



# HIST\*2160 9/11 in Historical Perspective

Winter 2024

Section: DE01

Department of History  
Credit Weight: 0.50

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## Course Details

### Calendar Description

This course will explore the history of the moment to understand why 9/11 happened and examine 9/11's lasting legacy for both the West and the Arab-Muslim world. It will examine how the West was historically perceived in the Arab World, as well as the growth of Islamophobia in the US, Canada and Europe. This course will reflect on the intellectual climate of the US and the Arab world within a historical and political context often neglected, misunderstood, or ignored by proponents of the "clash of civilizations" argument.

**Pre-Requisite(s):** 2.0 credits

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

**Restriction(s):** none

**Method of Delivery:** Distance Education (asynchronous online)

### Final Exam

There is no final exam in this course.

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## Instructional Support

### Instructor

[Redacted]

Email: [Redacted]

Telephone: [Redacted]

[Redacted]

**Office Hours via Zoom:**. Please note that further details will be posted in the **Announcements**. See also **Communicating with Your Instructor**.

### Teaching Assistant(s)

Name: [Redacted]

Email: [Redacted]

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## Learning Resources

### Required Textbook

There is no required textbook for this course. The required readings are provided online.

### Course Materials

There are no required materials for this course.

## 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>

## Ares

For this course, you will 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.

Note: Unless otherwise indicated, all readings and videos for the course will be available through **Ares**.

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 Course Material 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/how-get-course-reserve-material>

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## Learning Outcomes

### Course Learning Outcomes

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

1. Identify and explain the historical, social, cultural, and transformations and continuities that shaped the USA and its relationships with the Arab and Muslim world in the aftermath of 9/11.
2. Formulate arguments and opinions on the role of 9/11 within the cultural history of the US and beyond.
3. Distill pertinent arguments of each reading's factual content and its relevancy to the topics of the course.
4. Develop an interdisciplinary approach to the study of 9/11 and its aftermath from a historical perspective (i.e., to consider the traumatic events of 9/11 and its

aftermath from cultural, political, social, and historical—as well as literary—perspectives).

5. Use analytical and literacy skills necessary to read and critique any cultural text as a historical document.
  6. formulate arguments and opinions on the role of 9/11 within the cultural history of the US and beyond.
  7. Demonstrate skills in researching, planning and writing papers, incorporating an analytical understanding of key concepts in the course. Also, Strengthen communication skills.
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## Teaching and Learning Activities

### Method of Learning

The pedagogical approach used in this course is one of introducing and developing your skills as a historian in the context of the course topics around 9/11 in historical perspective. You have been provided with an important and excellent supplemental resource called “Thinking Like a Historian”. It is accessible through the Table of Contents. If you are unfamiliar with taking history courses and/or you would like to refresh your skills, then spend some time with this resource. It will be of great assistance to you in working with primary and secondary sources, as well as other aspects of studying history. You are NOT required to complete the tasks and assessments in this resource (although you may wish to) – it is strictly provided as a resource to you, to help you analyze readings, organize your thoughts and help guide you as you begin to complete the assessed work for the course. The method of learning is one of discovery - reading, reflection, formulating opinion, and discussing your findings with other students.

The readings and visual materials provided in the course have been carefully chosen to allow a variety of perspectives and to bring ideas, thoughts and opinions to your attention that are most pertinent to the course’s topics. In this way, you are provided with opportunities to distil your own thoughts and opinions concerning what you are learning.

The course encourages learning between students. In addition to the graded discussions, each unit provides topics and/or questions for you to participate in an ungraded discussion with your peers. The topics and questions provided will be relevant and important for the week’s topics and may be helpful to you as you prepare your graded work for the course.

You are encouraged to participate in the ungraded discussions. Your professor and/or TAs may (or may not) visit the ungraded discussion groups. They are provided for you to engage with your peers.

## Course Structure

The course is organized around 12 main topics related to 9/11 and its lasting legacy for both the West and the Arab-Muslim world.

The 12 topics for this course are:

- Unit 01 Overview: 9/11 Historical Context and Memory
- Unit 02 What happened? What did and does it mean?
- Unit 03 U.S. Interests in the Arab and Muslim World
- Unit 04 The Islamic State and Media Framing of Terrorism
- Unit 05 State of Deception
- Unit 06 The Iraq Question
- Unit 07 The Rise of Islamists: Al-Qaeda and its Successor ISIS
- Unit 08 A New International System
- Unit 09 9/11 Impact on America's National Character
- Unit 10 Social Movements
- Unit 11 Middle East/Imperialism and U.S. Foreign Policy
- Unit 12 Media and Globalization

### What to Expect for Each Unit:

Each unit is organized around a main topic and the topic's relevant sub-topics. The units begin with an introduction to the topic and provides the unit's learning outcomes. Each section introduces a sub-topic and provides relevant videos, films, reports and/or readings on which you are expected to form opinions, consider points and perspectives relevant to the topic, and make notes for future reference. The units then conclude with a summary of the unit's learning and an ungraded discussion topic.

