

**St. Jerome's University in the University of Waterloo**  
**Department of Religious Studies**  
**Fall 2019**  
**RS 348 Vatican II**  
**Tuesday and Thursday 4:00 – 5:20 p.m.**  
**Classroom: SJ1 3020**

Instructor: Professor David Perrin  
Office: SJ2 2026  
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**Office Hours:** By appointment any time mutually agreeable; Tuesday and Thursday 2:30 p.m. – 3:30 p.m.. Email messages sent Monday to Thursday will be responded to within 48 hours. Emails sent on Fridays before 12 noon will be responded to by 4 p.m. the same day. Emails sent after 12 noon on Fridays will be responded to by the end of the workday the following Monday.

**This course has a strictly enforced “Electronic Device Policy.” See pages 11-12 below.**

**Course Description:**

In the 1950s the Catholic Church faced a major challenge: either adapt to the modern world or risk losing relevance to both Catholic and non-Catholics alike. To respond to this challenge Pope John XXIII called the Second Vatican Council (Vatican II). Over a four-year period (1962-1965) Bishops from all over the world met to debate how, and if, the Catholic Church could or even should modernize itself to respond to the contemporary challenges of the world. Vatican II responded by issuing 16 documents outlining its plan for the renewal of Catholicism. This course is an analysis of the context and rich documentary tradition of the second Vatican Council. The course will explore, in particular, the global dynamics of the teachings which issued from Vatican II.

This course will be conducted in seminar-style based on the class readings.

*[Note: This course fulfills an Area 2B requirement for Religious Studies majors.]*

**Learning Objectives:**

- A. To understand the key historical developments and challenges that led to the calling of the Council by Pope John XXIII.
- B. To appreciate how the study of Vatican II can lead to new and key insights into the nature of the Catholic Church and its prophetic role in the world today.
- C. To develop a deeper understanding of the key documents produced by Vatican II.

- D. To assess critically key themes of the Council especially pertinent to the lay Catholic today.
- E. To develop the capacity to articulate personal but informed positions regarding contemporary issues in the Catholic Church based on the vision of the Council and the work yet to be done in order to fully implement it.
- F. Be able to articulate a hermeneutical framework for interpreting the documents of the Council.

- **REQUIRED:**

Richard R. Gaillardetz and Catherine E. Clifford, *Keys to the Council: Unlocking the Teaching of Vatican II*, Liturgical Press: Collegeville, Minnesota, 2012.

Margaret Lavin, *Vatican II: Fifty Years of Evolution and Revolution in the Catholic Church*, Novalis: Toronto, ON, 2012.

Ormund Rush, *Still Interpreting Vatican II: Some Hermeneutical Principles*, Paulist Press: Mahweh, N.J., 2004.

*Copies of required texts are on RESERVE at the SJU Library.*

- **ADDITIONAL RESOURCES on RESERVE at SJU Library**

DVD Series: *The Faithful Revolution: Vatican II* (5 DVDs)

1. Genius of the Heart (Reviewed together in class.)
2. Inspired Awakening
3. Human Dignity
4. A World Transformed
5. The Dynamics of Hope

Giuseppe Alberigo, Jean-Pierre Jossua, and Joseph A. Komonchak, editors, *The Reception of Vatican II*, The Catholic University of America Press, Washington, D.C., 1987.

Bill Huebsch, *The Council: Vatican II in Plain English*, Ave Maria Press, Notre Dame, IN, 1997.

Bill Huebsch, *The Decrees and Declarations: Vatican II in Plain English*, Ave Maria Press, Notre Dame, IN, 1997.

Silvia Scatena, Dennis Gira, Jon Sobrino and Maria Clara Bingemer, *Concilium: Vatican II*, SCM Press, London, U.K., 2012/3.

- **WEBSITE: Documents of Vatican II**

The sixteen official Vatican documents (Constitutions, Declarations, and Decrees):

[http://www.vatican.va/archive/hist\\_councils/ii\\_vatican\\_council/index.htm](http://www.vatican.va/archive/hist_councils/ii_vatican_council/index.htm)

**Class Schedule:** Required readings are indicated for each class. Not counting the very brief introductory and concluding readings there are about 35 pages *on average* to read **per week**. This is about 18 pages *per class* on average. Please plan your time accordingly.

