



## HIST\*2120 Animals and Society

Winter 2024

Section: DE01

Department of History

Credit Weight: 0.50

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### Course Details

#### **Calendar Description**

This course provides a historical survey of modern human-animal relationships and the contradictions that characterize them. Topics may include hunting and sporting, horses and nineteenth-century cities, natural history and the zoo, history of veterinary medicine, twentieth-century animal sports, the birth of industrial animal agriculture, animals as biotechnology, anti-cruelty movements, petkeeping and consumerism, and animal figures in popular culture. The thematic or geographic focus of the course may vary according to the expertise of the instructor.

**Pre-Requisite(s):** None

**Co-Requisite(s):** None

**Restriction(s):** None

**Method of Delivery:** Online

#### **Take Home Final Exam**

**Available Date:** Monday, April 1, 2024 via **Announcements**

**Due Date and Time:** Monday, April 15, 2024 by 11:59pm ET

**Location:** Take-home final exam to be submitted via the **Dropbox** tool in CourseLink

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## Instructional Support

### Instructor

[REDACTED]

Email:

Telephone:

Office: Mackinnon Extension,

[REDACTED]

**Office Hours via Microsoft Teams:** Students may opt to visit virtual office hours on Tuesdays from 1:00 to 3:00 p.m. ET beginning on January 16—**please email [REDACTED] in advance for best results!** Please note that further details will be posted in the **Announcements**. See also **Communicating with Your Instructor**.

### Teaching Assistant(s)

Name:

Email:

Name:

Email:

Name:

Email:

Name:

Email:

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## Learning Resources

### Required Textbooks

**Title:** *Beauty and the Beast: Human-Animal Relations as Revealed in Real Photo Postcards, 1905-1935*

**Authors:** Arnold Arluke and Robert Bogdan

**Edition / Year:** 2010

**Publisher:** Syracuse University Press

**ISBN:** 9780815609810

**Title:** *Nature Wars: The Incredible Story of How Wildlife Comebacks Turned Backyards into Battlegrounds*

**Author:** Jim Sterba

**Edition / Year:** 2013

**Publisher:** Broadway Books

**ISBN:** 9780307341976

**Title:** *Farm Sanctuary: Changing Hearts and Minds about Animals and Food*

**Author:** Gene Baur

**Edition / Year:** 2008

**Publisher:** Touchstone Books

**ISBN:** 9780743291590

You may purchase the textbooks at the [Guelph Campus Co-op Bookstore](#) or the [University of Guelph Bookstore](#). Please note that DE textbooks are located in the Distance Education section of the University of Guelph Bookstore.

<https://bookstore.coop/>

<http://www.bookstore.uoguelph.ca/>

## Course Website

[CourseLink](#) (powered by D2L's Brightspace) is the course website and will act as your classroom. It is recommended that you log in to your course website every day to check for announcements, access course materials, and review the weekly schedule and assignment requirements.

<https://courselink.uoguelph.ca/shared/login/login.html>

## Ares

For this course, you may be required to access course reserve materials through the University of Guelph McLaughlin Library. To access these items, select **Ares** on the navbar in CourseLink. Note that you will need your Central Login ID and password in order to access items on reserve.

For further instructions on accessing reserve resources, visit [How to Get Course Reserve Materials](#).

If at any point during the course you have difficulty accessing reserve materials, please contact the e-Learning Operations and Reserve Services staff at:

Tel: 519-824-4120 ext. 53621

Email: [libres2@uoguelph.ca](mailto:libres2@uoguelph.ca)

Location: McLaughlin Library, First Floor, University of Guelph

<https://www.lib.uoguelph.ca/find/course-reserves-ares>

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# Learning Outcomes

## Course Learning Outcomes

By the end of this course, you should be able to:

1. Describe the historical development of and variation in human-animal relationships;
2. Explain your understanding of thematic interpretations of history by problematizing various political concepts (i.e., Anthropocene, human, animal, agency and power, nature and wilderness, progress and improvement, the agrarian myth) as well as categories for interpreting nonhuman animals (i.e., pet, pest, predator, game, worker, commodity, research model, production unit, biotechnology, charismatic megafauna, environmental resource, and endangered species);
3. Write essays that demonstrate the ability to isolate and synthesize key historical examples, extract lessons from that history, and make connections to broader themes of the course;
4. Engage in independent research to explore broader themes of the course with respect to human-animal relationships;
5. Locate relevant primary and secondary sources documenting historical animals from academic and non-academic literature using a traditional library and online archives;
6. Summarize, critique, and contextualize historical primary sources to better understand aspects of the interspecific past;
7. Articulate the power and limits of human agency with respect to nonhuman animals; and the power and limits of animals' agency with respect to humans
8. Describe how to weigh one's own ethics against those of others, including institutions, businesses, and political groups; and
9. Engage in a constructive dialogue with your peers about controversial topics and one's process of learning about them.

