



ST. JEROME'S UNIVERSITY

St. Jerome's University in the University of Waterloo

Department of Philosophy

PHIL 100J - FALL 2021

Introduction to Philosophy

INSTRUCTOR INFORMATION

Instructor: Professor Nikolaj Zunic
Office: SH 2003 [Sweeney Hall]
Phone: 519-884-8111 ext. 28229
Office Hours: By appointment only. Contact the professor to schedule a personal meeting.
Email: nzunic@uwaterloo.ca

The best and most effective way of contacting the professor is by e-mail.

E-mail messages will normally be answered within 24 hours.

Due to the extraordinary circumstances regarding the COVID-19 preventative measures in place at the university, the professor will not have regular access to his office or to his office phone. Therefore, please do not leave messages by phone at the number given above.

All office hours will be conducted remotely by means of Skype, Zoom or Microsoft Teams.

COURSE FORMAT

As everyone is undoubtedly aware, the COVID-19 pandemic has upset the normal routines of life over the last year and a half. Unfortunately, we are not yet back to normal. For the Fall Term 2021, the University has decided to open up its operations slightly, but is still keeping most of the precautions and restrictions in place that have dominated academic life over the last year. This course will, therefore, in accordance with these official regulations, be delivered entirely remotely, that is, by means of the Internet. To be clear, there will be no in-person or in-class component to this course.

We will be relying on LEARN (D2L or Desire to Learn) as the primary means in the delivery of the course. Everything to do with this course will be conducted through LEARN. Therefore, students must have access to LEARN. Visit the following website to sign in to LEARN:

<https://learn.uwaterloo.ca>

The professor will post all relevant course material – e.g. the course outline, assignments, links, announcements – to the LEARN site. However, e-mail will also be a mode of communication between the professor and students.

The course will be divided into four components:

1. **Lectures**
 2. **Readings**
 3. **Discussions**
 4. **Assignments**
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1. *Lectures*

All lectures will be recorded by the professor and posted to LEARN in the **Content** section.

The mode of content delivery in this course will be entirely asynchronous (= there is no scheduled time to listen to and view lectures) instead of synchronous (= when a scheduled time is set for live instruction). All the lectures will be recorded, and students will have the opportunity to listen to the lectures on their own time.

Each recorded lecture will be a narrated PowerPoint presentation.

Each lecture will be approximately 40-50 minutes in duration.

There will be two MP4 files posted regularly each week, one on Mondays and the second on Wednesdays, by noon at the latest. If for some reason the professor will be late in posting a lecture on a Monday or Wednesday, he will announce this in LEARN.

The lectures will focus on the important concepts from the prescribed readings and as such will be concise and targeted.

2. *Readings*

Students are required to read the prescribed books/texts/readings in accordance with the schedule contained in this course outline.

The readings for which students are responsible for studying are given in a weekly schedule.

The required books/texts/readings may be purchased at the University of Waterloo Bookstore or

through some other bookseller, such as Amazon. In some cases, online versions of the readings are available in the public domain. The professor will inform students of acceptable online versions of the readings.

The readings play a pivotal part of this course, as all the lectures and assignments will deal with them centrally.

It is advisable that students follow the readings schedule and diligently do the prescribed readings.

3. *Discussions*

Each week forums for discussion on the week's main topics will be open for student engagement on LEARN.

- In LEARN go to **Connect → Discussions**.

The professor will participate in the discussions on Friday mornings from 10:00 am to 12:00 pm. What this means is that the professor will answer any questions once per week on Friday mornings. To be clear, this is not a “live” event.

If you wish the professor to address any concerns or questions please make your posts to this site by Friday morning at 10 am. Posts that are made after 12 pm on Friday will be answered the following Friday morning.

These discussions are not intended to be solely a forum between students and the professor. Instead, they are mainly to be a site where students can discuss course material among themselves. The professor's involvement here is marginal.

The purpose of the discussion forums is to allow students to dialogue with each other, to pose and answer questions related to the week's topics, and to facilitate the comprehension of course material. In short, it is an opportunity for students to ask questions and to offer and receive responses.

Participation in the discussions is optional and will not constitute any part of the student's final grade.

