



HIST*2220 Buying and Selling: Consumer Cultures

Fall 2026

Section: DE01

Department of History

Credit Weight: 0.50

Course Details

Calendar Description

This course explores how the things we buy shape our personal identities and how individuals relate to corporations and advertisers, in the context of the emergence of modern consumer society from the 18th century to the present. It critically examines the shift from home-production economies to mass production. Examining how developments such as department stores, product branding, modern advertising, urbanization, and suburbanization have shaped society, politics, and the economy, the course provides a historical context for contemporary debates about consumer culture.

Pre-Requisite(s): 2.00 credits

Co-Requisite(s): None

Restriction(s): None

Method of Delivery: Distance Education (asynchronous online)

Final Exam

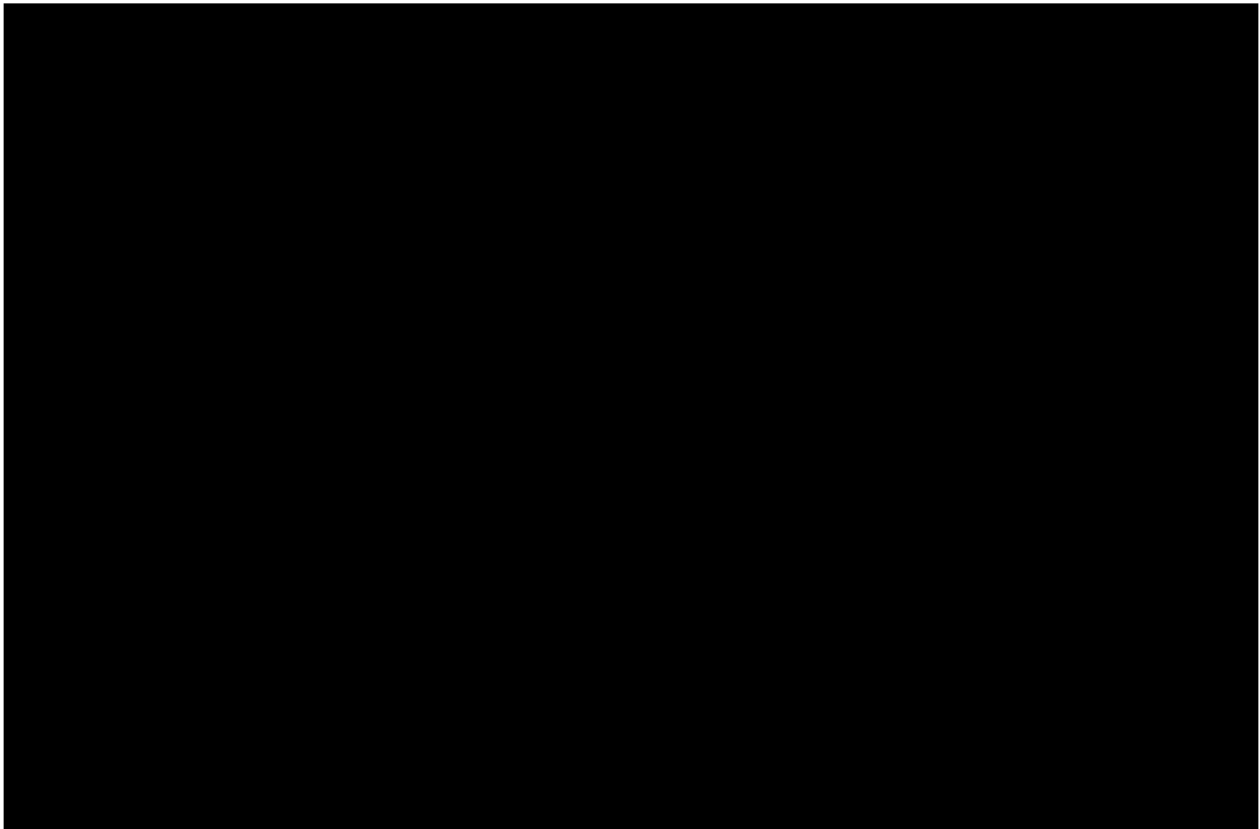
Date: TBD

Time: TBD

Location: Online via the **Dropbox** tool, and **Quizzes** tool in CourseLink using Respondus LockDown Browser and Monitor (webcam).