Unless otherwise indicated, all videos/films and readings are available in CourseLink through Ares, accessed from the Navbar.

The ungraded discussion topics allow you to respond to questions raised in the unit and/or provide your opinion on the topics. They constitute an excellent opportunity for you to compare and contrast what you have learned in the unit with that of your peers. While your professor is unlikely to monitor these discussions, they are a valuable resource to you in broadening your perspectives of the unit's topics and learning with your peers. They will be helpful to you in developing your skills as a scholar.

### 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.

Note that two optional synchronous sessions are offered to answer questions about course content, upcoming assessments or other topics associated with the course. The sessions will be recorded for later viewing by those unable to attend.

## Unit 01: Overview: 9/11 Historical Context and Memory

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

#### Readings

- Fishkin, Shelly Fisher. *Crossroads of Culture: The Transnational Turn in American Studies*-Presidential Address to the American Studies Association, November 12, 2004. *American Quarterly*, March 2005
- Ngai, Mae M. *Transnationalism and the Transformation of the “Other”:* Response to the Presidential Address. *American Quarterly* 57.1 (2005).

#### 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.
- Watch videos

#### Assessments

- None this week

## Unit 02: What happened? What did and does it mean?

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

#### Readings

- *After the Fall*, by Robert Gray, Wiley–Blackwell, 2011. (Introduction and Chapter 4: Imagining the Transnational)

#### Activities

- Watch videos
- Participate in the ungraded discussion

- Attend the **optional synchronous Zoom session** scheduled for **Friday, January 19** from 1 to 2 pm.

### **Assessments**

- Graded discussion #1 opens at 12:01 am on Monday, January 15

## **Unit 03: U.S. Interests in the Arab and Muslim World**

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

#### **Readings**

- “Introduction: Middle East Interests” and “Conclusion: 9/11 and After: Snapshots on the Road to Empire.” In *Epic Encounters: Culture, Media, and U.S. Interests in the Middle East Since 1945*, Updated Edition, with a Post-9/11 Introduction 1-42, Chapter, 266-308. University of California Press, 2005.

#### **Activities**

- Watch videos
- Participate in the ungraded discussion

#### **Assessments**

- Continue with graded discussion #1

## **Unit 04: The Islamic State and Media Framing of Terrorism**

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

#### **Readings**

- Woodward, Bob (2002). *Bush at war*. New York: Simon & Schuster. Chapters and 21 pp. 278 to 292 (available from ARES) and the Epilogue (provided through a link in the unit)
- Nader, Laura. “Orientalism, Occidentalism and the Control of Women.” *Cultural Dynamics* 2, No. 3 (July 1989): 323–55.

#### **Activities**

- Watch videos
- Participate in the ungraded discussion

#### **Assessments**

- Continue with graded discussion #1

## Unit 05: State of Deception

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

#### Readings

- Judith Miller, Jeff Gerth and Don Van Natta Jr. "Planning for Terror but Failing to Act." The New York Times. September 30 2001.

#### Activities

- Watch videos
- Participate in the ungraded discussion

#### Assessments

- Graded discussion #1 closes at 11:59 pm on Sunday, February 11

## Unit 06: The Iraq Question

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

#### Readings

- Reframing The Iraq War: Official Sources, Dramatic Events, And Changes In Media Framing, Journal of Communication [0021-9916] Speer, Isaac yr:2017 vol:67 iss:2 pp: 282 -302
- Mohamed, Eid. Arab Occidentalism: Images of America in the Middle East. London: IB Tauris, 2015. pp 1 – 16, 100 - 134

#### Activities

- Watch videos
- Participate in the ungraded discussion

#### Assessments

- Graded discussion #2 opens at 12:01 a.m. on Friday, February 16

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

## Unit 07: The Rise of Islamists: Al-Qaeda and its Successor ISIS

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

#### Readings

- The Rise of the Islamists: How Islamists Will Change Politics, and Vice Versa, Foreign Affairs [0015-7120] Hamid, Shadi yr:2011 vol:90 iss:3 pp:40 -47
- Eqbal Ahmad. "Terrorism: Theirs and Ours." Geopolitics Review. Oct 2001. Vol 2, Issue 3.



### **Activities**

- Watch videos
- Participate in the ungraded discussion
- Attend the **optional synchronous Zoom session** scheduled for **Friday, March 1 from 1 to 2 pm.**

### **Assessments**

- Continue with graded discussion #2

## **Unit 08: A New International System**

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

#### **Readings**

- David Lampton. "China and America after 9/11." The National Interest. Number 66, Winter 2001/02.
- Michael McFaul. "U.S. - Russian Relations After September 11." Testimony before House Committee on International Relations. October 24, 2001.
- Thomas L. Friedman. "The End of NATO?" The New York Times. February 3, 2002.