Please be aware that if you have a question or problem that requires an immediate reply from the professor, it is best to send him an email, instead of posing a question on the Discussion boards. This is especially the case if the issue is specific to you instead of being something that applies generically to all students in the course.

The professor checks his emails daily and will reply to emails promptly, whereas he checks the Discussion boards once or twice per week. Questions or concerns posed in the Discussion boards will take longer to be answered by the professor.

4. Assignments

There are three assignments in this course. The entirety of each student's final grade will be based on these three assignments.

Each assignment will be an argumentative essay. For an explanation of how to compose an argumentative essay in philosophy please see the following website:

<https://philosophy.utoronto.ca/wp-content/uploads/Writing-a-Philosophy-Paper-Paul-Raymont-utoronto.pdf>

A very good resource to consult in order to understand how to write an effective philosophy paper is the following website from Harvard University:

https://philosophy.fas.harvard.edu/files/phildept/files/brief_guide_to_writing_philosophy_paper.pdf

**Please read through these documents on how to write a philosophy paper before the first essay is assigned.*

The first two essays should be 4-6 double-spaced pages (1200-1800 words). The essays will be based on topics corresponding to relevant sections of the course and thus will be specific to the readings that we are covering.

The third, final essay will be longer in length and will be more encompassing of the course content and will be between 6-9 double-spaced pages (1800-2700 words)

Detailed instructions and topics for each essay assignment will be posted to LEARN approximately 3 weeks before the respective due dates.

All essay assignments must be submitted electronically to LEARN in the Dropbox section.

- In LEARN go to **Submit → Dropbox**.

Each essay will also be checked by Turnitin, a program that scans essays for academic integrity infractions.

COURSE DESCRIPTION

What is philosophy? It is precisely this question which we will be endeavouring to answer in this course. The origins of philosophy can be traced back to ancient Greek civilization (c. 5th to 3rd centuries B. C.) when a new way of living and thinking was developed. But over time this initial conception of philosophy went through many transformations as each new epoch in human history grappled with the fundamental questions of reality in different ways. Philosophy, therefore, has many voices, but throughout these changes there is nonetheless a line of continuity that joins these myriad manifestations into a discernible tradition.

Our approach to the investigation of the nature of philosophy will be historical, in the sense that we will study the conceptions of philosophy by prominent thinkers in the tradition of Western philosophy. We will cover four main epochs: ancient, medieval, modern and contemporary. This historical approach will enable us to understand how philosophy began more than two millennia ago and to chart the development of philosophy through time leading to the present. This methodological framework will expose the complex nature of philosophy by illustrating how philosophy can change and yet preserve its essential identity, and furthermore, why only an historical perspective can properly grasp what philosophy is.

In the school of ancient philosophy, we will read some early Socratic dialogues by Plato, who is universally considered to be the founder of philosophy. Plato's dialogues are an excellent guide to the ancient world's understanding and practice of philosophy.

Thomas Aquinas will represent medieval philosophy, the period which spans c. 300 – 1400 A.D. What is unique about the Middle Ages is the prominence of Christianity which influenced philosophy tremendously. A new kind of philosophizing was inaugurated with the spread and appropriation of the Christian faith. In this regard we will study some excerpts from Aquinas' *Summa Theologiae* in which he discusses topics such as the existence and attributes of God, the human soul, happiness, and the virtues.

Modern philosophy (c. 1500 – 1900 A.D.) marks a break with the past and the beginning of a new phase for philosophy in which pure reason, also called *rationalism*, becomes the foundation. René Descartes' major work *Meditations on First Philosophy* shows us how philosophy underwent a radical alteration in modern times and what the issues were that defined this new era. We will read this entire work since it concisely sums up the spirit of the modern age.

In the last part of the course we will read sections from the contemporary philosopher James V. Schall's book *The Life of the Mind: The Joys and Travails of Thinking* which highlight some key themes in philosophy, such as the need to be exposed to good books, how to preserve one's wisdom in the world, and the need of philosophy.

As we journey through these readings and discussions we will be exposed to the various disciplines of philosophy: metaphysics, epistemology, ethics, God, and human nature.