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## Teaching and Learning Activities

### Method of Learning

This course is designed to help you see and talk about the animals around us more clearly by exploring how historical animals shaped the collective past of all species. It explores that history with special attention to the contradictions that characterize human relationships with animals, the way modernity has shaped those relationships, and how animals have coped with human power on the planet over the last five centuries.

You will be asked to read, conduct some online research using the University of Guelph library, the public sphere, and a digital archival database, and do plenty of writing. Some of this writing you will share with your fellow students in the **Discussion** forums, and some you will hand in through the appropriate online **Dropbox**.

## **Course Structure**

Our twelve course units are organized thematically and chronologically by historical period, with each one introducing a new historical phenomenon and community of historical animals and people, as well as concepts through which to analyze that history:

- Unit 01: Human Ascendancy
- Unit 02: Autonomous Animals, 1600-1850
- Unit 03: Species, Breed, Type, and “Race”
- Unit 04: Urban Animals, “Cruelty,” and Reform
- Unit 05: Pet Keeping and the Consumer Ethic
- Unit 06: Wild Animals and the Consumer Ethic
- Unit 07: Animals at Work
- Unit 08: Autonomous Animals, 1900-Present
- Unit 09: Charismatic Megafauna and Late 20th Century Environmentalism
- Unit 10: Animals as Entertainment
- Unit 11: Animals as Data
- Unit 12: Animals as Food

## **What to Expect for Each Unit**

Each unit of the course starts with an introduction that sets the stage for your work for the week. Thereafter, each unit also presents one or more historical primary sources to get you thinking about the topic of the week as well as introducing you to historical primary sources as a research source. Try to look critically at the primary sources and think about who made them, for what purpose, and to what effect. This thinking will help you when we get to the Primary Source Presentation assignment later in the course.

Each Unit also has a list of Key Concepts and Historical Examples presenting important ideas, events, theories, or processes for the Unit. These concepts and examples are discussed in the course readings, and you should get to know them and be able to define them. To help you keep track of these concepts and specific examples, you are encouraged to summarize them by putting information in your own words. Please keep a record of all the concepts and events in a Word document or notebook for your own learning. Make reference to these concepts and historical examples in discussions and essay assignments to show off your analytical thinking.

Finally, before you tackle the assigned reading for the unit, read the Focus Questions section in the Unit. Then, as you read, keep your eyes open for the answers to these

questions. In this way, your reading will be much more efficient and informed. Make notes while you read—they will come in handy later in the course!

## Schedule

It is strongly recommended that you follow the course schedule provided below. The schedule outlines what you should be working on each week of the course and lists the important due dates for the assessments. By following the schedule, you will be better prepared to complete the assessments and succeed in this course.

### Unit 01: Human Ascendancy

#### Week 1 - Monday, January 8 to Sunday, January 14

##### Readings

- Unit 01 Courselink webpage
- Ares:
  - Keith Thomas, “Human Ascendancy,” in *Man and the Natural World: Changing Attitudes in England 1500-1800* (London: Penguin, 1991), 17-50.

##### Activities

- Familiarize yourself with the course website by selecting **Start Here** on the navbar.
- Review **Outline** and **Assessments** on the course website to learn about course expectations, assessments, and due dates.
- Confirm your access to the course reserve materials by selecting **Ares** on the navbar.
- Complete Course Scavenger Hunt Quiz.
- Explore Unit 01 Key Concepts and Focus Questions

##### Assessments

- Participate in **Week 1 Webquest & Discussion**  
Opens: Monday, January 8 at 12:01 am ET  
Closes: Sunday, January 14 at 11:59 pm ET

## Unit 02: Autonomous Animals, 1600-1850

### Week 2 - Monday, January 15 to Sunday, January 21

#### Readings

- Unit 02 Courselink webpage
- Ares:
  - Virginia DeJohn Anderson, "King Philip's Herds: Indians, Colonists, and the Problem of Livestock in Early New England," *The William and Mary Quarterly* 51, no. 4 (1994): 601-24.
  - Jon T. Coleman, "Wolf Bullets with Adders' Tongues: How to Kill a Wolf in Colonial New England," in *Vicious: Wolves and Men in America* (New Haven: Yale University Press, 2004), 52-65.

