



HIST*2250 Environment and History

Winter 2024

Section: DE01

Department of History

Credit Weight: 0.50

Course Details

Calendar Description

An introduction to the field of environmental history - its nature and uses. This course provides a historical perspective to environmental issues. It examines the causes and impact of human-induced modification of the natural world in selected areas of the globe, the evolution of attitudes and ideas about the natural world over time and the growth of conservation/environmental issues and movements.

Pre-Requisite(s): 2.00 credits

Co-Requisite(s): None

Restriction(s): None

Method of Delivery: Online

Final Exam

Available Date: Sunday, March 31, 2024 via **Announcements**

Due Date and Time: Sunday, April 14, 2024 by 11:59pm

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

Instructional Support

Instructor

[REDACTED]

Email:

Telephone:

Office:

[REDACTED]

Office Hours via Microsoft Teams:

[REDACTED]

Announcements. See also [Communicating with Your Instructor](#).

Teaching Assistant(s)

Name:

Email:

Name:

Email:

Learning Resources

Required Textbooks

Title: *Canadians and their Natural Environment: A History*

Author: James Murton

Edition / Year: First / 2021

Publisher: Oxford University Press

ISBN: 9780199025466

Title: *As Long as Grass Grows: The Indigenous Fight for Environmental Justice, from Colonization to Standing Rock*

Author: Dina Gilio-Whitaker

Edition / Year: 2020

Publisher: Beacon Press
ISBN: 9780807028360

You may purchase the textbook 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 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 may need your Central Login ID and password in order to access items on reserve, although if you are logged into CourseLink you should be transferred to the Ares item automatically.

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

Location: McLaughlin Library, First Floor, University of Guelph

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

Learning Outcomes

Course Learning Outcomes

Using North America as a case study, this course provides an introduction to the field of environmental history, and a historical perspective to human existence in and interaction with the natural world. It examines the ways the physical environment, weather patterns, nonhuman animals, and plant life have shaped human life, as well as the causes and effects of human-induced modification of the natural world. It also asks students to consider the evolution of attitudes about and depiction of non-human life and the environment, as well as the evolving arguments of conservation/environmental advocates and their opponents over time.

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

1. Describe a broad view of North American environmental history;
2. Explain thematic interpretations of that history by way of various concepts and the tension between them, such as: Anthropocene, nature and wilderness, colonization, “progress,” land “improvement” and “reclamation,” agrarian myth, tragedy of the commons, pollution, exponential growth theory, global warming, environmental justice, and “eco-terrorism”;
3. Communicate research findings and syntheses of assigned reading to peers;
4. Write short essays and online posts on environmental history based on assigned course materials;
5. Conduct secondary and primary source research using assigned online archives and libraries;
6. Explain the power and limits of human agency with respect to the environment and the forces of nature;
7. Explain changes over time with respect to human interaction with the planet, as well as the human perceptions of and depictions of that interaction, and the ways ones relationship to the natural world has reflected or been shaped by one’s background and social or political status; and
8. Observe and analyze contemporary events and questions about human interaction with the planet and nonhuman species.

Teaching and Learning Activities

Method of Learning

This course is a fully-interactive asynchronous online course. This method of delivery differs from traditional courses in that it requires disciplined time management. Students must begin work the first week of the course and participate regularly throughout the

semester, accessing this course site every week. To successfully complete this course, it is essential that you realize the course site is your way to interact with the instructor and fellow students. Also, you need to use the site to access the broader online world to interact with digital archives and other repositories of primary and secondary sources, which are constantly growing in capacity and sophistication.

Students are responsible for the content presented in the units of the course website, as well as assigned readings, archive projects and online videos/films. Always look at the **Announcements** section of the course home page for up-to-the-minute news and instructional advice on course assignments from your instructor based on student queries, etc. With the exception of the two books indicated to purchase all items will be linked in **Ares** from the top navigation bar.

Course Structure

This course is broken down into 12 units:

- Unit 01: Introduction
- Unit 02: Colonial North America and the Columbian Exchange
- Unit 03: Planting, Harvesting, and the Market
- Unit 04: Colonization, Science, and Industrialization
- Unit 05: Preservation, Conservation, and the West
- Unit 06: The Urban Environment
- Unit 07: Trees and Forests in Modernity
- Unit 08: Dust Bowl: Industrial Agriculture and Hubris
- Unit 09: The Good Life
- Unit 10: Pollution and Environmental Justice
- Unit 11: Energy and Environmental Justice
- Unit 12: Case Study: Katrina

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. 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: Introduction

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

Readings

- Unit 01 Courselink webpage
- Murton, *Canadians and Their Natural Environment*, Introduction & Chapter 1.
- Ares:
 - There are no Ares readings required this week.

