



ST. JEROME'S UNIVERSITY

St. Jerome's University in the University of Waterloo

Department of Philosophy

PHIL 407 - FALL 2021

Studies in 19th- and 20th-Century Philosophy

Topic: Martin Heidegger's *Being and Time*

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 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 30-40 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 readings from Heidegger's *Being and Time* (and the essay "On the Essence of Truth") 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.

Heidegger's *Being and Time* may be purchased at the University of Waterloo Bookstore or through some other bookseller, such as Amazon.

The essay "On the Essence of Truth" is provided electronically to students in Course Reserves.

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

As a fourth-year course, it is strongly 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**.

On Monday morning of each week, starting on Monday, September 20, the professor will post a topic for that week's discussion.

All the students in the course are expected to participate in the discussion each week.

The nature of this discussion can be either a direct response to the topic presented by the professor or a response to another student's post. The point is simply to participate meaningfully in the discussion. It is not necessary to follow the train of thought established by a particular student, although this is permissible. One may very well start a new, independent line of thinking as well.

Since this is a fourth-year course in philosophy, student participation is a valued part of learning and doing philosophy. Moreover, since the course is being conducted remotely through LEARN, instead of in-person, the manner by which we will achieve this kind of student participation is by means of these online discussions.

Student participation in the weekly discussions is a mandatory part of this course and will be graded.

The grading for this component of the course will occur as follows:

- Each student will receive 2 points per week for a post to the discussion board
- There will be 10 discussion topics in total, covering the 10 weeks from September 20 to December 3 [that is, Weeks 3 to 13 in the course schedule; there will be no discussions

posted for Weeks 1, 2, 6 and 14]

- The total possible grade for this component of the course is $2\% \times 10 \text{ weeks} = 20\%$
- A student can lose marks if one does not make a post in a week when one is supposed to do so or if the post that one makes is unacceptable
- A post is judged to be unacceptable if it is clearly irrelevant to the topic at hand or if it is egregiously superficial (that is, one did not put any thought into one's response) or if it is so poorly worded from a grammatical point of view that its meaning is difficult to decipher or if it is done in bad faith (for example, the student is not taking the activity seriously)
- All students will begin the course with 20% for this component
- Then as we proceed throughout the course, students may lose marks for the reasons given above
- If a student fails to post at all in a given week, then 2% is deducted from the total grade earned for that component
- If a student makes an unacceptable post, then either 1% or 2% may be deducted from the grade, depending on the nature of the shortcoming involved. To be clear, if it is a minor infraction, such as poor grammar, then 1% will be deducted; if it is something more serious, such as an irrelevant post, then 2% will be deducted
- Each week's discussion will be timed. This means that the discussion will begin on Monday morning at 10:00 am and will end on Friday at 11:59 pm of the same week. After Friday the discussion forum for that week will be closed and students will not be able to make a post to it. The next Monday the process starts over again with a new topic.

The professor will not usually participate in the discussions, other than by announcing the topic, but will read and evaluate all the posts. However, if there is something in the discussion that warrants the professor's involvement—for example, a serious error in interpretation that is being propagated or disrespectful conduct—then the professor will intervene.

The posts should not be long and verbose, but they should be thoughtful and intelligent and certainly on topic. In fact, it is advisable not to compose needlessly long essays, as the length of the posts might put off others from reading what you have to say. It is best to reflect beforehand on what you want to say and to edit your contributions so that your posts are to the point and succinct.

You should make at least one contribution to the discussions each week. It is not necessary to make multiple posts. Nonetheless, if a discussion garners much interest it might motivate you to participate more than the minimum amount. This too is acceptable.

Given all of the above, try to use good judgement throughout the term. By this I mean that you should participate in such a way as to make the discussion fruitful and interesting. Avoid the kinds

of discussions that many of us are used to on social media—for example, in the comments section on YouTube or on discussion boards, like Reddit—that are often nasty, aggressive, and conflictual. Furthermore, exercise self-restraint and prudence with respect to judgements about when to stop posting and letting the discussion end, particularly if you are engaged in a debate with someone.