Note: There is additional, important information about final exams in the **Assessments** section of this Outline.

Instructional Support



Learning Resources

Required Textbook

Title: A Business History of Retail: From Trading Post to E-Commerce in America and Canada

Author(s): Bettina Liverant

Edition / Year: 2025

Publisher: Routledge

ISBN: 9781138337350 (Hardcover); 9780429442438 (eBook)

You may purchase the textbook at the [Guelph Campus Co-op Bookstore](http://www.bookstore.coop/) or the [University of Guelph Bookstore](http://www.bookstore.uoguelph.ca/).

<http://www.bookstore.coop/>

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

Course Materials

This course requires the use or purchase of webcam to complete the course activities and/or assessments using the Respondus Monitor. It is your responsibility to ensure that you have all of the required materials for the course.

Cost of Textbook and Learning Resources

The cost of the required text for this course, is \$51.99 on the publisher's website. Students are welcome to use second-hand copies of the textbook or purchase the textbook from alternate locations, including the campus bookstore. Note that this book is also available for free in digital format via the University's library.

Textbook chapters serve as complementary readings to guide you through the course material. Each textbook chapter helps to contextualize unit themes within a broader North American overview. Note that reading this textbook will not only help you understand course material better but will be helpful when it comes to the writing assignments as well.

Course Website

[CourseLink](https://courselink.uoguelph.ca) (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 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 Course Material and Reserve Services staff at:

Tel: 519-824-4120 ext. 53621

Email: libres2@uoguelph.ca

Location: McLaughlin Library, First Floor, University of Guelph

Learning Outcomes

Course Learning Outcomes

How do the things we buy shape our personal identities? How do individuals stand up to corporations and advertisers? This course explores the emergence of modern consumer society in North America from the 18th century to the present. Acknowledging both celebrations and critiques, it traces the shift from home-production economies to neighbourhood sellers to mass retail and conspicuous consumption. Examining how developments such as department stores, mass-produced goods, product branding, modern advertising, urbanization, and suburbanization have shaped society, politics, and the economy, the course provides a historical context for contemporary debates about consumer culture.

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

1. Appreciate the value of an historical approach when analyzing consumer culture and consumer issues;
2. Critically analyze the origins and evolution of consumer culture in North America and effectively explain these ideas in a written format, identifying and defining key issues;
3. Develop your own interpretations about issues in consumer culture based on ability to summarize and compare a broad range of readings and evidence from both primary and secondary sources;
4. Distinguish and compare the spatially and temporally specific ways consumer culture has both influenced and been influenced by a range of social, cultural, political, and economic developments;
5. Discuss consumer culture as an interplay between manufacturers, advertisers, sales people, and consumers, wherein individuals from each of these groups have occupied historically specific identities as a result of their relationships with consumption.

Teaching and Learning Activities

Method of Learning

The course website acts as your classroom. There is a variety of course content, texts, graphics, videos, activities, and other relevant information provided within each unit. You will also find the links to required and suggested online resources throughout the course. It is recommended that you log in to your course website every day to check for

announcements, access course materials, review weekly schedule and assignment requirements, and participate in discussions.

Discussions will form an important part of your learning in this course. Think of them as the conversations and debates that would take place during the seminars of in-class courses. They give you the chance to refine your ideas about consumer history through discussion and debate with your classmates. Some discussions constitute a portion of the graded assignments for the course while some are non-graded and intended for general discussion purposes. Select **Discussions** from the **Tools** link in the navbar on our course website.