*Note: Given this is a seminar-style course, with one of its goals to address the interests of the students, dates and themes of content may be revised as the course progresses; tests and due-dates for assignments will remain unchanged. All assignments must be completed in order to pass this course.*

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|--------------------|---|
| Week 1: Sept 5     | <b>Introduction</b> to course. Review of Course Outline.  |
| Week 2: Sept 10    | <b>The Historical and Theological Context of the Council I</b><br>Lavin, pp. 1-12<br>Clifford/Gaillardetz, pp. xi-xix                             |
| Week 2: Sept 12    | <b>The Historical and Theological Context of the Council II</b>   |
| Week 3: Sept 17    | <b><i>Lumen Gentium I</i></b> (Dogmatic Constitution on the Church in the Modern World)<br>Lavin, pp. 13-37<br>Clifford/Gaillardetz, pp. 47-65    |
| Week 3: Sept 19    | <b><i>Lumen Gentium II</i></b> (Dogmatic Constitution on the Church in the Modern World)<br>Clifford/Gaillardetz, pp. 66-86                       |
| Week 4: Sept 24/26 | <b>No Classes.</b> Work on, and submit, book review: <b>O. Rush, <i>Still Interpreting Vatican II: Due Sept 27 by 4 p.m. in LEARN dropbox</i></b> |

- Week 5: Oct 1 Oral in-class presentation of book review: *Still Interpreting Vatican II Lumen Gentium III* (Dogmatic Constitution on the Church in the Modern World)  
Clifford/Gaillardetz, pp. 120-137
- Week 5: Oct 3 **In-Class Test 1**
- Week 6: Oct 8 ***Sacrosanctum Concilium I*** (Constitution on the Sacred Liturgy)  
Gaillardetz/Clifford, pp. 1-30
- Week 6: Oct 10 ***Sacrosanctum Concilium II*** (Constitution on the Sacred Liturgy)  
Lavin, pp. 89-111
- Oct 15/17 **No Classes: Mid-term Break**
- Week 7: Oct 22 ***Apostolicam Actuositatem I*** (Decree on the Apostolate of the Lay People)  
Lavin, pp. 113-136
- Week 7: Oct 24 ***Apostolicam Actuositatem II*** (Decree on the Apostolate of the Lay People)
- Week 8: Oct 29 ***Gaudium et spes I*** (Pastoral Constitution on the Church in the Modern World)  
Lavin, pp. 39-60
- Week 8: Oct 31 ***Gaudium et spes II*** (Pastoral Constitution on the Church in the Modern World)  
Clifford/Gaillardetz, pp. 87-110
- Week 9: Nov 5 ***Unitatis Redintegratio I*** (Decree on Ecumenism)  
Clifford/Gaillardetz, pp. 148-169
- Week 9: Nov 7 ***Unitatis Redintegratio II*** (Decree on Ecumenism)  
Clifford/Gaillardetz, pp. 170-179
- Week 10: Nov 12 ***Dignitatis Humanae*** (Declaration on Religious Liberty)  
Clifford/Gaillardetz, pp.138-147

Week 10: Nov 14     **Nostra Aetate** (Declaration on the Relation of the Church to Non-Christian Religions)  
Lavin, pp. 61-88  
Clifford/Gaillardetz, pp. 180-187

Week 11: Nov 19     **Christus Dominus** (Decree on the Pastoral Office of Bishops in the Church)  
Clifford/Gaillardetz, pp. 111-119

Week 11: Nov 21     **Dei Verbum I** (Dogmatic Constitution on Divine Revelation)  
Lavin, pp. 137-165

Week 12: Nov 26     **Dei Verbum II** (Dogmatic Constitution on Divine Revelation)  
Clifford/Gaillardetz, pp. 31-46

Week 12: Nov 28     **Summary Statements of the Authors: The Future**  
Lavin, pp. 167-169  
Clifford/Gaillardetz, pp. 188-193

Dec 3   **In-Class Test II. Last Class.** No final exam in this course.