#### Activities

- Explore the Unit 02 Key Concepts and Focus Questions

#### Assessments

- Participate in **Online Discussion #1**  
Opens: Monday, January 15 at 12:01 am ET  
Closes: Sunday, January 28 at 11:59 pm ET

## Unit 03: Species, Breed, Type, and "Race"

### Week 3 – Monday, January 22 to Sunday, January 28

#### Readings

- Unit 03 Courselink webpage
- Ares:
  - Margaret Derry, "Developing a Modern Method of Purebred Breeding," in *Bred for Perfection: Shorthorn Cattle, Collies and Arabian Horses since 1800* (Baltimore: The Johns Hopkins University Press, 2003), 1-16.
  - Margaret Derry, "Shorthorns and Animal Improvement," in *Bred for Perfection: Shorthorn Cattle, Collies and Arabian Horses since 1800* (Baltimore: The Johns Hopkins University Press, 2003), 17-47.
  - Mia Bay, "'Us is Human Flesh': Race and Humanity in Black Folk Thought," in *The White Image in the Black Mind* (Oxford: Oxford University Press, 2000), 117-48.

#### Activities

- Explore Unit 03 Key Concepts and Focus Questions

## Assessments

- Participate in **Online Discussion #1**  
Closes: Sunday, January 28 at 11:59 pm ET

## Unit 04: Urban Animals, “Cruelty,” and Reform

### Week 4 – Monday, January 29 to Sunday, February 4

#### Readings

- Unit 04 Courselink webpage
- Ares:
  - Joel A Tarr and Clay McShane, “The Horse as an Urban Technology.” *Journal of Urban Technology* 15, no. 1 (2008): 5-17.
  - Susan J. Pearson, “The Cow and the Plow: Animal Suffering, Human Guilt, and the Crime of Cruelty,” *Perspectives from Law and Humanities* 36, no. 1 (2005): 71-101.
  - Sean Kheraj, "The Great Epizootic of 1872–73: Networks of Animal Disease in North American Urban Environments," *Environmental History* 23, no. 3 (July 2018): 495–521.

#### Activities

- Explore the Unit 04 Key Concepts and Focus Questions

#### Assessments

- Start your work on **Short Essay**  
**Due:** Friday, February 9 by 11:59 pm ET

## Unit 05: Pet Keeping and the Consumer Ethic

### Week 5 – Monday, February 5 to Sunday, February 11

#### Readings

- Unit 05 Courselink webpage
- Textbook:
  - Arluke and Bogdan, ed., *Beauty and the Beast*, chapters 1, 2, 3, 6.
- Ares:
  - Susan D. Jones, “Pricing the Priceless Pet,” in *Valuing Animals: Veterinarians and their Patients in Modern America* (Baltimore: The Johns Hopkins University Press, 2003), 115-40.

#### Activities



- Explore the Unit 05 Key Concepts and Focus Questions

### Assessments

- Submit **Short Essay**  
**Due:** Friday, February 9 by 11:59 pm ET

## Unit 06: Wild Animals and the Consumer Ethic

### Week 6 – Monday, February 12 to Friday, February 16

#### Readings

- Unit 06 Courselink webpage
- Textbook:
  - Arluke and Bogdan, *Beauty and the Beast*, chapters 7, 8, 9.
- Ares:
  - Etienne Benson, “The Urbanization of the Eastern Grey Squirrel in the United States,” *Journal of American History* 100, no. 3 (2013): 691-710.
  - Donna Varga, “Babes in the Woods: Wilderness Aesthetics in Children’s Stories and Toys, 1830-1915,” *Society & Animals* 17, no. 3 (2009): 187-205.

#### Activities

- Explore the Unit 06 Key Concepts and Focus Questions

### Assessments

- There are no assessments due this week.

### Winter Break – Monday, February 19 to Sunday, February 25

## Unit 07: Animals at Work

### Week 7 – Monday, February 26 to Sunday, March 3

#### Readings

- Unit 07 Courselink webpage
- Textbook:
  - Arluke and Bogdan, *Beauty and the Beast*, chapter 4.  
**NOTE:** Chapter 4 of the Arluke and Bogdan book will help you define “work” as it pertained to animals – as an analytical idea.
  - Please also revisit the Unit 04 readings and jump ahead to Chapters 10 and 11 of the Arluke and Bogdan book!