The following discussions are available:

- **Ask Your Professor** (Non-graded): Your chance to ask questions of the course instructor and your fellow students. If you have questions about a particular assignment or concept in the course, chances are that other students have similar questions. This discussion provides an efficient way to answer those questions for all students. Your instructor will monitor the discussion regularly and offer responses wherever required. However, you should feel free to discuss and offer assistance among yourselves as well.
- **Two Discussion Assignments** (Graded): These discussions will give you the chance to refine your ideas about consumer history through discussion and debate with your classmates. Please refer to the **Assignments** link in the course Navbar for more details.

The best measure of your success in this course is your own sense of a growing appreciation for the historical origins of our modern consumer culture and an increasing ability to think critically about consumer behaviours, both in the past and present. However, in order to provide you with a numerical grade for the course, your ability to identify, discuss, and compare key topics and issues in consumer history will be evaluated through various assignments.

Course Structure

HIST*2220 consists of seven units:

- Unit 01: Introduction to Consumer History
- Unit 02: Consumer Behaviours in Colonial Contexts
- Unit 03: Mass Production and the Emergence of Modern Commercial Spaces
- Unit 04: Consumer Activism During the First Half of the 20th Century
- Unit 05: A Postwar Consumers' Paradise?
- Unit 06: Consumer Culture Since the late-Cold War
- Unit 07: Final Thoughts

Units 01 and 07 are shorter one week units that will serve as book ends for the course. Unit 01 will introduce you to the field of consumer history and some of its major topics and concepts. Units 02 to 06 are longer, more substantial two-week units that are

arranged in a largely chronological order, beginning with the early-1500s and working all the way through to the end of the 20th century. Unit 07 will help to bring together some of the big ideas from that long history while inviting us to think about our present-day consumer culture and where it may be heading. The schedule below outlines when each unit begins and ends.

What to Expect for Each Unit

Each unit is based on a combination of online course materials and assigned readings from a variety of different authors as well as select films and audio clips.

For each unit, **you will want to begin by reading the online materials for the unit** (units can be found under the **Content** link in the navbar of the course website). Think of these online materials as the lecture for each unit. The online course materials will provide you with the general historical background required to put the period's consumer activities in context while also introducing you to the important developments in consumer culture during the historical period being studied. Since many of the assigned readings are selections from larger monographs, unit online materials will also provide background for specific readings when required. Each unit will have one or two self-assessment activities incorporated into the materials. These activities take the form of both multiple-choice questions and personal reflections on historical events and situations. While these activities are not graded, engagement in those activities may help you verify knowledge, reflect on your learning experience, and build skills (e.g., understanding events from multiple perspectives) towards meeting the course learning outcomes. Details on these activities will be provided within each of the units on the course website.

Another feature that you may find useful within the online unit materials is the integrated **word definition tool**. Throughout the unit, specific historical terms and events (for example, Seven Years War, industrialization, etc.) will appear in bold. When you hover your cursor over these terms, a definition or brief explanation will appear in a textbox. The information provided will help make the course more accessible for those with less background in history.

You will also notice that there are three kinds of informational boxes that recur in the online materials throughout the units: Historical Context, Put Yourself in their Shoes, and Important to Know.



“Historical Context”

These boxes provide a general timeline of important events related to specific topics in consumer history. They will appear on the same webpage as the topic to which they relate. “Historical Context” boxes are especially designed to help non-history students and those with little background in North American history to make their way through the course more comfortably.



“Put Yourself in their Shoes”

History can sometimes seem distant or surreal, almost like a fairy tale or story that couldn't really happen today. The Put Yourself in their Shoes activities ask you to imagine how you might have behaved in past situations, under similar conditions to the people we are learning about.



“Important to Know”

These textboxes contain important, specific facts that will help to clarify potentially confusing ideas or terms in consumer history as well as teaching students about conventions and best practices in historical scholarship itself (for example, providing comparisons between two similar terms, helpful hints for how to work with a particular kind of source, etc.).