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 the **Course Scavenger Hunt Quiz** (ungraded).
- Review the Unit 01 Concepts of the Unit and Focus Questions.

Assessments

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

Unit 02: Colonial North America and the Columbian Exchange

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

Readings

- Unit 02 Courselink webpage
- Murton, *Canadians and Their Natural Environment*, Chapters 2, 3.
- Ares:
 - Judith Carney, "Seeds of Memory: Botanical Legacies of the African Diaspora" (Chapter 2), in *African Ethnobotany in the Americas*, edited by Robert Voeks and John Rashford (New York: Springer, 2013), 13-33.
 - Thomas Wickman, "The Great Snow of 1717: Settler Landscapes, Deep Snow Cover, and Winter's Environmental History," *Northeastern Naturalist* 24, no. 7 (2017): H81-H114.

Activities

- Review the Unit 02 Concepts of the Unit 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: Planting, Harvesting, and the Market

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

Readings

- Unit 03 Courselink webpage
- Murton, *Canadians and Their Natural Environment*, Chapter 4.
- Ares:
 - Dan Allosso, "Frontier and Grid" (Chapter 4), in *American Environmental History* (Minnesota: Minnesota Libraries Publishing Project, 2019).
 - S. Max Edelson, "Clearing Swamps, Harvesting Forests: Trees and the Making of a Plantation Landscape in the Colonial South Carolina Lowcountry," *Agricultural History* 81, no. 3 (Summer 2007): 381-406.
 - Ted Steinberg, "Extracting the New South" (Chapter 7, p. 99-115), in *Down to Earth: Nature's Role in American History*, 3rd ed. (New York: Oxford University Press, 2012), 99-115.

Activities

- Review the Unit 03 Concepts of the Unit and Focus Questions.

Assessments

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

Unit 04: Colonization, Science, and Industrialization

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

Readings

- Unit 04 Courselink webpage
- Murton, *Canadians and Their Natural Environment*, Chapter 5, **plus** first half of Chapter 6 (p. 111-26).
- Gilio-Whitaker, *As Long as the Grass Grows*, Chapter 2.
- Ares:
 - Lawrence Culver, "Seeing Climate through Culture," *Environmental History* 19, no. 2 (April 2014): 311-18.

Activities

- Review the Unit 04 Concepts of the Unit and Focus Questions.

Assessments

- Start work on your **Short Essay**
Due: Friday, February 9 by 11:59pm ET (in Week 5)

Unit 05: Preservation, Conservation, and the West

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

Readings

- Unit 05 Courselink webpage
- Murton, *Canadians and Their Natural Environment*, last bit of Chapter 6 (p. 135-38), **plus** Chapter 7.
- Gilio-Whitaker, *As Long as the Grass Grows*, Chapters 3, 5.
- Ares:
 - Andrew C. Isenberg, "The Wild and the Tamed: Indians, Euroamericans, and the Destruction of the Bison," in *Animals in Human Histories*, edited by Mary Henninger-Voss (Rochester, NY: University of Rochester Press, 2002), 115-43.

Activities

- Review the Unit 05 Concepts of the Unit and Focus Questions.

Assessments

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

Unit 06: The Urban Environment

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

Readings

- Unit 06 Courselink webpage
- Murton, *Canadians and Their Natural Environment*, middle section of Chapter 6 (p. 126-35).
- Ares:
 - Ted Steinberg, “Death of the Organic City” (Chapter 10, p. 155-169), “Moveable Feast” (Chapter 11, p. 173-186), and “The Secret History of Meat” (Chapter 12, p. 187-202) in *Down to Earth: Nature's Role in American History*, 3rd ed. (New York: Oxford University Press, 2012), 155-202.

Activities

- Review the Unit 06 Concepts of the Unit and Focus Questions.

Assessments

- There are no assessments due this week.

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

Unit 07: Trees and Forests in Modernity

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

Readings

- Unit 07 Courselink webpage
- Ares:
 - Taylor Rose, “The ‘Opening of the Clackamas’: Log Trucks, Access Roads, and Multiple-Use Infrastructure in Oregon’s National Forests,” *Western Historical Quarterly* 53, no. 2 (Summer 2022): 167-93.
 - Sean Kheraj, “Improving Nature: Remaking Stanley Park’s Forest, 1888-1931,” *BC Studies* 158 (Summer 2008), 68-90.