### **Marking Scheme:**

Class Preparation and Participation: 20%

LEARN postings until Nov 27: 10%

In-Class Presentation and Discussion Book Review (ORAL AND WRITTEN): 15%

In-Class Presentation “The Faithful Revolution” DVD (ORAL AND WRITTEN) : 10%

In-Class Presentation Reading I (ORAL ONLY): 10%

In-Class Presentation Reading II (ORAL ONLY): 10%

In-Class Test I: 10%

In-Class Test II: 15%

### Important Dates to Remember:

- Be sure to record the date of your In-Class Presentations that are not pre-scheduled:
  - In-Class Presentation “The Faithful Revolution: Vatican II” DVD: \_\_\_\_\_
  - In-Class Presentation Reading I: \_\_\_\_\_
  - In-Class Presentation Reading II: \_\_\_\_\_
- **Sept 27** Book review due: written submission via LEARN dropbox by 4 p.m.
- **Oct 1** Book review due: oral in-class presentation
- **Oct 3** In-Class Test I
- **Nov 27** Last chance to post on LEARN
- **Dec 3** In-Class Test II

### Instructions for Assignments/Essays/Tests/Classroom Decorum:

**Policy on Food in the Classroom:** No snacks or food of any kind is permitted in the classroom before class starts, during class breaks, or during class meeting times. Only hot and cold drinks may be brought into the classroom and consumed during class meeting times.

**Book Review:** Ormon Rush, *Still Interpreting Vatican II*. Write a 800-1000 word book review. Include: goal of the book, description of content, and your evaluation of the success of the goal of the book. For the “description of content” explain the following statement:

“The meaning of a text is the product of the interpretation of a threefold hermeneutic of the author, text, and receiver.”

The book review is to be submitted in the Dropbox on the LEARN site for this course by 4 p.m. Friday, September 27.

The usual methodology applies in relationship to citations, references, and academic integrity.

### In-Class Reading I and Reading II Presentations:

Choose **two** (2) of the scheduled readings, on two different dates, from the text books for this course. The in-class presentations are scheduled at the beginning of the class.

1. Prepare a 20-30 minute in-class presentation of the *highlights* from your chosen reading. Following this presentation facilitate a 5-10 minute class discussion based on questions you have prepared for the class and questions which may come from

participants in the class. You may also use the focus questions provided by the Professor for the class.

*Note:* this assignment is intended to foster your capacity to synthesize and present core ideas presented in a text. You are not being asked to “summarize” all of the ideas from the reading. Ask yourself the following questions to assist in the preparation of your presentation:

- i. What is *the* big idea presented in the reading?
- ii. What are some significant related ideas?
- iii. What conclusion, if any, does the author present?
- iv. What did you find of personal interest?
- v. From your perspective comment on what has been accomplished to date given the renewal intended in the reading and the work yet to be accomplished.
- vi. What questions arise for you based on this reading and/or topic?

#### **In-Class DVD Presentation: The Faithful Revolution: Vatican II**

We will review in class the first of a five-part DVD series on Vatican II. The title of the series is “The Faithful Revolution: Vatican II.” The first DVD is titled “Genius of the Heart.” Choose one of the four remaining DVDs and review this DVD on your own time. Choice of the DVD and presentation dates will be decided together in class. Each DVD is about 1 hour in length.

Prepare and present in class highlights (not a full summary) of the DVD responding to the following questions:

- i. What themes are treated in this film?
- ii. How do these themes reflect the concerns of Vatican II?
- iii. What document(s) engage the themes and concerns mentioned above? Demonstrate your response to this question with some key passages from one or more relevant document(s) of Vatican II.
- iv. Were any of the themes or concerns dealt with in the DVD controversial? If so, how?
- v. Pick 3 personages presented in the DVD and explain how they either contributed to the ideas discussed at the Council or were engaged in implementing the ideas of the Council in the years following the Council.

You may choose to excerpt and show some brief sections of the DVD in class. Time allowed for your presentation: 30 – 45 minutes.

By 4 p.m. the day following your in-class presentation submit via the drop-box in LEARN your 1000-1200 word essay responding to the above points.

### **Posting Your In-Class Presentations**

Optionally for the benefit of the other students you may post your in-class reading presentations or other material you find of interest. Go to the LEARN site for this course. Click on "Connect." Click on "Discussions." See the forum titled "In-Class Presentations NOTES from students." Click on "Post Student Content HERE." After giving your content a title and description (if you chose) use the attachment function toward the bottom to post your material.

### **Using the LEARN Drop-box**

- i. Ensure that the name of your file does not include special characters such as symbols or punctuation. Such characters may cause problems when uploading your file. Keep a copy of your assignment in case of technical problems.
- ii. You will receive an Email Confirmation Receipt sent to your @uwaterloo.ca email address. If you do not receive an Email Confirmation Receipt, please double-check your submission and re-submit if necessary.
- iii. Keep all Email Confirmation Receipts until the course is over as proof of submission.