Once you have read and worked your way through all online materials, you will be ready to deepen your knowledge through the assigned readings for the unit, which can be accessed through the **Ares** link in the course navbar. The list of assigned readings for each unit can be found in the Schedule below. In general, you will find it easiest to read the articles in the order in which they are listed.

The online website material for each unit has been designed to complement the assigned article and book chapter readings that you will look at by other scholars (the “Assigned Readings”). Be aware, however, that some of the materials that appear in the Assigned Readings do not appear on the course website materials. Likewise, there will be some vital information in the online material that will not be covered in the article and book chapter readings. In order to succeed in the course, it is vital that you complete your reading of both the online course materials and the additional Assigned Readings for each unit.

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: Introduction to Consumer History

Week 1 - Thursday, September 10 to Sunday, September 20

Readings

- Course Website: Unit 01 content
- *A Business History of Retail*: “Introduction,” 1-9.

- Ares:
 - Smart, Barry. "Consuming: Historical and Conceptual Issues," in *Consumer Society: Critical Issues & Environmental Consequences*, 1-29. London: Sage, 2010.

Activities

- No assessments, simply familiarize yourself with the course website and online learning by selecting **Help & Resources** 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 the **Practice Test** using Respondus through the **Quizzes** tool.

Unit 02: Consumer Behaviours in Colonial Contexts

Week 2 and 3 - Monday, September 21 to Sunday, October 4

Readings

- Course Website: Unit 02 content
- *A Business History of Retail: "Early Modern Retailing: (1630-1840),"* 10-49.
- Ares:
 - Axtell, James. "The First Consumer Revolution" in James Axtell, *Beyond 1492: Encounters in Colonial North America*. New York, Oxford University Press, 1992. 125-151.
 - Breen, T.H. "Narrative of Commercial Life: Consumption, Ideology, and Community on the Eve of the American Revolution." *William and Mary Quarterly* 50, no.3 (July 1993): 471-501.
 - Craig, Beatrice. "General Stores: Capitalism's Beachhead or Local Traffic Controllers?" in *Backwoods Consumers and Homespun Capitalists: The Rise of a Market Culture in Eastern Canada*. Toronto: University of Toronto Press, 2009. 113-136.
 - Heron, Craig. "Water of Life" in *Booze: A Distilled History*. Toronto: Between the Lines, 2003. 17-45.

Activities

- Complete Activity 2.1
- Respond to the questions in Unit 02 Deepening Your Knowledge

Assessments

- **Discussion Assignment #1**

Opens: Monday, September 21 at 12:01 am ET

Closes: Sunday, October 4 at 11:59 pm ET

Unit 03: Mass Production and the Emergence of Modern Commercial Spaces

Week 4 and 5 – Monday, October 5 to Sunday, October 18

Note: Weeks 4 and 5 include shortened learning weeks due to the Fall Study break. Please note the due dates carefully.

Readings

- Course Website: Unit 03 content
- *A Business History of Retail*: "Machines for Selling: (1840-1945)," 50-95.
- Ares:
 - Lears, T.J. Jackson. "From Salvation to Self-Realization: Advertising and the Therapeutic Roots of Consumer Culture, 1880-1920." *Advertising & Society Review* 1, no. 1 (2000).
 - Cohen, Lizabeth. "Encountering Culture at the Grass Roots: The Experience of Chicago Workers in the 1920s." *American Quarterly* 41, no. 1 (1989): 6-33.
 - Belisle, Donica. "Rise of Mass Retail," in *Retail Nation: Department Stores and the Making of Modern Canada*, 13-44. Vancouver: UBC Press, 2011.