- Ares:
  - David J. Gerleman, “As Much Military Supply as a Barrel of Gunpowder: Horses and Mules as Nineteenth Century Engines of War,” in Earl J. Hess, ed., *Animal Histories of the Civil War Era* (Baton Rouge: LSU Press, 2022), 45-68.
  - John Tester, "Mad Dogs and (mostly) Englishmen: Colonial Relations, Commodities, and the Fate of Inuit Dogs," *Études/Inuit/Studies* 34, no. 2 (2010): 129-47.  
**NOTE:** This reading is **very important** for complicating your explanation of the idea of “work” for historical animals and for thinking about companion animals as workers of a sort.

### Activities

- Explore the Unit 07 Key Concepts and Focus Questions.

### Assessments

- Participate in **Primary Source Presentation** (via **Discussions**)  
 Opens: Monday, February 26 at 12:01 am ET  
 Closes: Sunday, March 10 at 11:59 pm ET

## Unit 08: Autonomous Animals, 1900-Present

### Week 8 – Monday, March 4 to Sunday, March 10

#### Readings

- Unit 08 Courselink webpage
- Textbook:
  - Jim Sterba, *Nature Wars: The Incredible Story of How Wildlife Comebacks Turned Backyards into Battlegrounds* (2013).  
 – yes, read the whole book!

#### Activities

- Explore the Unit 08 Key Concepts and Focus Questions.

#### Assessments

- Participate in **Primary Source Presentation** (via **Discussions**)  
 Closes: Sunday, March 10 at 11:59 pm ET

## Unit 09: Charismatic Megafauna and Environmentalism

### Week 9 – Monday, March 11 to Sunday, March 17

#### Readings

- Unit 09 Courselink webpage
- Ares:
  - Frank Zelko, “From Blubber and Baleen to Buddha of the Deep: The Rise of the Metaphysical Whale,” *Society & Animals* 20, no. 1 (2012): 91-108.

#### Activities

- Watch *Who Killed Miracle?* (2010) - available via **Ares**.
- Explore the Unit 09 Key Concepts and Focus Questions.

#### Assessments

- There are no assessments due this week.

## Unit 10: Animals as Entertainment

### Week 10 – Monday, March 18 to Sunday, March 24

#### Readings

- Unit 10 Courselink webpage
- Textbook:
  - Arluke and Bogdan, *Beauty and the Beast* (2010), chapters 10, 11.

#### Activities

- Watch *Cruel Camera* (1982; 2009) - available via **Ares**.  
**NOTE:** News show *The Fifth Estate* originally produced this video in 1982. The show released an updated version of the video in 2009, which is online; you may watch either one.
- Explore the Unit 10 Key Concepts and Focus Questions.

#### Assessments

- Participate in **Online Discussion #2**  
Opens: Monday, March 18 at 12:01 am ET  
Closes: Sunday, March 31 at 11:59 pm ET

## Unit 11: Animals as Data

### Week 11 – Monday, March 25 to Sunday, March 31

#### Readings

- Unit 11 Courselink webpage
- Ares:
  - Lynda Birke, “Who—or What—are the Rats (and Mice) in the Laboratory?” *Society & Animals* 11, no. 3 (2003): 207-24.
  - Diane L. Beers, “Our Most Strenuous Protest: Antivivisection before 1945” (chapter 6) in *For the Prevention of Cruelty: The History and Legacy of Animal Rights Activism in the United States* (Athens, OH: Swallow/Ohio University Press, 2006), 119-46.
  - Diane L. Beers, “The Road to Liberation: The Rise of the Postwar Movement and the Era of Legislation, 1945-75” (chapter 7) in *For the Prevention of Cruelty: The History and Legacy of Animal Rights Activism in the United States* (Athens, OH: Swallow/Ohio University Press, 2006), 147-96.  
**NOTE:** pay special attention in this chapter to the section called “The Laboratory Cage” p. 167-80.

#### Activities

- Explore the Unit 11 Key Concepts and Focus Questions.

