or Mortgage of an Heiresses' Property (23 lines)

Column 9.24 – 9.40: Liability of Heirs (16 lines)

Column 11.31 – 11.45: Amendment to Section Column 9.24 - 40 (14 lines)

Columns 9.43 – 10.1: Business Contracts (11 lines)

Column 10.1 – 10.25: Gifts of Males to Females (24 lines)

Column 12.1 – 12.5: Amendment to Column 10.1 - 25 (4 lines)

Column 10.25 – 10.32: Restrictions on the Sale of Slaves (7 lines)

Test #2

Access Test #2 on Learn from 12:01 am Friday October 23 until 11:59 pm Saturday October 24.

It consists of 60 Multiple Choice questions.

You have 60 minutes to complete this test.

This test covers readings and Lecture PowerPoint materials from Lectures 9-12.

It is worth 25% of your final grade for this course.

Week of October 26 – 30

Lecture #13

Introduction to Roman Law

(lecture notes are found on the uWaterloo Learn HIST 210 / CLAS 210 /LS 235 website).

Lecture #14

Law of Actions—Early Principles and Procedures

Readings: XII Tables – Table I-III (p.30-31); Table IX (p.35);

Justinian, “The Institutes of Gaius” (p. 37);

Justinian, “Digest of Roman Law”, Book 50 (p.38).

Week of November 2 – 6

Lecture #15

Developments in the Law of Actions (procedures)

Readings: Theodosian Code Book 9, Title 1 “On Accusations and Written Denunciations” (p.69-70); Title 3 “On the Custody of Accused Persons” (p.71); Justinian, “The Code of Roman Law” Book 9, Title 34-35 (p.89-90); Title 39 (p.91).

Lecture #16

Early Roman Law of Property and Persons

“Roman Family” (lecture notes are found on the uWaterloo Learn HIST 210 / CLAS 210 / LS 235 website).

Readings: XII Tables, Tables III-VII (p.31-33); Table X (p.35-36).

Week of November 9 – 13

Lecture #17

Family Law – Marriage

“Roman Marriage” (lecture notes are found on the uWaterloo Learn HIST 210 / CLAS 210 website).

Readings: Justinian, “The Digest of Roman Law”, Book 23, Title 1 “Betrothals” (p.39); Title 2 “Formation of Marriage” (p.40-41);

Justinian, “The Code of Roman Law”, Book 5, Title 4 “On Marriage” (p.42-43).

Lecture #18

Family Law - Marriage (continued)

Readings: Theodosian Code, Book 9, Titles 7-9 (p.72-75); Titles 24-25 (p.84-85); Code of Justinian, Book 9, Title 13 “On the Rape of Virgins, Widows and Nuns” (p.85-86).

Test #3

Access Test #3 on Learn from 12:01 am Friday November 13 until 11:59 pm Saturday November 14.

It consists of 60 Multiple Choice questions.

You have 60 minutes to complete this test.

This test covers readings and Lecture PowerPoint materials from Lectures 13-18.

It is worth 25% of your final grade for this course.

Week of November 16-20

Lecture #19

Roman Law on Divorce

Readings: Justinian, “Constitutions”, Eighth Collection Chapters VIII-XIII (p.44-47); Ninth Collection Chapters X-XIII (p. 48-49).

Lecture #20

Torts and Delicts: Early Roman Law

Readings: XII Tables, Table VIII (p.34-35); Justinian, “The Digest of Roman Law”, Book 9, Title 2 “On the Lex Aquilia” (p.50-54); Book 47, Title 2 “On Theft” (p.54-60).

Week of November 23 – 27

Lecture #21

Torts and Delicts: Robbery and Insult

Readings: Justinian, “The Digest of Roman Law”, Book 47, Title 8 “On Robbery and Disorderly Conduct” (p.60-62); Book 47, Title 10 “On Insult and Libel” (p.62-67).

Lecture #22

Circumstances affecting Crime and Punishment

Readings: Justinian, “The Digest of Roman Law”, Book 48, Title XIX “On Punishments” (p.68); Theodosian Code, Book 9, Titles 4-6 (p.71-72); Titles 10-22 (p.75-83); Code of Justinian, Book 9, Titles 26-33 (p.86-88); Titles 37-38 (p. 90-91); Title 40 (p.91-92).

Week of November 30 – December 4

Lecture #23

Gladiators

Readings: Theodosian Code Book 15, Title 12 “On Gladiators” (p.92-93); Course Conclusions.

Test #4

Access Test #4 on Learn from 12:01 am Friday December 4 until 11:59 pm Saturday December 5.

It consists of 60 Multiple Choice questions.

You have 60 minutes to complete this test.

This test covers readings and Lecture PowerPoint materials from Lectures 13 & 19-23).