COURSE OBJECTIVES

This course aims to fulfill the following pedagogical objectives:

- To know the nature and purpose of philosophy.
- To identify the names of significant philosophers and their works.
- To explain prominent philosophical doctrines and theories.
- To classify historical periods in philosophy and to describe their main characteristics.
- To appraise the validity and rectitude of the historical approach to the study of philosophy.
- To develop skills in good judgement.
- To apply philosophical thinking to other domains of learning and life.
- To value the importance of philosophy in today's world.

REQUIRED TEXTS

The following 4 books are required for this course. They may be purchased at the University of Waterloo bookstore.

Plato. *Five Dialogues*. Second edition. Translated by G. M. A. Grube. Indianapolis: Hackett, 2002.

Thomas Aquinas. *A Summary of Philosophy*. Translated by Richard J. Regan. Indianapolis: Hackett, 2003.

René Descartes. *Meditations on First Philosophy*. Third edition. Translated by Donald A. Cress. Indianapolis: Hackett, 1993.

James V. Schall. *The Life of the Mind: The Joys and Travails of Thinking*. Wilmington, Delaware: ISI Books, 2006.

Online Versions:

If desired, students may access the first three texts and the readings contained therein on the internet.

For Plato's dialogues visit the following site:

<http://classics.mit.edu/Browse/browse-Plato.html>

For Thomas Aquinas's *Summa Theologiae* visit the following sites:

<https://www.newadvent.org/summa/>

OR

<https://www3.nd.edu/~afreddos/summa-translation/TOC-part1.htm>

For René Descartes' *Meditations on First Philosophy* visit the following site:

<https://www.earlymoderntexts.com/authors/descartes>

(You can even listen to the Meditations on this site!)

Unfortunately, since the James Schall book is relatively recent, it is not available online. So, you will have to buy it.

RECOMMENDED SUPPLEMENTARY READING

Here are some recommendations of secondary resources for topics related to this course.

Please note that these lists do not constitute required reading, but are offered simply for those who may be interested in doing further reading on the topics that we are covering in this course.

(a) General Introductions to Philosophy

Jacques Maritain. *An Introduction to Philosophy*. Translated by E. I. Watkin. Lanham, Maryland: Rowan and Littlefield Publishers, 2005.

- Maritain divides his exposition of philosophy into two parts. The first part deals with "The Nature of Philosophy" in which he outlines the history of philosophy and the second part deals with "The Classification of Philosophy" in which he presents the main divisions and subjects of philosophy.

Anthony Kenny. *A New History of Western Philosophy: In Four Parts*. Oxford: Oxford University Press, 2010.

- Kenny has produced one of the best recent overviews of Western philosophy. The original work was actually published in four separate volumes (Ancient, Medieval, Modern and Contemporary), but this edition from 2010 has put the main ideas of those four original books into one volume. If you want a more thorough presentation, get the original four volumes. On the other hand, if you want a more concise synopsis, then this present volume will suffice.

J. M. Bochenski. *Philosophy: An Introduction*. Dordrecht: D. Reidel, 1963.

- Bochenski offers an insightful presentation of the main topics of philosophy: Law, Philosophy, Knowledge, Truth, Thinking, Values, Man, Being, Society, and the Absolute. This is not a presentation of the history of philosophy.

Alasdair MacIntyre. *God, Philosophy, Universities. A Selective History of the Catholic Philosophical Tradition*. Lanham, Maryland: Rowman and Littlefield Publishers, Inc., 2009.

- MacIntyre presents a history of philosophy from the point of view of Catholicism. This is not a neutral presentation of the history of philosophy, but is formed with a view towards placing God at the centre of the philosophical enterprise. This is a very interesting and intellectually rewarding book and it is highly recommended. The thought of Thomas Aquinas is central to this vision (see chapters 9-12).

(b) Plato

Julia Annas. *Plato: A Very Short Introduction*. Oxford: Oxford University Press, 2003.

- This presentation of Plato's philosophy is very general and rudimentary. This short book does a good job in highlighting some of the key ideas in Plato's philosophy. It is intended for those who have little knowledge of Plato. Chapters 5-7 are particularly relevant to our course.