Our basic aim in these discussions is twofold: to allow for each student to express their opinions and views on the course content and to foster collectively a deepening of the course content. So, although we all want to hear what you have in mind on a given topic, we should always be mindful that we are working together in this course for the benefit of the common good of all instead of simply trying to win an argument or to post as many times as possible. Ideally, what we are after is to learn from each other. The hope is that each student’s participation in these discussions will enlighten others and bring new perspectives to the topics of the course.

Therefore, to summarize, the following rules of engagement must be observed in these discussions:

- (a) Be respectful
- (b) Stay on topic
- (c) Be concise
- (d) Use good judgement
- (e) Make thoughtful, intelligent posts
- (f) Make at least one post per discussion topic each week

4. *Assignments*

There are two essay assignments in this course.

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 essay should be 4-6 double-spaced pages (1200-1800 words) and will constitute 30% of one's final grade.

The second essay will be much longer in length and will be more encompassing of the course content and will be between 9-12 double-spaced pages (2700-3600 words) and will constitute 50% of one's final grade.

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

Both 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

In the fall term 2021 the topic for **PHIL 407: Studies in 19th- and 20th-Century Philosophy** is Martin Heidegger's *Being and Time*. We will be devoting the entire course to a meticulous and methodical study of this seminal text in 20th century philosophy.

Being and Time is described as one of the most important and influential books in philosophy over the last century, but one could go further and reasonably argue that it belongs to the same rank as the greatest texts of the western philosophical tradition—certainly on par with Descartes' *Meditations on First Philosophy*, Kant's *Critique of Pure Reason*, and Hegel's *Phenomenology of Spirit*. It is from this recognition of *Being and Time's* timeless importance that we will be exclusively focusing on this text, for it undoubtedly warrants such close scrutiny.

In *Being and Time* Heidegger challenges the previous philosophical tradition in the West, dating back to the ancient Greeks, and is self-consciously inaugurating a new philosophical paradigm. In many respects, Heidegger presents a reflection of our contemporary world and especially a novel anthropology. But above all, Heidegger is engaged in an activity of thinking about the meaning of Being (*Sein*), a concept that lies at the core of metaphysics and is the very heart and soul of philosophy itself. *Being and Time* is in fact a re-thinking of Being, of the very nature and foundation of reality.

Since Heidegger developed a philosophy that very much prizes serious and sustained thinking, we need to follow him on the same path if we wish to understand the meaning of his philosophy.

Therefore, we will proceed unhurriedly, paying attention to the nuances and motifs of Heidegger's text. As a senior-level course, our goal is to penetrate more deeply into Heidegger's ideas instead of rushing through readings for the sake of covering more material from a quantitative perspective.

We will complement our reading of *Being and Time* with one other essay of Heidegger's, namely, "On the Essence of Truth." This essay will help us to understand Heidegger's concept of truth which is treated in *Being and Time*.

COURSE OBJECTIVES

This course aims to fulfill the following pedagogical objectives:

- To gain a thorough understanding of Martin Heidegger's *Being and Time* with respect to its content, origin, influences, and context
- To recognize how Heidegger's philosophy challenges older philosophical traditions and methodologies
- To learn about the influence of Heidegger's thought on contemporary philosophy
- To appreciate the importance of *Being and Time* in the history of philosophy

REQUIRED TEXTS

The following book is required for this course. It may be purchased at the University of Waterloo bookstore or through some other bookseller, such as on Amazon.

Martin Heidegger. *Being and Time*. Translated by Joan Stambaugh. Albany: State University of New York Press, 2010. ISBN 978-1-4384-3276-2

In addition to *Being and Time*, the following reading will be provided through Course Reserves:

Martin Heidegger. "On the Essence of Truth." In *Basic Writings*. Edited by David Farrell Krell. New York: HarperCollins Publishers, 1977: 111-138.

RECOMMENDED SECONDARY SOURCES

The following is a list of books which are relevant to the themes of this course and which can aid students to come to a deeper understanding of Heidegger's text.

Hubert L. Dreyfus and Mark A. Wrathall, eds. *A Companion to Heidegger*. Oxford: Blackwell Publishing, 2005.