#### Assessments

- Participate in **Online Discussion #2**  
Closes: Sunday, March 31 at 11:59 pm ET

## Unit 12: Animals as Food

### Week 12 – Monday, April 1 to Monday, April 8

#### Readings

- Unit 12 Courselink webpage
- Textbook:
  - Gene Baur, *Farm Sanctuary* (2008).  
– yes, read the whole book!
  - Arluke and Bogdan, *Beauty and the Beast*, chapter 5.

#### Activities

- Watch *Angry Inuk* (2016) - available via **Ares**

- Explore the Unit 12 Key Concepts and Focus Questions.
- Review Units 01 through 12, your notes, key concepts, and focus questions to prepare for the Final Examination.

### Assessments

- There are no assessments due this week.

## Assessments

The grade determination for this course is indicated in the following table. A brief description of each assessment is provided below. Select **Content** on the navbar to locate **Assessments** in the table of contents panel to review further details of each assessment. Due dates can be found under the Schedule heading of this outline.

**Table 1: Course Assessments**

Assessment Item	Weight	Learning Outcomes
Week 1 Webquest & Discussion	5%	1, 2, 4, 5, 8, 9
Online Discussions (2 @ 15%)	30%	1, 2, 8, 9
Short Essay	20%	1, 3, 7
Primary Source Presentation	15%	2, 5, 6, 7, 8, 9
Take Home Final Examination	30%	1, 3, 7
<b>Total</b>	<b>100%</b>	

### Assessment Descriptions

#### Week 1 Webquest & Discussion

During the first week of this course, you and your fellow students will be assigned to groups of 20 students each for all **Discussions** boards assignments. For this assignment, you and your group will define and discuss our foundational terms and basic questions for the course so that we are all “on the same page,” so to speak.

Visit [Content > Assessments > Week 1 Webquest & Discussion](#) for more information about this assignment.

## Online Discussions 1 & 2

During the semester, you will participate in two scheduled, graded online discussions on **Discussions** boards. In each one, you will be asked to explore the Key Concepts and Historical Examples of the Unit, Focus Questions, and other important historical topics and ideas from several Units, supporting your work with assigned readings, videos, and Unit page content. This assignment requires you to understand and talk about the assigned course materials so that you will be prepared to employ them in our other written assignments. Consult the Schedule above in this course outline for specific dates when the Discussion 1 and 2 boards open and close.

Visit [Content > Assessments > Online Discussions 1 & 2](#) for more information about this assignment.

## Short Essay

In this course, you are asked to write one short essay of 900-1100 words using only assigned course material, which serves as a dress rehearsal for the final examination. The short essay is designed to

1. Give you an opportunity to think about and synthesize your knowledge of the past, drawn from our study over a number of recent units;
2. Demonstrate your ability to apply one or more of our course themes of modernity, consumerism, animal agency, historical change, and the contradictory nature of human-animal relationships to various historical case studies;
3. Demonstrate all your hard work in keeping up with assigned readings, videos, and Unit pages;
4. Practice writing concisely and accurately. Professional writers like journalists and novelists learn how to write through practice, practice, practice—and so will you!
5. The Short Essay is designed to test your work in completing assigned course readings and videos. You may **ONLY** cite and refer to assigned course materials in your essay focused around a particular question about the past. You will not receive credit for outside research.

Visit [Content > Assessments > Short Essay](#) for more information about this assignment.

## Primary Source Presentation

In weeks 7 and 8, you will present a curated primary source to fellow students in your discussion group on a dedicated, graded **Discussions** board. Thereafter, you will comment upon and discuss fellow students presentations, as well.

This assignment is unique from the others on our discussion boards in that it is a research-based, historical primary source presentation assignment that trains you in critical thinking and archival research. In this assignment, you are the historian. You will find, curate, and present a primary source, contextualizing it with information, concepts,

and questions from the course **and by way of this semester's primary source research theme "Animals at Work."**

Visit [Content > Assessments > Primary Source Presentation](#) for more information about this assignment.

### Take-Home Final Examination

This course requires you to submit a take-home final examination, consisting of one short essay, to the **Dropbox** tool in CourseLink. The final examination is your last opportunity to demonstrate and synthesize your knowledge of the history of human-animal relationships in North America with reference to the course themes. It is also the final opportunity in the course to practice writing concisely and accurately.

The final examination asks for you to write one essay (similar to the Short Essay above) of 1400-1600 words and chosen from several options. The Final Examination will be posted in the **Announcements** on CourseLink on the release date indicated on the first page of this outline.

Visit [Content > Assessments > Take-Home Final Exam](#) for more information about this assignment.

