

**St. Jerome's University in the University of Waterloo**  
Department of History  
**HISTORY 236 / LEGAL STUDIES 236**  
Law and Society in the Early Middle Ages (500-1000 CE)  
**Winter 2021**

**Course Outline**

**Instructor:** Dan Hutter  
**Office:** None W 2021  
**Office Hours:** None W 2021 (arrange by e-mail).  
**Phone:** None W 2021  
**Email:** [dhutter@uwaterloo.ca](mailto: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**

This course will explore the customs, culture and society of the Early Middle Ages (c. 500-1000 CE) through a study of the laws, legal principles and procedures of three Germanic peoples: the Anglo-Saxons, the Salian Franks and the Lombards.

**Course Goals and Learning Outcomes**

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

- Demonstrate a general understanding of the history, customs, culture and society of the Anglo-Saxon, Salian Franks & Lombard peoples;
- Explain the development of written law codes, principles and procedures, and their significance, in each of these three Germanic cultures;
- Demonstrate an understanding of the influence of Roman Law on the development of the written law codes of the Anglo-Saxons, Salian Franks and Lombards;
- Explain the influence of Christianity on the development of the law codes of the Anglo-Saxons, Salian Franks and Lombards;
- 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 studied in these earlier law codes have come to influence modern Western legal thought.

## Required Text

History 236 / Legal Studies 236 “Law and Society in the Early Middle Ages” 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 approximately \$14.40 plus tax.

## Course Outline and Lecture Notes Available on Learn

PowerPoint Key Concepts Lecture notes and conclusions can be found for each Lecture on the uWaterloo Learn HIST 236 / LS 236 – Winter 2021 website.

## Academic Course Requirements

- a) Test #1 (content from Lectures 1-6) Friday January 29 to Saturday January 30 (weight 25%)
- b) Test #2 (content from Lectures 7-12) Friday February 26 to Saturday February 27 (weight 25%)
- c) Test #3 (content from Lectures 13-17) Friday March 19 to Saturday March 20 (weight 25%)
- d) Test #4 (content from Lectures 18-22) Friday April 9 to Saturday April 10 (weight 25%)
- e) There is no Final Exam.

The tests will each consist of 50 Multiple Choice questions based on the laws which appear in the text. For test purposes, students are responsible for all material covered in Lectures, and for the assigned readings. These tests will be completed on-line on the course Learn site. You will have 60 minutes to complete the test, but have a 48-hour time period to choose when to complete it.

### 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 236 / LS 236, 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. (SJU library resources are included later in this syllabus)
- 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 236 / LS 236 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
<b>Thesis &amp; Conclusion</b>	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.	<b>/10</b>
<b>Ideas and Concepts</b>	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.	<b>/50</b>
<b>Material in the Body of the Essay is Well Organized</b>	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.	<b>/10</b>

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.	<b>/30</b>
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**FINAL GRADE:**  
**COMMENTS:**

**Alternative Essay Questions For Each Test**

**Test #1:**

Complete **both** of the following questions and submit them between 12:01 am Friday January 29 and 11:59 pm Saturday January 30 (weight 25%).

1. Did the influence of Christianity make Anglo-Saxon law more compassionate and fairer, or did it create even more inequality? Provide and explain 3 examples to support your view.
2. Did the use of the *wergeld* provide justice or create greater inequality in Anglo-Saxon society? Provide and explain 3 examples to support your view.

**Test #2:**

Complete **both** of the following questions and submit them between 12:01 am Friday February 26 and 11:59 pm Saturday February 27 (weight 25%).

1. Do the laws of the Franks try to protect women and children, or limit their legal rights? Provide and explain 3 examples to support your view.
2. How does Frankish law reflect the Medieval concept that everything in the universe is based on a hierarchy? Provide and explain 3 examples to support your view.

**Test #3:**

Complete any **2** of the following questions and submit between 12:01 am Friday March 19 and 11:59 pm Saturday March 20 (weight 25%).

1. How does Lombard law reflect the independent nature of women in Lombard society? Provide and explain 2 examples to support your view.

2. Do the laws of the Lombard reflect the strength or the weakness of the Lombard nation? Provide and explain 2 examples to support your view.
3. Do the laws of the Lombards better reflect the desire to protect the rights, lives and property of individuals from others, or from their family members? 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 April 9 and 11:59 pm Saturday April 10 (weight 25%).

1. How does Lombard law reflect the independent nature of women in Lombard society? Provide and explain 2 examples to support your view.
2. Do the laws of the Lombard reflect the strength or the weakness of the Lombard nation? Provide and explain 2 examples to support your view.
3. Do the laws of the Lombards better reflect the desire to protect the rights, lives and property of individuals from others, or from their family members? Provide and explain 2 examples to support your view.