Activities

- Complete Activity 3.1
- Respond to the questions in Unit 03 Deepening Your Knowledge

Unit 04: Consumer Activism in the First Half of the 20th Century

Week 6 and 7 – Monday, October 19 to Sunday, November 1

- Course Website: Unit 04 content
- Ares:
 - Hyman, Paula E. "Immigrant Women and Consumer Protest: The New York City Kosher Meat Boycott of 1902." *American Jewish History* 70, no.1 (1980), 91-105.
 - Glickman, Lawrence. "The Strike in the Temple of Consumption: Consumer Activism and Twentieth Century American Political Culture." *Journal of American History* 88, no.1 (June 2001): 99-128.

- Sangster, Joan. "Consuming Issues: Women on the Left, Political Protest, and the Organization of Homemakers, 1920-1960." *Framing Our Past: Canadian Women's History in the Twentieth Century*. Eds. Sharon Anne Cook, Lorna R. McLean, and Kate O'Rourke. Montreal: McGill-Queen's University Press, 2001. 240-247.
- Mosby, Ian. "The Kitchen and the State: Food Rationing, Price Controls, and the Gender Politics of Consumption" in *Food Will Win the War: The Politics, Culture, and Science of Food on Canada's Home Front*. Vancouver: UBC Press, 2014. 61-96.

Activities

- Complete Activity 4.1
- Respond to the questions in Unit 04 Deepening Your Knowledge
- If you have not already done so, begin work on the "Canadians and their Catalogues" assignment

Assessments

- **Discussion Assignment #2**
Opens: Monday, October 19 at 12:01 am ET
Closes: Sunday, November 1 at 11:59 pm ET

Unit 05: A Postwar Consumers' Paradise?

Week 8 and 9 – Monday, November 2 to Sunday, November 15

Readings

- Course Website: Unit 05 content
- *A Business History of Retail: "Cars, Computers, and an Abundance of Consumers: (1945-1995),"* 96-134.
- Ares:
 - Cohen, Lizabeth. "Reconversion: The Emergence of the Consumers' Republic" in *A Consumers' Republic: The Politics of Mass Consumption in Postwar America*. New York: Vintage Books, 2004. 112-165.
 - Parr, Joy. "Gender, Keynes, and Reconstruction" in *Domestic Goods: The Material, the Moral and the Economic in the Postwar Years*. Toronto, University of Toronto Press, 1999. 64-83.
 - May, Elaine Tyler. "The Commodity Gap: Consumerism and the Modern Home." *Homeward Bound: American Families in the Cold War Era*. New York: Basic Books, 1988. 162-81.

- Weems, R.E. "The Revolution Will Be Marketed – American Corporations and Black Consumers During the 1960s." *Radical History Review* 59 (1994): 94-107.

Activities

- Complete Activity 5.1
- Respond to the questions in Unit 05 Deepening Your Knowledge

Assessments

- **Essay Assignment**
Due: Sunday, November 15 by 11:59 pm ET

Unit 06: Consumer Culture Since the Late-Cold War

Week 10 and 11 – Monday, November 16 to Sunday, November 29

Readings

- Course Website: Unit 06 content
- Ares:
 - Penfold, Steve. 'He Must Give Up Certain Things': Franchising and the Making of the Donut Shop, 1960-1980." *The Donut: A Canadian History*. Toronto: University of Toronto Press, 2008. 97-129.
 - Carstairs, Catherine. "Roots Nationalism: Branding English-Canada Cool in the 80s and 90s." *Histoire sociale/Social History* 39, no. 77 (May 2006): 235-255.
 - Collins, Robert M. "Greed Is Good? The American Business System in the Eighties" in *Transforming America: Politics and Culture in the Reagan Years*. New York: Columbia University Press, 2007. 93-115.
 - Listen to the episode "*It's Not Easy Being Green: Green Marketing*" from CBC's *The Age of Persuasion* (Runs 26:30).
 - Watch the film by Klein, Naomi, Sut Jhally, Loretta Alper, and Kelly Garner, "*No Logo: Brands, Globalization, Resistance*." Toronto: Media Education Foundation, 2003 (Runs 42:00).