## Course Technology Requirements and Technical Support

### CourseLink System Requirements

You are responsible for ensuring that your computer system meets the necessary [system requirements](#). Use the [browser check](#) tool to ensure your browser settings are compatible and up to date. (Results will be displayed in a new browser window).

<https://opened.uoguelph.ca/student-resources/system-and-software-requirements>

<https://courselink.uoguelph.ca/d2l/systemCheck>

### Microsoft Teams System Requirements

This course may use **Microsoft Teams** as a video communication tool. A Webcam, a microphone, and headphones/speakers may be needed. Review [System requirements for Teams for personal use \(microsoft.com\)](#) to ensure that your computer meets the technical requirements.

<https://support.microsoft.com/en-us/office/system-requirements-for-teams-for-personal-use-dae0234b-839c-4f85-ae75-d14ad2baa978>

### Technical Skills

As part of your online experience, you are expected to use a variety of technology as part of your learning:

- Manage files and folders on your computer (e.g., save, name, copy, backup, rename, delete, and check properties);

- Install software, security, and virus protection;
- Use office applications (e.g., Word, PowerPoint, Excel, or similar) to create documents;
- Be comfortable uploading and downloading saved files;
- Communicate using email (e.g., create, receive, reply, print, send, download, and open attachments);
- Navigate the CourseLink learning environment and use the essential tools, such as **Dropbox**, **Quizzes**, **Discussions**, and **Grades** (the instructions for this are given in your course);
- Access, navigate, and search the Internet using a web browser (e.g., Firefox, Internet Explorer); and
- Perform online research using various search engines (e.g., Google) and library databases.

## Technical Support

If you need any assistance with the software tools or the CourseLink website, contact CourseLink Support.

### CourseLink Support

University of Guelph

Day Hall, Room 211

Email: [courselink@uoguelph.ca](mailto:courselink@uoguelph.ca)

Tel: 519-824-4120 ext. 56939

Toll-Free (CAN/USA): 1-866-275-1478

### Walk-In Hours (Eastern Time):

Monday thru Friday: 8:30 am–4:30 pm

### Phone/Email Hours (Eastern Time):

Monday thru Friday: 8:30 am–8:30 pm

Saturday: 10:00 am–4:00 pm

Sunday: 12:00 pm–6:00 pm

## Course Specific Standard Statements

### Acceptable Use

The University of Guelph has an [Acceptable Use Policy](#), which you are expected to adhere to.

<https://www.uoguelph.ca/ccs/infosec/aup>



## Communicating with Your Instructor

During the course, your instructor will interact with you on various course matters on the course website using the following ways of communication:

- **Announcements:** The instructor will use **Announcements** on the Course Home page to provide you with course reminders and updates. Please check this section frequently for course updates from your instructor.
- **Ask Your Instructor Discussion:** Use this discussion forum to ask questions of your instructor about content or course-related issues with which you are unfamiliar. If you encounter difficulties, the instructor is here to help you. Please post general course-related questions to the discussion forum so that all students have an opportunity to review the response. To access this discussion forum, select **Discussions** from the **Tools** dropdown menu.
- **Email:** If you have a conflict that prevents you from completing course requirements, or have a question concerning a personal matter, you can send your instructor a private message by email. The instructor will respond to your email within 48 to 72 hours.
- **Online meeting:** If you have a complex question you would like to discuss with your instructor, you may book an online meeting. Online meetings depend on the availability of you and the instructor, and are booked on a first come first served basis.

## Netiquette Expectations

For distance education courses, the course website is considered the classroom and the same protections, expectations, guidelines, and regulations used in face-to-face settings apply, plus other policies and considerations that come into play specifically because these courses are online.

Inappropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include:

- Posting inflammatory messages about your instructor or fellow students;
- Using obscene or offensive language online;
- Copying or presenting someone else's work as your own;
- Adapting information from the Internet without using proper citations or references;
- Buying or selling term papers or assignments;
- Posting or selling course materials to course notes websites;
- Having someone else complete your quiz or completing a quiz for/with another student;
- Stating false claims about lost quiz answers or other assignment submissions;
- Threatening or harassing a student or instructor online;

- Discriminating against fellow students, instructors, and/or TAs;
- Using the course website to promote profit-driven products or services;
- Attempting to compromise the security or functionality of the learning management system;
- Sharing your username and password; and
- Recording lectures without the permission of the instructor.