It is worth 25% of your final grade for this course.

December 7 Course Ends

UW POLICY REGARDING ILLNESS AND MISSED TESTS

The University of Waterloo Examination Regulations state that:

Students who are unable to meet assignment due dates or write a test must provide documentation verifying the events that have precluded them from meeting their academic deadlines. When illness is the cause of a missed deadline, students should seek medical treatment and provide confirmation of the illness to the instructor(s) within 48 hours by submitting a completed **University of Waterloo Verification of Illness form** to support requests for accommodation due to illness. Students in Centre for Extended Learning (CEL) courses must submit their confirmation of the illness to CEL

The University acknowledges that, due to the pluralistic nature of the University community, some students may seek accommodations on religious grounds. Accordingly, students must consult with their instructor(s) within one week of the announcement of the due date for which accommodation is being sought. Failure to provide a timely request will decrease the likelihood of providing an accommodation.

Elective arrangements (such as travel plans) are not considered acceptable grounds for granting an accommodation.

PROFESSOR'S POLICY ON LATE ASSIGNMENTS/ESSAYS AND MAKE-UP TESTS

There will be no "make-up" tests. A student who does not provide an acceptable documented medical reason will receive a grade of zero for that test. It is also vital that students realize their own responsibility to inform their instructor promptly (preferably prior to missing the test but certainly no more than 24 hours after it) should they have to miss a test. **Students who legitimately miss a test, with documentation, should be prepared to write an alternative assignment (unless other arrangements have been made).**

OTHER IMPORTANT INFORMATION

Cross-listed course (requirement for all Arts courses): Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

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 www.uwaterloo.ca/academicintegrity/ 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 the St. Jerome's University Policy on Student Petitions and Grievances, www.sju.ca/sites/default/files/upload_file/PLCY_AOM_Student-Petitions-and-Grievances_20151211-SJUSCapproved.pdf.](#) When in doubt, please be certain to contact the St. Jerome's Advising Specialist, Student Affairs Office, 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 www.uwaterloo.ca/academicintegrity/ 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 Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome's University Policy on Student Discipline, www.sju.ca/sites/default/files/PLCY_AOM_Student-Discipline_20131122-SJUSCapproved.pdf.](#) For information on categories of offences and types of penalties, students should refer to University of Waterloo Policy 71, Student Discipline, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical penalties, check the Guidelines for the Assessment of Penalties, www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm.

Appeals: A decision made or penalty imposed under the [St. Jerome's University Policy on Student Petitions and Grievances](#) (other than a petition) or the [St. Jerome's University Policy on Student Discipline](#) may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the [St. Jerome's University Policy on Student Appeals, www.sju.ca/sites/default/files/PLCY_AOM_Student-Appeals_20131122-SJUSCapproved.pdf.](#)

Note for students with disabilities: [AccessAbility Services](#), located in Needles Hall (Room 1401) at the University of Waterloo, 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, www.uwaterloo.ca/accessability-services/.

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](#). 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](#).

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.

HIST 210 / CLAS 210 / LS 235 & Peace and Conflict Studies:

“This course is recognized as a PACS (Peace and Conflict Studies) Content Course that fulfills requirements in the interdisciplinary Peace and Conflict Studies plan. For information about doing PACS concentration (Major, Minor or Option) visit: <http://grebel.uwaterloo.ca/academic/undegrad/pacs/options.shtml>.

Campus Wellness Supports

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. Students who feel they require additional supports in dealing with stress, anxiety, a sudden disinterest in or absence from classes, patterns of perfectionism, excessive fatigue, self-harm behaviours, difficulty controlling emotions, sudden social withdrawal, feelings of hopelessness, excessive use of alcohol or drugs or, any other issues concerning their wellness, can access both on campus or off campus supports at:

On Campus:

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

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

Off campus, 24/7:

- **Good2Talk**: 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**: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- **OK2BME**: 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](#)

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

Download the [WatSafe app](#) to your phone to quickly access mental health support information

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 \(PDF\)](#).

ACADEMIC FREEDOM AT THE UNIVERSITY OF WATERLOO

[Policy 33, Ethical Behaviour](#) states, as one of its general principles (Section 1), “The University supports academic freedom for all members of the University community. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base teaching and research on an honest and ethical quest for knowledge. In the context of this policy, 'academic freedom' refers to academic activities, including teaching and scholarship, as is articulated in the principles set out in the Memorandum of Agreement between the FAUW and the University of Waterloo, 1998 (Article 6). The academic environment which fosters free debate may from time to time include the presentation or discussion of unpopular opinions or controversial material. Such material shall be dealt with as openly, respectfully and sensitively as possible.” This definition is repeated in Policies 70 and 71, and in the Memorandum of Agreement, Section 6.