Activities

- Complete Activity 5.1
- Respond to the questions in Unit 06 Deepening Your Knowledge

Assessments

- **"Canadians and Their Catalogues": Primary Source Research:**
Due: Sunday, November 29 by 11:59 pm ET

Unit 07: Final Thoughts

Week 12 – Monday, November 30 to Friday, December 4

Note: This is a shortened learning week. Please note the due dates carefully.

Readings

- Course Website: Unit 07 content
- *A Business History of Retail*: "Retailization and Retailing in a Digital Age: (1995 to Present)" and "Conclusion," 135-168

Activities

- Review Units 01 through 07, your notes, key concepts, and focus questions to prepare for the final exam

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
Discussion Assignments (2 x 10%)	20%
Short Essay	20%
"Canadians and Their Catalogues": Primary Source Research	25%
Online Final Exam	35%
Total	100%

Assessment Descriptions

Full instructions and grading expectations for each assessment are described in **Assessments** (accessed through the **Content** link on the navbar).

Discussion Assignments

There will be two discussion assignments in this course. Online discussions are much like the conversations and debates that would take place during the seminars of in-class courses. They give you the chance to refine your ideas about consumer history through discussion and debate with your classmates.

Short Essay

This assignment will evaluate your ability to develop your own interpretations about issues in consumer culture based on information from a broad range of readings and evidence. The assignment will also assess your ability to clearly and effectively communicate your ideas and arguments in a written format.

- The Short Essay will primarily assess your knowledge of course materials from Unit 05.

The essay assignment requires you to produce an 1,000-1,200-word argumentative essay that responds to a specific essay question. This question will be posted in the **Announcements** on the course home page two weeks before the essay is due. Essays can be completed using course materials only, however you are welcome to consult additional materials that supplement the core materials. Essays must include a bibliography and footnote citations to indicate the origin of facts and all ideas that are not the student's own.

“Canadians and Their Catalogues”: Primary Source Research

This assignment is unique within the course in that it is not associated with any particular unit. Instead, the assignment will evaluate your ability to undertake research independently and to work with primary sources, an important skill in historical research. “Primary Sources” are documents that come from the time period that is being studied. They include items such as letters, newspapers and magazines, photographs, account books, and even “material culture” such as period furniture, clothes, and toys. Based on your primary source research and supporting information from secondary sources, you will produce a 1,300 to 1,400-word report.

Online Final Exam with Respondus Lockdown Browser and Monitor

This course requires you to write an online final exam using the **Quizzes** tool in CourseLink. Select **Content** on the navbar to locate **Assessments** in the table of contents panel to review further details of the final exam.

This course requires the use of Respondus LockDown Browser and Monitor (webcam) to proctor your online final exam within CourseLink. Use of Lockdown Browser with a webcam has been implemented to maintain the academic integrity of the final exam. You must [download and install LockDown Browser and Monitor](#) to complete the practice test and final exam. While writing the practice test and final exam, you must show your university issued identification card during the Respondus Startup Sequence.

The final exam will be comprised of a variety of questions, including multiple choice, true/false, short answer, and long answer. Select **Content** on the navbar to locate **Assessments** under **Contents** to review further details of the final exam.

Part of the exam will be submitted in the **Dropbox** tool. See the course website under **Content > Assessments > Final Exam** for details.

The final exam will be delivered online via the **Quizzes** tool. The exam is 2 hours in length.

To accommodate students who may be located in various time zones, the exam will be available for one hour from the start time of your scheduled exam, Eastern Time (ET). You can enter the exam at any point during this window of time but will only have 2 hours to complete it from when you start writing.

Similar to a sit-down exam where you must arrive prior to the start of the exam, it is highly recommended that you enter the online exam environment in Respondus at least 20-30 minutes before the end of the available window to allow enough time for you to complete the Respondus Startup Sequence and ensure that you have the full two hours for the exam.