**History 236/ Legal Studies 236 Lecture Schedule, Topics and Reading List**

PowerPoint Lecture notes, and lecture case studies and conclusions can be found on the uWaterloo Learn HIST 236 / LS 236 website.

**Week of January 11-15, 2021**

**Lecture #1**

**Introduction – Collapse of the Roman Empire in the West and the emergence of the Germanic kingdoms.**

**Germanic Law – an overview: custom, law and the kin.**

(Readings and PowerPoint found on the uWaterloo HIST 236/LS 236 Learn course website)

**Lecture #2**

**Introduction to Anglo-Saxon history, society and law.**

(Readings and PowerPoint found on HIST 236/LS 236 course Learn site)

Week of January 18-22, 2021

**Lecture #3**

Readings: Preambles – Hlothaere & Eadric (p. 5); Withtred (p.7); Ine (p. 10); Alfred (p. 17); VI Aethelstan (p. 30); I Aethelred (p. 31); II Canute (p. 34).

Anglo-Saxon Procedures: Oaths and Ordeals

Readings: Withtred, 16-22 (pp. 8-9); Ine, 9 (p. 11) & 12-19 (p. 12); I Edward, 3 (p. 26); II Aethelstan, 23 & 26 (p. 29); I Aethelred 1-4 (p. 31); II Canute, 16-45 (pp. 35-37).

**Lecture # 4**

Anglo-Saxon Family (Marriage) & Property Laws

Readings: Aethelberht, 77-84 (p. 4); Hlothaere & Eadric, 6 & 16 (pp. 5-6); Withtred, 8 (p. 8); Ine, 31 (p. 13); Ine, 40-51 (pp. 14-15); Alfred, 41-42 (pp. 24-25); I Edward, 2 (p. 26); II Canute, 50-55 & 73-74 (pp. 38-39).

Week of January 25-29, 2021

**Lecture #5**

Anglo-Saxon Crime & Punishment: Assaults, Homicide, Theft, Offences Against Religion

Readings: Aethelberht, 1-76 (pp. 1-3); Hlothaere & Eadric, 1-3 (p. 5); Hlothaere & Eadric, 8-15 (pp. 5-6); Withtred, 1-7 (pp. 7-8); Withtred, 9-15 (p. 8); Withtred, 25-28 (p. 9); Ine, 1-7 & 10-11 (pp. 10-11); Ine, 20-29 (pp. 12-13); Ine, 34-37 & 52-76 (pp. 13-16).

**Lecture #6**

Anglo-Saxon Crime & Punishment (continued)

Readings: Alfred, 1-40 & 43 (pp. 17-25); I Edward 1 (p. 26); II Aethelstan, 1-14 (pp. 27-29); VI Aethelstan (p. 30); VI Aethelred (pp. 32-33); II Canute, 1-13 (pp. 34-35); II Canute, 46-47, 56-64 & 75-84 (pp. 38-40).

Test #1 on Anglo-Saxon Law (Lectures 1-6)

Access Test #1 on Learn at any time from 12:01 am Friday January 29 to 11:59 pm Saturday January 30.

It consists of 50 Multiple Choice questions.

You have 60 minutes to complete this test.

No notes or aids permitted.

This test covers readings and Lecture PowerPoint content from Lectures 1-6.

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

Remember that you may choose to submit an essay (see Course Outline) in place of any one test if you so wish.

**Week of February 1-5, 2021**

**Lecture #7**

**Introduction to the history, society and laws of the Franks.**

(Readings and PowerPoint found on the uWaterloo HIST 236/LS 236 Learn course website)

**Lecture #8**

**Frankish Legal Procedures**

Readings: Preamble (p. 41); I:1-5 (pp. 41-42); 18 (p. 47); 51 (p. 56); 53 (p. 56); 56 (p. 58); 57 (p. 58); 58 (p. 59); 60 (p. 60); 62 (p. 60); Capitulary I:69 (p. 62); Cap. I:75 (p. 63); Cap. II:79 (p. 63); Cap. II 85-86 (p. 64); Cap. II:89 (p. 64); Cap. III:95 (p. 65); Cap. III:96 (p. 65); Cap. III:102 (pp. 65-66); Cap. III:105 (p. 67); Cap. IV:112 (p. 67); Cap. V:132 (p. 68); Cap. VI:5 (p. 70).

**Week of February 8-12, 2021**

**Lecture #9**

**Frankish Family (marriage) & Property Laws**

Readings: 13:1-14 (pp. 44-45); 25 (pp. 48-49); 44 (pp. 54-55); 65a (p. 61); Capitulary III:98 (p. 65); Cap. V:133 (p.68); Cap. VI:I & II (pp. 68-69); 46 (pp.55-56); 59 (p. 59); Cap. IV:108 (p. 67).

**Lecture #10**

**Crime & Punishment: Assaults and Homicide**

Readings: The Laws of the Salian Franks 14-17, 19-20 (pp. 45-47); 24 (p. 48); 28-39 (pp. 49-52).