## Submission of Assignments to Dropbox

Your Short Essay and Final Examination for this course should be submitted electronically via the online **Dropbox** tool. When submitting your assignments using the **Dropbox** tool, do not leave the page until your assignment has successfully uploaded. To verify that your submission was complete, you can view the submission history immediately after the upload to see which files uploaded successfully. The system will also email you a receipt. Save this email receipt as proof of submission.

Be sure to keep a back-up copy of all of your assignments in the event that they are lost in transition. In order to avoid any last-minute computer problems, your instructor strongly recommend you save your assignments to a cloud-based file storage (e.g., Google Docs), or send to your email account, so that should something happen to your computer, the assignment could still be submitted on time or re-submitted.

It is your responsibility to submit your assignments on time as specified on the Schedule. Be sure to check the technical requirements and make sure you have the proper computer, that you have a supported browser, and that you have reliable Internet access. Remember that **technical difficulty is not an excuse not to turn in your assignment on time**. Don't wait until the last minute as you may get behind in your work.

If, for some reason, you have a technical difficulty when submitting your assignment electronically, please contact your instructor or [CourseLink Support](#).

<https://support.opened.uoguelph.ca/contact>

## Late Policy

If you choose to submit your individual assignments to the **Dropbox** tool late, the full allocated mark will be reduced by 3% per day after the deadline for the submission of the assignment to a limit of four days at which time access to the **Dropbox** folder will be closed.

Extensions will be considered for medical reasons or other extenuating circumstances. If you require an extension, discuss this with the instructor as soon as possible and well before the due date. Barring exceptional circumstances, extensions will not be granted once the due date has passed. These rules are not designed to be arbitrary, nor are they inflexible. They are designed to keep you organized, to ensure that all students have the same amount of time to work on assignments, and to help to return marked materials to you in the shortest possible time.

## Obtaining Grades and Feedback

Unofficial assessment marks will be available in the **Grades** tool of the course website.

Your instructor will have grades posted online within 2 weeks of the submission deadline, if the assignment was submitted on time. Once your assignments are marked you can view your grades on the course website by selecting **Grades** from the **Tools** dropdown menu on the navbar. Your course will remain open to you for seven days following the last day of the final exam period.

University of Guelph degree students can access their final grade by logging into [WebAdvisor](#) (using your U of G central ID). Open Learning program students should log in to the [OpenEd Student Portal](#) to view their final grade (using the same username and password you have been using for your courses).

<https://www.uoguelph.ca/webadvisor>

<https://courses.opened.uoguelph.ca/portal/logon.do?method=load>

## Rights and Responsibilities When Learning Online

For distance education (DE) courses, the course website is considered the classroom and the same protections, expectations, guidelines, and regulations used in face-to-face settings apply, plus other policies and considerations that come into play specifically because these courses are online.

For more information on your rights and responsibilities when learning in the online environment, visit [Rights and Responsibilities](#).

<http://opened.uoguelph.ca/student-resources/rights-and-responsibilities>

## Turnitin Originality Check

In this course, your instructor will be using Turnitin, integrated with the CourseLink **Dropbox** tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All individual assignments submitted to the **Dropbox** tool will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that you will be able to educate and empower yourself in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

## Use of AI (eg. ChatGPT) and other writing tools in this course

Students in this course may use writing aids like Grammarly or the spelling and grammar features in Word to revise their writing. They may also use AI services like ChatGPT to correct spelling and grammar, or to ask factual or research questions (as Dr. Nance will demonstrate in Week 1 of this course). You must cite information you

copy and paste from ChatGPT into your own work as originating in an AI application, using quotation marks to indicate the relevant text (citation info in footnote #1 below).<sup>1</sup>

Beyond that, please see the [University of Guelph Statement on Artificial Intelligence Systems, ChatGPT, and Academic Integrity](#) as well as the statement on Academic Misconduct below.

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## University Standard Statements

### University of Guelph: Undergraduate Policies

As a student of the University of Guelph, it is important for you to understand your rights and responsibilities and the academic rules and regulations that you must abide by.

If you are a registered **University of Guelph Degree Student**, consult the [Undergraduate Calendar](#) for the rules, regulations, curricula, programs and fees for current and previous academic years.

If you are an **Open Learning Program Student**, consult the [Open Learning Program Calendar](#) for information about University of Guelph administrative policies, procedures and services.