A.E. Taylor. *Plato: The Man and His Work*. London: Routledge, 2013.

- Originally published in 1926, this is a definitive and comprehensive study of Plato's philosophy. Taylor examines most of Plato's works and provides a biographical account of Plato the person. It is too unwieldy for our course, but it can be consulted for specific sections or chapters.

Roslyn Weiss. *Virtue in the Cave. Moral Inquiry in Plato's Meno*. Oxford: Oxford University Press, 2001.

- This is a very good and thorough study of Plato's *Meno*. Highly recommended if one desires a more incisive understanding of *Meno*.

Peter Kreeft. *Philosophy 101 by Socrates: An Introduction to Philosophy via Plato's Apology*. South Bend, Indiana: St. Augustine's Press, 2010.

- Kreeft summarizes the key ideas in the *Apology* as well as in the *Euthyphro* and *Phaedo*. His style is exuberant and enthusiastic. He does a good job in getting to the heart of the matter in each of these dialogues. This is not a technical book, that is, it is not bogged down in jargon and abstruse terms, yet it is very engaging.

Rachana Kamtekar, ed. *Plato's Euthyphro, Apology and Crito: Critical Essays*. Lanham, Maryland: Rowan and Littlefield Publishers, Inc., 2005.

- This book contains a number of scholarly studies on the *Euthyphro*, *Apology* and *Crito*, dialogues which we are reading in this course. Very helpful to gain a deeper understanding of these texts.

Ellen Wagner, ed. *Essays on Plato's Psychology*. Lanham, Maryland: Lexington, 2001.

- This is a compilation of essays on Plato's doctrine of the soul. There are a few good chapters on Plato's *Phaedo*.

(c) Thomas Aquinas

Étienne Gilson. *Thomism: The Philosophy of Thomas Aquinas*. Translated by Laurence K. Shook and Armand Maurer. Toronto: Pontifical Institute of Mediaeval Studies, 2002.

- This is arguably the definitive historical study of Thomas Aquinas. It was originally published in French in 1919 (first edition). This is a big book and it covers the main tenets of Aquinas's philosophy quite extensively.

Josef Pieper. *A Guide to Thomas Aquinas*. Translated by Richard and Clara Winston. San Francisco: Ignatius Press, 1991.

- Pieper has written a more readable presentation of Aquinas's life and works than Gilson. This is a very historical book and does not really analyze Aquinas's doctrines thoroughly. Nonetheless, it is a great study of Aquinas.

John F. Wippel. *The Metaphysical Thought of Thomas Aquinas: From Finite Being to Uncreated Being*. Washington, D.C.: Catholic University of America Press, 2000.

- This is an outstanding study of Aquinas's metaphysics. Wippel concentrates on the question of being in Aquinas's thought. The book is quite large and detailed, so it would demand a lot of time to get through. But for the purposes of our course one should focus on Chapter XII, "The Five Ways."

Jacques Maritain. *Approaches to God*. New York: Paulist Press, 2015.

- In Chapter 2 of this book Maritain gives an excellent description and analysis of Aquinas's Five Ways.

Anthony Kenny. *The Five Ways: St Thomas Aquinas's Proofs for God's Existence*. London: Routledge, 2003.

- Kenny's study of Aquinas's Five Ways was originally published in 1969 and it reprinted by Routledge. It is a very deep discussion of these arguments. Kenny examines Aquinas's arguments critically and is not always sympathetic.

(d) René Descartes

John Cottingham. *Descartes*. Oxford: Blackwell Publishers, 1986.

- Cottingham is the preeminent authority on Descartes in the English-speaking world. This book contains both a biography of Descartes as well as a presentation of the main themes of Descartes' philosophy. It is an excellent overview of Descartes' thought.

Catherine Wilson. *Descartes' Meditations: An Introduction*. Cambridge: Cambridge University Press, 2012.

- Wilson, who is a professor of philosophy at the University of British Columbia, has produced a splendid analysis of Descartes's *Meditations on First Philosophy*.

Gary Hatfield. *Routledge Philosophy Guidebook to Descartes and the Meditations*. London: Routledge, 2002.