**Week of February 13-21, 2021**

**Spring Reading Week (No Classes)**

**Week of February 22-26, 2021**

**Lecture #11**

**Crime & Punishment: Assaults & Homicide (continued)**

Readings: The Laws of the Salian Franks 41-43 (pp. 52-54); 54 (pp. 56-57); 65e (p. 61); Capitulary I:70-72 (p. 62); Cap. I:78 (p. 63); Cap. III:97 (p. 65); Cap. III:104 (p. 66); Cap. V:125 & 130 (pp. 67-68).

## **Lecture #12**

### **Crime & Punishment: Theft**

**Readings: 2-12 (pp. 42-44); 21 (p. 47); 27 (p. 49); 55 (p. 57);  
Capitulary II:80 (p. 63); Cap. II:84-85 (p. 64); VI:III, 1-4 (pp. 69-70).**

### **Test #2 on The Law of the Franks (Lectures 7-12)**

**Access Test #2 on Learn at any time from 12:01 am Friday February 26 to  
11:59 pm Saturday February 27.**

**It consists of 50 Multiple Choice questions.**

**You have 60 minutes to complete this test.**

**No notes or aids permitted.**

**This test covers readings and Lecture PowerPoint content from Lectures 7-  
12.**

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

**Remember that you may choose to submit an essay (see Course Outline) in  
place of any one test if you so wish.**

## **Week of March 1-5, 2021**

## **Lecture #13**

### **Introduction to the Lombards**

**(Readings and PowerPoint found on the uWaterloo HIST 236/LS 236 Learn  
course website)**

## **Lecture #14**

### **Lombard Legal Procedures, Part I**

**Readings: Rothair 9 (p. 72); 19 (p. 73); 45 (p. 76); 142 (p. 78); 164-166 (pp.  
80-81); 204 (pp. 88-89); 359-368 (pp 95-97).**

## **Week of March 8-12, 2021**

## **Lecture #15**

### **Lombard Legal Procedures, Part II**

**Liutprand 8 (p. 102); 13 (p. 103); 56 (p. 108); 61-64 (pp. 108-109); 71 (p. 110);  
118 (p. 115); 144 (p. 121); 153 (p. 122).**

**Ratchis 1-8 (pp. 122-124).**



**Lecture #16**

**Laws of Persons & Property, Part I**

**Readings: Rothair – Laws Regarding Legitimate Children, 153-163 & 167-176 (pp. 79-83); 224 & 228 (pp. 90-91).**

**Week of March 15-19, 2021**

**Lecture #17**

**Laws of Persons & Property, Part II**

**Liutprand 1-7 (pp. 100-101); 19 (p. 104); 29 (p. 105); 43 (p. 107); 58 (p. 108); 65 (pp. 109-110); 73 (p. 110); 105 (p. 114).  
Aistulf 13-14 (p. 126).**

**Test #3 on The Lombard Laws (Lectures 13-17)**

**Access Test #3 on Learn at any time from 12:01 am Friday March 19 to 11:59 pm Saturday March 20.**

**It consists of 50 Multiple Choice questions.**

**You have 60 minutes to complete this test.**

**No notes or aids permitted.**

**This test covers readings and Lecture PowerPoint content from Lectures 13-17.**

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

**Remember that you may choose to submit an essay (see Course Outline) in place of any one test if you so wish.**

**Week of March 22-26, 2021**

**Lecture #18**

**Family Law (betrothal, marriage, mundium adultery), Part I**

**Readings: Rothair Laws on Marriage and Matters Sexual: 178-197 (pp. 83-87).**

**Lecture #19**

**Family Law (betrothal, marriage, mundium adultery), Part II**

**Readings: Rothair Laws on Marriage and Matters Sexual: 198-222 (pp. 87-90)**

## Week of March 29-April 2, 2021

### Lecture #20

#### Family Law (betrothal, marriage, mundium adultery), Part III

Readings: Liutprand 7 & 12 (pp. 101-103); 24 (p. 105); 30-34 (pp. 105-107); 66 (p. 110); 76 (p. 110-111); 89-117 (pp. 112-115); 120-122 (pp. 115-116); 127-129 (pp. 117-118); 140 (p. 120).

Aistulf 14 & 15 (p. 126).

### Lecture #21

#### Crime & Punishment: Assaults, Poisonings & Homicide

Readings: Rothair 1-2 (p. 71); 13-141 (pp. 72-77); 236-254 (p. 92); 277-279 (pp. 93-94); 323-340 (p. 95); 376-387 (pp. 98-99).

## Week of April 5-9, 2021

### Lecture #22

#### Crime & Punishment: Assaults, Poisonings & Homicide, Part II

Liutprand 80-85 (pp. 111-112); 123-125 (pp. 116-117); 135 (pp. 119-120); 141 (pp. 120-121).