How to Submit to a Dropbox: For more detailed instructions, please go to [Waterloo LEARN Help: Dropboxes](#) via this link.

**Participation:** This course is designed to promote engaged critical thinking with the course readings, your personal experience, and the material presented in the classroom. In order to foster the skill of engaged critical thinking, I expect you to have done the readings prior to each class, come to the class with prepared questions and/or commentary on the readings, and interact with your colleagues during class discussion times.

On each day when readings are due you will be given the opportunity to provide comments and/or questions for discussion, that cover the readings for that day. **You may prepare your comments ahead of class using the Focus Questions provided by the Professor and available on LEARN for each class.** Both regular attendance and preparation are necessary for successful class meetings.

Attendance will be taken. See below Attendance Policy.

You are encouraged to ask questions during lectures being given by the Professor. Raising your hand will signal you have a question. I'll stop to respond to the question at an opportune time



shortly thereafter. However, depending on your question (which may be part of a latter part of the lecture), the question will be entertained immediately or held for a response a bit later in the lecture.

**LEARN Postings:** Up until November 27 your brief summaries of an assigned text, relevant principal points from an assigned text, your questions, or other reflections that engage your own experience based on the required readings which you post on the LEARN site, will be factored into your LEARN mark. You may also choose to respond to one of the Focus Questions. Your original LEARN postings, that is, you initiate a “thread,” must be a minimum of 5 sentences per posting, based on the above description, in order to be awarded the 1% per posting. Although students may read and comment on the postings of all students such comments/postings based on the work of other students do not count toward your mark awarded for LEARN postings. They will, however, be factored into your general Participation mark for this course. Please note that the LEARN site closes at 10 p.m. the day before each class; your material needs to be posted prior to that time. Students can read and comment on your postings. The last opportunity for posting is November 27.

### **Attendance Policy:**

This course is designed to promote engaged critical thinking with the course readings, your personal experience, and the material presented in the classroom. In order to foster the skill of engaged critical thinking and to dialogue with other members of the class from an informed perspective, I expect you to have done the readings prior to class, come to the class with prepared questions and/or commentary on the readings, and interact with your colleagues during class discussion times.

On each day when readings are due you will have the opportunity to bring forward specific points you found of interest for classroom discussion along with your response to the Focus Questions. Questions for discussion from the readings are also welcomed. Both regular attendance and preparation are necessary for successful class meetings and success in this course.

Attendance/Participation includes all the ways you contribute to the life of the class: bringing up and responding to questions, listening actively to others, following up on others’ comments, maintaining eye contact with those speaking and those to whom you’re speaking (not just the instructor), on-task participation in small groups, treating others with respect, coming to class on time, being prepared. Here’s a basic outline of how contributions are graded:

A = Excellent: solid attendance, no more than 1 class missed, active attention and participation, frequent (almost every class) substantive spoken contributions

B = Very Good: solid attendance, no more than 1 class missed, active attention, occasional (most classes) substantive spoken contributions

C = Good: solid attendance, fairly active attention, few spoken contributions

D = Fair: irregular attendance (3-5 classes missed) and attention, rare or no substantive

spoken contributions on the Focus Questions, personal questions, or reflections

E = Poor: substantial number of classes missed (>5); little or no active participation

**Attendance** will be taken and factored into your Class Preparation and Participation mark. Missing more than one (1) class meeting will result in the loss of 1.5 marks out of the twenty (20) Preparation and Participation marks for each class missed. Arriving late or leaving early will also factor into your Participation/Attendance mark on a pro-rated basis. Health reasons, with submission of appropriate documentation from UW Health Services, <https://uwaterloo.ca/campus-wellness/sites/ca.campus-wellness/files/uploads/files/VIF-online.pdf>, may exempt you from this policy. Decisions will be made on a case by case basis.

### **Course Website Information: LEARN**

Using your WatIAM username and password, you can access the course website at: <http://learn.uwaterloo.ca>

LEARN is a web-based course management system that enables instructors to manage course materials (e.g. posting of resource materials), interact with their students (e.g. drop boxes for student submissions, on-line quizzes, discussion boards, and e-mail students), and provide feedback (e.g. grades and assignment comments). The degree to which LEARN is utilized in a particular course is left to the discretion of the instructor; therefore, you may find a large variance in how LEARN is being used from one course to another.