- This is a very in-depth analysis of Descartes' *Meditations*. Hatfield provides much of the historical background of the work and offers accurate presentations of each meditation.

Jacques Maritain. *The Dream of Descartes, together with some other essays*. Translated by Mabelle L. Andison. New York: Philosophical Library, 1944.

- Maritain focuses on the famous episode of Descartes' dream in which his philosophical method was revealed to him. This book gives a good synopsis of some key points in Descartes's philosophy, but Maritain is critical of Descartes, so it is not an impartial analysis. Nonetheless, it is a highly recommended and very readable study of Descartes.

(e) James V. Schall

James V. Schall. *Another Sort of Learning*. San Francisco: Ignatius Press, 1988.

- This is a collection of essays on various themes related to philosophy, literature, life and learning. It has a very long (and funny) subtitle: "How Finally to Acquire an Education While Still in College or Anywhere Else: Containing Some Belated Advice about How to Employ Your Leisure Time When Ultimate Questions Remain Perplexing in Spite of Your Highest Earned Academic Degree, Together with Sundry Book Lists Nowhere Else in Captivity to be Found." Need one say more?

James V. Schall. *A Student's Guide to Liberal Learning*. Wilmington, Delaware: Intercollegiate Studies Institute, 2014.

- Reflections on learning, teaching, and teachers, particularly in the liberal arts tradition. It

contains another good list of recommended books to read.

James V. Schall. *On the Principles of Taxing Beer: And Other Brief Philosophical Essays*. South Bend, Indiana: St. Augustine's Press, 2019.

- Another one of Schall's delightful collection of various philosophical essays. Topics include "On What We Don't Know," "On the Impartial Reading of Books," "On Nothingness," and of course, "On the Principles for Taxing Beer."

James V. Schall. *On the Unseriousness of Human Affairs: Teaching, Writing, Playing, Believing, Lecturing, Philosophizing, Singing, Dancing*. Willington, Delaware: Intercollegiate Studies Institute, 2012.

- The most important pursuits in life are also the most unserious ones. Schall reflects on the various kinds of human activity that give life meaning and purpose, but which are considered by many to be "unserious" or "impractical." Some of the essays include "On Intellectual Poverty," "On Wasting the Best Years of Our Lives," and "Philosophy: Why What is Useless is the Best Thing About Us."

COURSE REQUIREMENTS AND ASSESSMENT

There are three written assignments for this course.

The first two essays will be similar in focus and scope. Each will deal with a specific philosopher studied in this course. So, the first essay will be based on the dialogues of Plato and the second essay on Aquinas.

The third essay will be longer and more extensive than the first two essays. It will deal with the philosophies of René Descartes and James Schall, which are the last two philosophers to be studied in this course. The third essay will compare and contrast some topics that pertain to Descartes and Schall.

The nature of each essay will be argumentative. What this means is that the professor will provide a selection of questions or topics to choose from and students will have to argue or defend a position by using logical reasoning and evidence from the texts and lectures. It is crucial that students learn philosophy by learning how to reason and argue their positions. Therefore, the essay assignments will aim to foster such argumentative and logical reasoning skills.

The detailed instructions for each assignment as well as the essay topics will be posted to LEARN approximately 3 weeks before the due date.

This course uses the Turnitin software, so all essays will be checked for plagiarism.

There is no final exam in this course.

The breakdown of the assignments with their corresponding due dates and weightings is given in the table below:

ASSIGNMENT	DUE DATE	VALUE
1. Essay #1 - Plato	October 6 at 9:00 pm	30%
2. Essay #2 - Aquinas	November 3 at 9:00 pm	30%
3. Essay #3 – Descartes and Schall	December 8 at 9:00 pm	40%

COURSE SCHEDULE

The following is a weekly schedule for this course. It lists the readings that students are responsible to study each week. The lectures, which will be posted to LEARN, will relate to the readings as they are listed in this schedule.

Please consult this schedule throughout the fall term.