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/>

<https://opened.uoguelph.ca/student-resources/open-learning-program-calendar>

### Email Communication

As per university regulations, all students are required to check their uoguelph.ca e-mail account regularly: e-mail is the official route of communication between the University and its students.

### When You Cannot Meet Course Requirements

When you find yourself unable to meet an in-course requirement due to illness or compassionate reasons, please advise your course instructor **in writing**, with your name, ID number and email contact.

### University of Guelph Degree Students

Consult the [Undergraduate Calendar](#) for information on regulations and procedures for Academic Consideration.

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

### Open Learning Program Students

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<sup>1</sup> "You do need to credit ChatGPT,"  
<https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html>.

Please refer to the [Open Learning Program Calendar](#) for information on regulations and procedures for requesting Academic Consideration.

<http://opened.uoguelph.ca/student-resources/open-learning-program-calendar>

## **Drop Date**

### **University of Guelph Degree Students**

Students will have until the last day of classes to drop courses without academic penalty. [Review the Undergraduate Calendar for regulations and procedures for Dropping Courses.](#)

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

### **Open Learning Program Students**

Please refer to the [Open Learning Program Calendar](#).

<http://opened.uoguelph.ca/student-resources/open-learning-program-calendar>

## **Copies of Assignments**

Keep paper and/or other reliable back-up copies of all assignments: you may be asked to resubmit work at any time.

## **Accessibility**

### **University of Guelph Degree Students**

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

For more information, contact Accessibility Services at 519-824-4120 ext. 56208, [email Accessibility Services](#) or visit the [Accessibility Services website](#).

[accessibility@uoguelph.ca](mailto:accessibility@uoguelph.ca)

<https://wellness.uoguelph.ca/accessibility/>

### **Open Learning Program Students**

If you are an Open Learning program student who requires academic accommodation, please [contact the Open Learning program Counsellor](#). Please ensure that you contact us before the end of the first week of your course (every semester) in order to avoid any delays in support. Documentation from a health professional is required for all academic accommodations. Please note that all information provided will be held in confidence.

If you require textbooks produced in an alternate format (e.g., DAISY, Braille, large print or eText), please [contact the Open Learning program Counsellor](#) at least two months prior to the course start date. If contact is not made within the suggested time frame, support may be delayed. It is recommended that you refer to the course outline before beginning your course in order to determine the required readings.

The provision of academic accommodation is a shared responsibility between OpenEd and the student requesting accommodation. It is recognized that academic accommodations are intended to “level the playing field” for students with disabilities.

<mailto:counsellor@OpenEd.uoguelph.ca>

## **Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The [Academic Misconduct Policy](#) is detailed in the Undergraduate Calendar.

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

## **Copyright Notice**

Content within this course is copyright protected. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course, or have been copied under an exception or limitation in Canadian Copyright law.

The fair dealing exemption in Canada's Copyright Act permits students to reproduce short excerpts from copyright-protected materials for purposes such as research, education, private study, criticism and review, with proper attribution. Any other copying, communicating, or distribution of any content provided in this course, except as

permitted by law, may be an infringement of copyright if done without proper license or the consent of the copyright owner. Examples of infringing uses of copyrighted works would include uploading materials to a commercial third party web site, or making paper or electronic reproductions of all, or a substantial part, of works such as textbooks for commercial purposes.

Students who upload to CourseLink copyrighted materials such as book chapters, journal articles, or materials taken from the Internet, must ensure that they comply with Canadian Copyright law or with the terms of the University's electronic resource licenses.

For more information about students' rights and obligations with respect to copyrighted works, review [Fair Dealing Guidance for Students](#).

<https://www.lib.uoguelph.ca/about/policies/fair-dealing-policy>

### **Plagiarism Detection Software**

Students should be aware that faculty have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion from the University can be imposed.

### **Recording of Materials**

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

### **Disclaimer**

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the [COVID-19 website](#) and circulated by email.

<https://news.uoguelph.ca/2019-novel-coronavirus-information/>

### **Illness**

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

### **Covid-19 Safety Protocols**

For information on current safety protocols, follow these links:

[How U of G Is Preparing for Your Safe Return](#)

[Guidelines to Safely Navigate U of G Spaces](#)

Please note, these guidelines may be updated as required in response to evolving University, Public Health or government directives.

<https://news.uoguelph.ca/return-to-campus/how-u-of-g-is-preparing-for-your-safe-return/>

<https://news.uoguelph.ca/return-to-campus/spaces/#ClassroomSpaces>