- This volume is a collection of essays by various scholars that covers the early and late

periods of Heidegger's thought. Of particular relevance to our course is Part 2 of the book which contains 9 essays discussing *Being and Time*.

Mark A. Wrathall. *The Cambridge Companion to Heidegger's Being and Time*. Cambridge: Cambridge University Press, 2013.

- This collection of essays (17 in all) from a variety of scholars focuses exclusively on *Being and Time*. It is a useful resource for scholarship.

Hubert L. Dreyfus. *Being-in-the-World. A Commentary on Heidegger's Being and Time, Division I*. Cambridge, Massachusetts: The MIT Press, 1991.

- Dreyfus is one of the leading specialists on Heidegger's philosophy and this is the best commentary on *Being and Time* with respect to the thoroughness and detail of the analysis. It is an invaluable resource for our course. However, be aware that Dreyfus limits his commentary to Division I which is about half of *Being and Time*. So, if you are looking for a commentary on the complete text you will not find it here.

Michael Inwood. *A Heidegger Dictionary*. Oxford: Blackwell Publishers, 1999.

- This is a very informative dictionary of words and terms used by Heidegger. Heidegger is renowned for coining German words which have a unique significance in his philosophy—take the word “Dasein”, for example. If you are confused by a particular word or concept in Heidegger's philosophy, this is the book to consult if you want an explanation of its meaning.

John Tietz. *An Outline and Study Guide to Martin Heidegger's Being and Time*. Frankfurt am Main: Humanities Online, 2001.

- This commentary by Tietz is less good than Dreyfus's. Tietz offers a less detailed and less thorough analysis of Heidegger's text. The commentary reads like point-form lecture notes. However, it can be a useful guide nonetheless, especially if you are struggling with the original. The one advantage that Tietz's commentary has over Dreyfus's is that he discusses Division II whereas Dreyfus leaves this out of his commentary.

Simon Critchley and Reiner Schürmann. *On Heidegger's Being and Time*. Edited by Steven Levine. London: Routledge, 2008.

- The chapters of this book were originally lectures given at the New School of Social Research in New York City by Critchley and Schürmann. The first chapter is entitled “Heidegger for Beginners” which gives a nice introduction to Heidegger's thought. The second and third chapters deal specifically with *Being and Time*. This is a great resource for a deeper understanding of Heidegger's text.

Stephen Mulhall. *Heidegger and Being and Time*. Second Edition. London: Routledge, 2005.

- Mulhall has produced a good commentary on *Being and Time*. It covers the entire text, but it is selective in the topics that Mulhall treats. This is a good guide to consult while reading Heidegger.

William Blattner. *Heidegger's Being and Time: A Reader's Guide*. London: Continuum, 2006.

- Here we have another useful commentary on *Being and Time*. It is not as extensive as one would like, but it delivers adequately on the main themes of the book. Blattner includes study questions strewn throughout his commentary. Chapter 4, "Reception and Influence," discusses the impact that *Being and Time* has had on twentieth century philosophy.

Thomas Sheehan. *Making Sense of Heidegger: A Paradigm Shift*. London: Rowman and Littlefield, 2015.

- Sheehan offers a general overview of Heidegger's philosophy taken as a whole. It does not specifically focus on *Being and Time*, but discusses the trajectory of Heidegger's thought from its origins to his later years. For someone who wants to learn about the general scope of Heidegger's philosophy this is the book to turn to.

William Richardson, S.J. *Heidegger: Through Phenomenology to Thought*. Fourth Edition. New York: Fordham University Press, 2003.

- This is the most complete exposition of Heidegger's philosophy in English. It is a massive study and it covers the whole of Heidegger's works, not just *Being and Time*. In fact, there is a lot of attention paid to the later works. To be honest, this book is not terribly useful for our purposes in this course, as we are focusing only on *Being and Time*, but I would be remiss if I did not bring this great study to your attention. It is encyclopedic in scope and its analyses of Heidegger's writings are second to none.

Thomas Langan. *The Meaning of Heidegger. A Critical Study of an Existentialist Phenomenology*. New York: Columbia University Press, 1959.