WEEK 1: September 8

Introduction to the course
Please watch the introduction video

WEEK 2: September 13-17

Required Reading: Plato, *Meno*, pp. 58-92
Topics: Virtue and education

WEEK 3: September 20-24

Required Reading: Plato, *Euthyphro*, pp. 1-20;
Plato, *Apology*, pp. 21-44
Topics: Piety and self-knowledge

WEEK 4: September 27-October 1

Required Reading: Plato, *Crito*, pp. 45-57;
Plato, *Phaedo*, pp. 93-106
Topics: Law, justice, life and death

WEEK 5: October 4-8

Required Reading: Plato, *Phaedo*, pp. 106-154
Topic: The immortality of the soul
ESSAY #1 is due on Wednesday, October 6 at 9:00 pm EST.

WEEK 6: October 12-16

READING WEEK

**There is no course activity from October 10 to October 18.*

WEEK 7: October 18-22

Required Reading: Thomas Aquinas, *A Summary of Philosophy*, pp. 1-6

Topic: The existence of God

WEEK 8: October 25-29

Required Reading: Thomas Aquinas, *A Summary of Philosophy*, pp. 6-19

Topics: The attributes of God and the knowledge of God

WEEK 9: November 1-5

Required Reading: Thomas Aquinas, *A Summary of Philosophy*, pp. 46-69 and 105-112

Topics: Creation and governance; the soul; happiness

ESSAY #2 is due on Wednesday, November 3 at 9:00 pm EST.

WEEK 10: November 8-12

Required Reading: René Descartes, *Meditations on First Philosophy*, pp. 1-24

Topics: Letter of Dedication, Preface and Synopsis, Meditations 1 and 2

WEEK 11: November 15-19

Required Reading: René Descartes, *Meditations on First Philosophy*, pp. 24-41

Topics: Meditations 3 and 4

WEEK 12: November 22-26

Required Reading: René Descartes, *Meditations on First Philosophy*, pp. 42-59

Topics: Meditations 5 and 6

WEEK 13: November 29 – December 3

Required Reading: James V. Schall, *The Life of the Mind*, Chapters I-VI (pp. 1-89)

Topics: The value of books, the nature of wisdom, the intellectual life

WEEK 14: December 6

Required Reading: James V. Schall, *The Life of the Mind*, Chapters IX-X (pp. 121-151)

Topics: Risk in life; on the things that depend on philosophy

The last day of lectures for the fall term is December 7.

For the week of December 6-10 there will be only one lecture.

Essay #3 is due on Wednesday, December 8 at 9:00 pm EST.

IMPORTANT DATES TO REMEMBER

September 8: Beginning of classes

October 9-17: Reading Week: No lectures or course activity

December 7: End of classes

December 9-23: Exam period [Please note that this course does not have a final exam]

COURSE POLICIES

Lateness Penalty: The penalty for late assignments is 3% deducted from the grade of the paper for each day that the paper is late.

Absolute Deadline: The maximum allowable amount of time for submitting essays beyond the due date is one week. For example, if the paper is due on October 6, the last possible date on which it will be accepted is October 13. Please bear in mind that late penalties are still applied for papers submitted past the due date—in this example between October 6 and 13.

Illness: If a student is unable to participate in the course because of an illness, the student must complete a Verification of Illness form and report the illness to the instructor so that appropriate measures or accommodations made be made. For more information, please visit the following webpage: <https://uwaterloo.ca/registrar/current-students/accommodation-due-to-illness>

Assignment Feedback: Essays will normally be returned to students graded and with feedback two weeks after the submission deadline.

CORRESPONDENCE

As indicated at the beginning of this document, the best way to contact the professor is by e-mail at nzunic@uwaterloo.ca.

If you have any questions or concerns about any aspect of this course feel free to contact the professor.

The professor is more than happy to answer any questions or to address any concerns that are relevant to the course.

When you write to the professor please be sure to indicate your name and the course that you are enrolled in.

Use formal language and proper grammar in your correspondence.

Please be aware that rude, impolite, or uncivil communication, whether in emails or other media, will not be answered and may be reported to the Associate Dean for disciplinary action under Policy 71- *Student Discipline*.

(<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>)

OTHER IMPORTANT INFORMATION

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/.

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 the alternate assignment.