- Jennifer Ladino, Leda N. Kobziar, Jack Kredell, and Teresa Cavazos Cohn, "How Nostalgia Drives and Derails Living with Wildland Fire in the American West," *Fire* 5, no. 53 (2022), 1-11.
- James Turner, "From Woodcraft to 'Leave No Trace': Wilderness, Consumerism, and Environmentalism in Twentieth-Century America," *Environmental History* 7, no. 3 (2002): 462-84.

Note: You may also jump ahead to use readings or other material from later in the course, as appropriate, to explain your historical primary source documenting tree and forest history in the Primary Source Presentation assignment.

Activities

- Review the Unit 07 Concepts of the Unit 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: Dust Bowl: Industrial Agriculture and Hubris

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

Readings

- Unit 08 Courselink webpage
- Murton, *Canadians and Their Natural Environment*, Chapter 8.
- Ares:
 - There are no Ares readings required this week.

Activities

- **Watch** *The Dust Bowl – Episode 1: "The Great Plow Up"* (available via **Ares**)
- Review the Unit 08 Concepts of the Unit and Focus Questions.

Assessments

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

Unit 09: The Good Life

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

Readings

- Unit 09 Courselink webpage

- Ares:
 - Kendra Smith-Howard, “Absorbing Waste, Displacing Labor: Family, Environment, and the Disposable Diaper in the 1970s,” *Environmental History* 26, no. 2 (April 2021): 207-30.
 - Ted Steinberg, “America in Black and Green” and “Throwaway Society” (Chapters 13, 14) in *Down to Earth: Nature's Role in American History*, 3rd ed. (New York: Oxford University Press, 2012), 203-239.

Note: Chapter 13 (pp. 203-224), Chapter 14 (pp. 225-239)

Activities

- Review the Unit 09 Concepts of the Unit and Focus Questions.

Assessments

- There are no assessments due this week.

Unit 10: Pollution and Environmental Justice

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

Readings

- Unit 10 Courselink webpage
- Gilio-Whitaker, *As Long as the Grass Grows*, Chapters 1, 4.
- Murton, *Canadians and Their Natural Environment*, Chapters 9, 10.
- Ares:
 - Rachel Carson - Reporter at Large, "Silent Spring," *The New Yorker*, June 16, 1962.

Activities

- **Watch *A Fierce Green Fire*** (available via **Ares**)
- Review the Unit 10 Concepts of the Unit and Focus Questions.

Assessments

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

Unit 11: Energy and Environmental Justice

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

Readings

- Unit 11 Courselink webpage

- Dina Gilio-Whitaker, *As Long as the Grass Grows*, “Introduction,” **plus** Chapters 6, 7, 8.
- Murton, *Canadians and Their Natural Environment*, Chapter 11, “Conclusion.”
- Ares:
 - There are no Ares readings required this week.

Activities

- Review the Unit 11 Concepts of the Unit and Focus Questions.

Assessments

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

Unit 12: Case Study: Katrina

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

Readings

- Unit 12 Courselink webpage
- Ares:
 - Julie Sze, “Toxic Soup Redux: Why Environmental Racism and Environmental Justice Matter after Katrina,” *Items: Insight from the Social Sciences blog*, June 11, 2006. [website]
 - Frances O. Adeola and J. Stephen Picou, “Hurricane Katrina-Linked Environmental Injustice: Race, Class, and Place Differentials in Attitudes,” *Disaster* 41, no. 2 (2017): 228-57.

Activities

- Review the Unit 12 Concepts of the Unit and Focus Questions.
- Watch *Mine: Taken by Katrina* (available via **Ares**)
- Review details about the Final Exam (Take-home) process in CourseLink, found under **Assessments**.

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
Week 1 Webquest and Discussion	5%
Online Discussions 1 and 2 (2 x 15% each)	30%
Short Essay	20%
Primary Source Presentation	15%
Final Exam (Take-home)	30%
Total	100%

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 and 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 understanding of historical phenomena, key terms and events in human engagement with the environment (found in each Unit's list of Key Concepts and Historical Examples, and Focus Questions);
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 "Trees and Forests in Modernity."**

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

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 environmental history in Canada and the US 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>

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

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

The essay assignments 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 (96 hours) 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://webadvisor.uoguelph.ca>

<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).¹

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.

University Standard Statements

University of Guelph: Undergraduate Policies

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

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](mailto:accessibility@uoguelph.ca) or visit the [Accessibility Services website](https://wellness.uoguelph.ca/accessibility/).

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>