- This book was one of the first studies of Heidegger's philosophy in the English language. Although it was published in 1959, it was, and in my opinion, remains one of the best introductions to Heidegger's philosophy. The book is not too long, so it can be read from cover to cover and its presentation of Heidegger's thought is excellent. A highly recommended book, though it may be hard to find, given its age.

COURSE REQUIREMENTS AND ASSESSMENT

The final grade will be calculated on the basis of three forms of assessment:

- A short written essay assignment (4-6 pages or 1200-1800 words)
- A long written essay assignment (9-12 pages or 2700-3600 words)
- Weekly discussion posts to LEARN

As already mentioned above, each essay will be argumentative in nature. 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 respective due dates.

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. Participation in weekly discussions on LEARN	Weekly throughout the term starting on September 20 and ending on December 3	20% [2% per week X 10 weeks]
2. Essay #1	October 6 at 9:00 pm EST	30%
3. Essay #2	December 8 at 9:00 pm EST	50%

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 presented in this schedule.

Please consult this schedule throughout the fall term.

WEEK 1: September 8

Introduction to the course
Watch the introduction video

WEEK 2: September 13-17

Required Reading:
Martin Heidegger, *Being and Time*:
Introduction
Chapter One: "The Necessity, Structure, and Priority of the Question of Being," pp. 1- 13;
Chapter Two: "The Double Task in Working out the Question of Being: The Method of the Investigation and Its Outline," pp. 15-37.

WEEK 3: September 20-24

Required Reading:
Martin Heidegger, *Being and Time*:
Part One, Division One: p. 39;
Chapter One: "The Exposition of the Task of a Preparatory Analysis of Dasein," pp. 41-51;
Chapter Two: "Being-in-the-World in General as the Fundamental Constitution of Dasein," pp. 53-62.

WEEK 4: September 27-October 1

Required Reading:
Martin Heidegger, *Being and Time*:
Chapter Three: "The Worldliness of the World," pp. 63-110.

WEEK 5: October 4-8

Required Reading:

Martin Heidegger, *Being and Time*:

Chapter Four: "Being-in-the-World as Being-with and Being a Self: The 'They'," pp. 111-126;

Chapter Five: "Being-in as Such," pp. 127-173.

ESSAY #1 is due on Wednesday, October 6 at 9:00 pm EST.

WEEK 6: October 11-15

READING WEEK

**There is no course activity from October 9 to October 17.*

WEEK 7: October 18-22

Required Reading:

Martin Heidegger, *Being and Time*:

Chapter Six: "Care as the Being of Dasein," pp. 175-220.

WEEK 8: October 25-29

Required Reading:

Martin Heidegger, "On the Essence of Truth," pp. 116-135.

This essay is available in Course Reserves.

WEEK 9: November 1-5

Required Reading:

Martin Heidegger, *Being and Time*:

Division Two: Dasein and Temporality, pp. 221-225.

Chapter One: "The Possible Being-a-Whole of Dasein and Being-toward-Death," pp. 227-255.

WEEK 10: November 8-12

Required Reading:

Martin Heidegger, *Being and Time*:

Chapter Two: "The Attestation of Dasein of an Authentic Potentiality-of-Being and Resoluteness," pp. 257-288.

WEEK 11: November 15-19

Required Reading:

Martin Heidegger, *Being and Time*:

Chapter Three: "The Authentic Potentiality-for-Being-a-Whole of Dasein, and Temporality as the Ontological Meaning of Care," pp. 289-318.

WEEK 12: November 22-26

Required Reading:

Martin Heidegger, *Being and Time*:

Chapter Four: "Temporality and Everydayness," pp. 319-354.

WEEK 13: November 29 – December 3

Required Reading:

Martin Heidegger, *Being and Time*:

Chapter Five: "Temporality and Historicity," pp. 355-383.

WEEK 14: December 6

Required Reading:

Martin Heidegger, *Being and Time*:

Chapter Six: "Temporality and Within-Timeness as the Origin of the Vulgar Concept of Time," pp. 385-415.

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 #2 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 may be taken or accommodations 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.