#### Criminal Law: Crimes Against Public Order, & Course Conclusions

Readings: Rothair 3-8 (p. 71).

Liutprand 35 (p. 107); 134 (p. 119).

Rathis 9-12 (p. 124).

Aistulf 6-9 (p. 125).

### Test #4 on The Lombard Laws (Lectures 18-22)

Access Test #3 on Learn at any time from 12:01 am Friday April 9 to 11:59 pm Saturday April 10.

It consists of 50 Multiple Choice questions.

You have 60 minutes to complete this test.

No notes or aids permitted.

This test covers readings and Lecture PowerPoint content from Lectures 18-22.

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

Remember that you may choose to submit an essay (see Course Outline) in place of any one test if you so wish.

There are no further lectures, tests or assignments after Saturday April 10 – Course ended.

**SJU Library Resources for Optional Essays (in place of one test)**

To assist you in the writing of the optional essays that you can submit in place of one of your tests, the following resources are on reserve in the S.J.U. library. You do not need to access these resources to write the essays, but they are available to you to access if you so wish.

**For Anglo-Saxon Law**

F. Attenborough, *The Laws of the Earliest English Kings*.  
R. Bartlett, *Trial By Fire and Water* (for oaths and appeals).  
H. Berman, *Law and Revolution*.  
D.C. Douglas (ed.), *English Historical Documents Vol. I “Anglo-Saxon” notes*.  
Katherine Drew, *Law and Society in Early Medieval Europe*.  
S. Lear, *Treason in Roman and Germanic Law* (chapter VIII).  
M. H. Ogilvie, *Historical Introduction to Legal Studies*.  
J. Robertson, *The Laws of the Kings of England: From Edmund to Henry I*.  
J. Stephenson (ed.), *Sources of English Constitutional History* (“Anglo-Saxon Dooms” note)  
Dorothy Whitelock, *The Beginnings of English Society* (esp. Chapters V, VI, & VII).

**For Frankish Laws**

R. Bartlett, *Trial By Fire and Water* (for oaths and appeals).  
H. Berman, *Law and Revolution*.  
Katherine Drew, *Law and Society in Early Medieval Europe*.  
Katherine Drew, *The Laws of the Salian Franks* (for another translation & notes).  
A. Engleman, *History of Continental Civil Procedures*.  
R. Heubner, *A History of Germanic Private Law*.  
Theodore Rivers, *Laws of the Salian and Ripuarian Franks* (for another translation & notes).

**For Lombard Laws**

R. Bartlett, *Trial By Fire and Water* (for oaths and appeals).  
H. Berman, *Law and Revolution*.  
C. Calisse, *History of Italian Law*.  
Katherine Drew, *Law and Society in Early Medieval Europe*.  
Katherine Drew, *The Lombard Laws* (for another translation & notes).  
A. Engleman, *History of Continental Civil Procedures*.  
S. Lear, *Treason in Roman and Germanic Law* (chapter X).  
Philip Reynolds, *Marriage in the Western Church*.

## **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:** 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/](http://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](http://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/](http://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](http://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](http://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](http://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](http://www.sju.ca/sites/default/files/PLCY_AOM_Student-Petitions-and-Grievances_20151211-SJUSCapproved.pdf) (other than a petition) or the [St. Jerome's University Policy on Student Discipline](http://www.sju.ca/sites/default/files/PLCY_AOM_Student-Discipline_20131122-SJUSCapproved.pdf) 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](http://www.sju.ca/sites/default/files/PLCY_AOM_Student-Appeals_20131122-SJUSCapproved.pdf).

**Note for students with disabilities:** [AccessAbility Services](http://www.uwaterloo.ca/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/](http://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](http://www.uwaterloo.ca/watiam/). Why? Starting in winter 2020, your chosen/preferred first name listed in WatIAM will be used broadly across campus (e.g., LEARN, Quest, WaterlooWorks,

WatCard, etc). Note: Your legal first name will always be used on certain official documents. For more details, visit [Updating Personal Information](#).

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.

## Campus Wellness Supports

All of us need a support system. The SJU faculty and staff 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:

- SJU Wellness Coordinator: Lindsay Thompson ([lindsay.thompson@uwaterloo.ca](mailto:lindsay.thompson@uwaterloo.ca))
- Counselling Services: [counselling.services@uwaterloo.ca](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 x32655
- **MATES**: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

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 x6880
- **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 x213

Full details can be found online on the Faculty of Arts [website](#).

Download [UW 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. St Jerome's University 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.

## **INTELLECTUAL PROPERTY**

Students should be aware that this course contains the intellectual property of their instructor, TA, and/or St. Jerome's University. Intellectual property includes items such as:

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

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA,

**and/or St. Jerome's University for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).**

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

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