#### **Activities**

- Watch videos
- Participate in the ungraded discussion

#### **Assessments**

- Graded discussion #2 closes at 11:59 pm on Sunday, March 10

## **Unit 09: Effects on America's National Character**

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

#### **Readings**

- Alexander Stille. "Suddenly, Americans Trust Uncle Sam." The New York Times. November 3, 2001
- Terence Monmaney. "Living With a 9/11 State of Mind." The Los Angeles Times. February 26, 2002.
- "Tuesday, and After" The New Yorker. September 24, 2001.

#### **Activities**

- Watch videos

- Participate in the ungraded discussion

### **Assessments**

- Essay synopsis due at 11:59 pm on Sunday, March 17

## **Unit 10: Social Movement**

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

#### **Readings**

- Salaita, Steven. *Ethnic Identity and Imperative Patriotism: Arab Americans Before and After 9/11*. College Literature; Spring2005, Vol. 32 Issue 2, pp.146-168

#### **Activities**

- Watch videos
- Participate in the ungraded discussion

#### **Assessments**

- None for this week

## **Unit 11: Middle East/Imperialism and U.S. Foreign Policy**

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

#### **Readings**

- Harris, Jerry. "US Imperialism after Iraq." *Race & Class* 50, no. 1 (July 2008): 37–58.

#### **Activities**

- Watch videos
- Participate in the ungraded discussion

#### **Assessments**

- None for this week

## **Unit 12: Media and Globalization**

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

#### **Readings**

- Conover, F. (2013). The digital evolution of occupy wall street. *PLoS One*, 8(5).

#### **Activities**

- Watch videos

- Participate in the ungraded discussion

### Assessments

- Final essay due: 11:59 pm on Monday, April 8

## 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**

<b>Assessment Item</b>	<b>Weight</b>	<b>Learning Outcomes</b>
Graded Discussion #1	20%	#1 #2 #7
Graded Discussion # 2	20%	#1 #2 #7
Essay Synopsis	20%	#3 #4 #5 #6 #7
Final Essay	40%	#3 #4 #5 #6 #7
<b>Total</b>	<b>100%</b>	

## Assessment Descriptions

### Graded Discussions (2)

You will participate in two graded discussions (400 words each) which will allow you to provide a summary, your perspectives, thoughts and ideas related to a particular reading or video/film.

### Research Synopsis

In the essay synopsis (500 words), you are expected to write a synopsis for the final essay explaining the main questions, theoretical framework, and the main argument. Comment critically on the sources (scholarly books and articles used for this research paper). The Essay Synopsis must follow accepted guidelines for academic research essays (title, title page, complete footnotes, full bibliography, etc.) For the essay synopsis, use two or more key readings that you would consider for the final paper, and relate them to specific aspects of your argument. Again, you are expected to place your research question within the context of the themes being considered in the various units

of study in this course. This essay synopsis is to sort through your ideas and arguments, identify any gaps in your argument or changes of focus that might develop.

### **Final Essay**

An essay (1500 words) to be submitted for this assignment. The paper may take the form of an analytical discussion that may employ theory to analyze a novel, film, short stories, play, television program, or other relevant cultural product as a historical document. This writing assignment is designed to develop and enhance your critical reading, analytical, and writing skills.

Evaluation criteria include the following: critical and integrative analysis of texts, clarity of thought, ability to synthesize readings and occasionally, class discussions into the argument, and ability to formulate a theoretical grounding for it.

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## **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 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>

### **Zoom Requirements**

This course may use **Zoom** as a video communication tool. A Webcam, headphones/speakers may be needed. Review the [Zoom information for students \(uoguelph\)](#) to ensure that your computer meets the technical requirements.

<https://support.opened.uoguelph.ca/students/courselink/tools/content/zoom>

## 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, Chrome); 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

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# Course Specific Standard Statements

## Acceptable Use

The University of Guelph has an [Acceptable Use Policy](https://www.uoguelph.ca/ccs/infosec/aup), 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

All assignments 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 5 percent per day after the deadline for the submission of the assignment to a limit of six 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 two 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.

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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/>

<http://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**

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

<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**

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<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.

## **Storage and Retention of Videoconference Recordings**

Courses may use videoconferencing-based software (e.g., Microsoft Teams, Zoom) and sessions may be recorded by your instructor. As a result, the University of Guelph may collect your image, voice, name, personal views and opinions, and course work under the legal authority of the *University of Guelph Act* and in accordance with the *Freedom of Information and Protection of Privacy Act*. The recording may capture material shared on screen, participant audio and participant video and may be used to facilitate asynchronous learning by other students registered in the course. Recordings of this nature will be deleted following the conclusion of the course. Recordings that facilitate assessment will be retained for a period of one year following the conclusion of the

course. If you have any questions about the collection and use of this information, please contact your instructor.

## **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>