Please be sure to review the Using Respondus Lockdown Browser and Monitor instructions by selecting **Content** on the navbar to locate **Assessments** in the table of contents panel.

Important Note: There is a mandatory practice test that you are required to take before the online exam. The purpose of the practice test is to ensure that Respondus LockDown Browser and Monitor is set up properly and that you are comfortable using the software.

If you have any questions regarding the use of Respondus Lockdown Browser and Monitor or if you encounter any technical issues during the practice test or final exam, please contact CourseLink Support at courselink@uoguelph.ca or 519-824-4120 ext. 56939.

University of Guelph degree and associate diploma students must check [WebAdvisor](#) for the final exam location, date, and time. Open Learning program students will be provided with the final exam schedule from their instructor via the **Announcements**, or may contact their instructor during the term.

<https://download.respondus.com/lockdown/download.php?id=273932365>

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

Requesting an Alternate Format without Respondus Monitor

Alternative arrangements for students who object to the use of Respondus Monitor will continue to be made following current guidelines: Students may request an alternative assessment that does not use Respondus Monitor by contacting their instructor. Such requests must be made at least five business days (weekdays) in advance of a scheduled assessment.

Alternate Format

The alternate format of the assessment will be: Online via the **Quizzes** tool in CourseLink using Respondus LockDown Browser with live invigilation with MS Teams.

Last Day to Drop Course

The final day to drop F26 courses without academic penalty is the last day of classes: December 4.

After this date, a mark will be recorded, whether course work is completed or not (a zero is assigned for missed tests/assignments). This mark will show on the student's transcript and will be calculated into their average.

Use of Artificial Intelligence

The use of artificial intelligence (AI) in this course must align with academic integrity principles. Students are expected to complete their work independently and showcase their problem-solving abilities. Undeclared and/or unauthorized use of AI tools to produce coursework is considered a form of academic misconduct. Any misuse of AI tools, including submitting AI-generated work, may be considered academic misconduct. For specific guidelines on acceptable AI use in your course, please check with your instructor.

Review the [University of Guelph's Statement on Artificial Intelligence Systems, ChatGPT, and Academic Integrity](#) for more information.

<https://news.uoguelph.ca/2023/03/university-of-guelph-statement-on-artificial-intelligence-systems-chatgpt-academic-integrity/>

Course Grading Policies

Extension Considerations

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 return marked materials to you in the shortest possible time.

Late Assignments

If you choose to submit your individual assignments to the **Dropbox** tool late, the full allocated mark will be reduced by 5% 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.

For late final exam submissions to the **Quizzes** tool, your attempt will be flagged as late, and you will be prevented from making further changes to your attempt once your time ends. Make sure you save all your responses to the exam questions. For details on how long you have to complete the quiz or exam, please see the instructions in **Assessments** on CourseLink. The **Quizzes** tool counts down your time in the upper-left hand corner. Please pay close attention to this countdown and save your answers frequently.

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 2 to 3 weeks after 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.

Final grades will be available at the end of the semester. 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 [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.scs.uoguelph.ca/portal/logon.do?method=load>

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.courselink.uoguelph.ca/contact>

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://www.uoguelph.ca/continuing-studies/technical-requirements/>

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

Respondus LockDown Browser and Monitor Requirements

Respondus LockDown Browser is a locked browser for taking quizzes in CourseLink. It prevents you from printing and copying; using other operating software; using search engines (e.g., going to another URL); communicating via instant messaging; and it blocks non-web-related software (e.g., Adobe PDF, Microsoft Word).

Respondus Monitor is a companion application for LockDown Browser that uses webcam and video technology to ensure academic integrity during online exams. The software captures video during the exam and allows the instructor to review the video once the exam is completed.

In order to use Respondus LockDown Browser and Monitor, your computer system must meet the following [system and software requirements](#).