On the RS 348 course website, you will be able to:

- . Download select lecture slides
- . Submit your written assignments
- . Access some reading material
- . Read announcements
- . View important dates
- . View some of your grades

**Important Note:** The Professor's select lecture slides posted on LEARN do not substitute for your own notetaking during class lectures. Not all slide presentations are posted on LEARN. Some lectures given by the Professor may be without the use of slide presentations. You are responsible for all material whether posted on LEARN or not.

For further help on LEARN you may visit the help website at: <https://uwaterloo.ca/learn-help/students>

You may also contact support staff via e-mail at: [learnhelp@uwaterloo.ca](mailto:learnhelp@uwaterloo.ca)

**Correspondence and Appointments:** 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*. Your “@uwaterloo.ca” email account is the preferred account for email communications with the Professor in this course. Commercial email accounts (such as “Hotmail”) are sometimes blocked by spam filters. Email is not conducive to discussion of issues with the Professor – and thus will not be used for such -- and is not an alternative way to receive class material. Please see the Professor to discuss class material.

Discussion of assignments, class material, or other issues that may arise is welcome at class or during meetings with the Professor. In order to be sure I am available during office hours it may be necessary to make an appointment at least 24 hours ahead of the desired appointment time. However, if you want to take a chance, please feel free to drop by any time during office hours to see if I am available (for example, I may be with another student). If I am not available please send me an email to make an appointment.

**In-Class Tests:** All tests are open book tests. You may bring whatever books, notes or written materials into the tests that you feel would be of assistance. No electronic devices or computers are permitted to be used for the in-class tests. Thus, no access to the internet is permitted.

**Late Work:** Part of a university education is learning to organize yourself given the multiple demands on your time and talent. Planning and organizing ahead to ensure readings and assignments are completed within the deadlines is necessary. Unless an extension in writing is requested in writing (at least 48 hours ahead of a due time) – and granted in writing – a penalty of 20% is applied if assignments are not turned in at the time they are due. Thereafter, for each day the assignment is late – calculated as of 4 p.m. – a further 5% penalty is applied.

**Absences:** As a courtesy, please inform me ahead via email if you are going to be absent from class. If you miss an in-class test because of an absence for illness, I will require the “[University of Waterloo Verification of Illness](#)” form in order to entertain the possibility of a make-up test. Please see further information below.

### **Electronic Device Policy**

- i. **Turn off and put away** your cellphone, tablet of any kind, smart-phone of any kind, and any other electronic devices, including smart bands/watches of all kinds, **before entering the classroom**. They are to remain put away and out of sight -- even during breaks – while you are inside the classroom. See penalties below.
- ii. Use of cellular telephones, smart phones, smart bands/watches and similar devices is **prohibited** in the classroom as these are disruptive to the work environment of the instructor and disruptive to other students. These are to be powered off and put away at all times while in the classroom. Students who ignore this ban and make available or use these types of devices in the classroom, during lectures and breaks

- while in the classroom will receive a 5% loss of their final grade for *each* transgression.
- iii. If you are wondering if the Professor has noticed your infraction of this “Electronic Device Policy” check: LEARN “Class Preparation and Participation” in the grades/comments section where infractions are recorded rather than disrupt class.
  - iv. Audio and video recording of lectures is strictly prohibited.
  - v. If students wish to use computers (laptops only) to take notes during the lectures, they must obtain permission to do so from the instructor. This involves the student **signing a contract** agreeing that s/he will use the computing device exclusively to take notes and for visiting the LEARN site for this course. No other surfing activity is permitted unless requested or instructed by the Professor. Non-lecture-related use of computers is banned as it is disruptive to the instructor and disruptive to other students. ***Students who are "surfing" (e.g., visiting other websites, checking email, facebook, and the like) will receive a 5% reduction of their final mark for each transgression.***
  - vi. ***Those who display in any way or use cellphones or other electronic devices in the classroom (other than a laptop with a duly signed agreement form) will receive a 5% reduction of their final mark for each transgression.***
  - vii. In order to avoid disruptions in the classroom feedback, infractions and penalties will be recorded on LEARN in the comment section for “Class Preparation and Participation.” Check this site when you are wondering whether a penalty has been applied to your activity in the classroom.

## 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/](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.](#) 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.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/).

**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.