If you have any questions about the system and software requirements, contact [CourseLink Support](#).

<https://www.uoguelph.ca/continuing-studies/technical-requirements/#Respondus-LockDown-Browser-and-Monitor>

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

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 \(microsoft.com\)](https://support.microsoft.com/en-US/teams/free/get-started/system-requirements-for-microsoft-teams-free) to ensure that your computer meets the technical requirements.

<https://support.microsoft.com/en-US/teams/free/get-started/system-requirements-for-microsoft-teams-free>

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

Johnson Hall, Room 064

Email: 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 a.m.–4:30 p.m.

Phone/Email Hours (Eastern Time):

Monday thru Friday: 8:30 a.m.–8:30 p.m.

Saturday: 10:00 a.m.–4:00 p.m.

Sunday: 12:00 p.m.–6:00 p.m.

Standard Statements for Online Courses

Acceptable Use

The University of Guelph has an [Acceptable Use Policy](https://ithelp.uoguelph.ca/policy/acceptable-use-policy), which you are expected to adhere to.

<https://ithelp.uoguelph.ca/policy/acceptable-use-policy>

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 attend online office hours or 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.

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 the [Fair Dealing Policy](#).

<https://www.lib.uoguelph.ca/scholarship-publishing/copyright-university-guelph/>

Respondus Policy Violation Consequences

If your video is flagged, your instructor will review it. If this review indicates a suspected case of academic misconduct, your instructor will initiate the procedures for such cases and you may be subject to the penalties as outlined in the University's [Academic Misconduct Policy](#).

<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-misconduct/>

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.

Standard Statements for Open Learning Program Students

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

Open Learning program (OLp) students are required to follow the same Senate-approved academic regulations as University of Guelph undergraduate students. For information on academic misconduct, academic accessibility accommodations, academic accommodation of religious obligations, and withdrawal procedures, consult [Academic Policies and Procedures](#) and [Withdrawals, Refunds, and Transfers](#) on the School of Continuing Studies website. You may also contact the School of Continuing Studies' [Learner Success Advisor](#) for assistance.

<https://www.uoguelph.ca/continuing-studies/academic-policies/>

<https://www.uoguelph.ca/continuing-studies/withdrawals-refunds-transfers/>

scs-counsellor@uoguelph.ca

Standard Statements for Undergraduate Courses

As a student at 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 and associate diploma student**, consult the [Undergraduate Calendar](https://calendar.uoguelph.ca) for the rules, regulations, curricula, programs and fees for current and previous academic years.

<https://calendar.uoguelph.ca>

Academic Integrity

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](https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-misconduct/) is outlined in the Undergraduate Calendar.

<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-misconduct/>

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 10 days in advance, and no later than the first business day in November, March or July as appropriate for the semester. Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time. For students at the Guelph campus, information can be found on the [SAS website](#).

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

Accommodation of Religious Obligations

If you are unable to meet an in-course requirement due to religious obligations, please email the course instructor within two weeks of the start of the semester to make alternate arrangements.

See the Academic calendar for information on regulations and procedures for [Academic Accommodations of Religious Obligations](#).

<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-accommodation-religious-obligations/>

Copies of Out-of-class Assignments

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

Drop Date

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/dropping-courses/>

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.

Health and Wellbeing

The University of Guelph provides a wide range of health and well-being services at the [Vaccarino Centre for Student Wellness](#). If you are concerned about your mental health and not sure where to start, connect with a [Student Wellness Navigator](#) who can help develop a plan to manage and support your mental health or check out our [mental wellbeing resources](#). The Student Wellness team are here to help and welcome the opportunity to connect with you.

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

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

<https://wellness.uoguelph.ca/shine-this-year>

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).

Recording of Materials

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

Resources

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

<https://calendar.uoguelph.ca/>

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for [Academic Consideration](#).

<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-consideration-appeals-petitions/>