

University of Guelph

HIST*2090: Indigenous Peoples of the Americas

Winter 2026
Department of History
Credit Weight: 0.5

1. Course Description

1.1 Calendar Description

This course covers selected events and issues in Indigenous history in the Americas, including topics such as origin narratives, self-governance, intertribal contact, transatlantic trade, treaty-making, stages of colonization, Indigenous rights and Indigenous protest movements. Themes may focus on specific regions of the Americas and may be examined through notable Indigenous figures, law and policy, technology, food, material culture, or moments of conflict.

Pre-Requisites: 2.00 credits
Restrictions: none

1.2 Course Time, Delivery Method, and Location

Class Time: Tuesday 7-10pm
Delivery Method: In-person, lectures
Location: [REDACTED]

2. Instructional Support

2.1 Course Instructor

Instructor: [REDACTED]
Email: [REDACTED]
Office Hours: Virtual, Wednesdays 2-3pm, zoom link will be posted in CourseLink, or by appointment

3. Learning Resources

3.1 Required Resources

Dickason, Olive, William Newbigging, and Cary Miller. *Indigenous Peoples within Canada, 5th Edition*. Oxford: Oxford University Press, 2023. ISBN: 9780190165888. Cost: \$103.99

McCallum, Mary Jane Logan and Adele Perry. *Structures of Indifference: An Indigenous Life and Death in a Canadian City*. Winnipeg: University of Manitoba Press, 2018. ISBN: 9780887558351. Cost: \$17.95

You will sometimes be required to watch films, listen to podcast, or do readings beyond the required text. Links to these alternative sources will be available through Ares and CourseLink.

4. Learning Outcomes

Course Learning Outcomes

1. Identify and discuss the impacts of colonialism on Indigenous societies and Indigenous responses to colonial forces.
2. Identify and understand the discrepancies between Indigenous historical narratives and those of colonial forces.
3. Analyze historical context and implications and evaluate the perspectives of various sources.
4. Craft logical and well-reasoned arguments about the past based on careful and critical research.

5. Method of Evaluation

5.1 Assignment Due Dates and Values

Assessment	Value	Due Date
Participation	10%	Weekly marks assigned
Reflection Paper	15%	February 6, 2026 by 11:59pm
Book Review	20%	March 6, 2026 by 11:59pm
Research Essay	25%	April 2, 2026 by 11:59 pm
Final Exam	30%	Released on April 10 th and due on April 15 th , 11:59pm

5.2 Assignment Descriptions

Participation (10%) – You are expected to attend every class and engage in class discussion when it is called for.

Reflection Paper (15%) – **Due February 6, 11:59pm** – your reflection paper (1000 words), should discuss the impacts of colonization and missionization on Indigenous societies as

we have discussed in class (try to limit your discussion to one Indigenous nation). Include a minimum of 3 scholarly sources, and you may use readings assigned for class. Some topics to consider: early contact zones and interactions, trade relationships, disease, conversion.

Book Review of *Structures of Indifference* (20%) – **Due March 6, 11:59 pm** – For this review, provide a short overview of the book and then a critical analysis of the arguments made in the book. This review should be a minimum of 700 words in length and a maximum of 1000 words, Times New Roman 12pt font, and double spaced. Your review should not just describe the contents of the book. Instead, think of the review as an argument to answer the question: “what is the significance of this book?” Your argument should advance the discussion of the book and should constitute a critique. Your argument may be historical, historiographical, evidentiary, theoretical, or methodological, but must be a critique, not just a summary of the contents. Further insight into writing a review can be found under the content section of the *Canadian Historical Review’s* Book Review Guidelines: <https://www.utpjournals.press/pb-assets/utoronto/CHR/CHR%20Book%20Review%20Guidelines%20NEW.pdf>

Research Essay: Contextualizing Contemporary Indigenous Issues (25%) – **Due on April 2, 11:59 pm** – 1500 words minimum. For the research essay, you are required to choose a contemporary Indigenous topic, an Indigenous or Crown-Indigenous issues from the news and provide the historical context for the topic. This historical context you provide will be in the form of a minimum 1500-word research essay. You will be required to use at least 6 sources, of which 4 should be scholarly journal articles and books, and at least 1 primary source. Given the challenges that Indigenous people have faced in the publishing industry, you may wish to engage with Indigenous voices from blogs, social media content, etc. to build your secondary source list. This is allowed; however, you must make it clear why the source is significant. If this is an avenue you wish to pursue, you must make a formal appointment to discuss your topic and sources with me. A list of suggested topics will be posted on CourseLink, but other topics are allowed. I strongly encourage you to start thinking about this project early in the course and to begin your research. I also strongly encourage you to inform me of your research topics and have a conversation with me about how to go about this research during office hours.

Final Exam (30%) – **Released on April 10th and due on April 15th, 11:59pm** take home final – During the exam period you will be granted to the final exam. You will have 5 days to complete the exam and submit it via dropbox on CourseLink.

5.3 Late Assignments

Assignments must be submitted by their due date. Students in need of accommodation must **contact the professor before the deadline**.

Any late assignments that have not received prior accommodation will lose 2% per day (including weekends).

6. Teaching and Learning Activities

6.1 Course Schedule

Week 1: (January 6) – Oral History and Origin Stories across Turtle Island

To Read:

Dickason, Olive, William Newbigging, and Cary Miller. *Indigenous Peoples within Canada, 5th Edition*. Oxford: Oxford University Press, 2023. Chapter 1: “Origin Stories”

Hill, Susan M., *The Clay We Are Made of: Haudenosaunee Land Tenure on the Grande River* (Winnipeg, University of Manitoba Press, 2017), Chapter 1: Karihwa’onwe- The Original Matters, pg. 15-52.

Further Reading:

Kathryn Labelle, Brittany Luby, and Alison Norman, “(Re)naming and (De)colonising the (I?)ndigenous People(s) of North America – Part 1,” ActiveHistory.ca, 7 November 2016” <http://activehistory.ca/2016/11/renaming- and- decolonizing-the-indigenous-peoples-of-north-america-part-ii>

Kathryn Labelle, Brittany Luby, and Alison Norman, “(Re)naming and (De)colonising the (I?)ndigenous People(s) of North America – Part 2,” ActiveHistory.ca, 8 November 2016” <http://activehistory.ca/2016/11/renaming- and- decolonizing-the-indigenous-peoples-of-north-america-part-i/>.

Week 2: (January 13) – Indigenous Spaces and Landscapes

To Read:

Dickason, Olive, William Newbigging, and Cary Miller. *Indigenous Peoples within Canada, 5th Edition*. Oxford: Oxford University Press, 2023. Chapter 2 “At the Beginning”

Muckle, Bob, and Alisha Gauvreau. “Populating the Pacific Northwest.” *Anthropology News* (Arlington, Va.) 58, no. 2 (2017): 148–51. <https://doi.org/10.1111/AN.412>.

Thrush, Coll. "How Many Worlds?: Place, Power, and Incommensurability." In *Beyond Two Worlds: Critical Conversations on Language and Power in Native North America*, edited by James Joseph Buss and C. Joseph Genetin-Pilawa, 295-318. Albany, NY: State University of New York Press, 2014.

Further Reading:

Basso, Keith H. *Wisdom Sits in Places: Landscape and Language among the Western Apache*. 1st ed. Albuquerque: University of New Mexico Press, 1996. Chapter 4: “Wisdom Sits in Places” pg. 105-144.

Week 3: (January 20) – Transcontinental trade networks

To Read:

Dickason, Olive, William Newbigging, and Cary Miller. *Indigenous Peoples within Canada, 5th Edition*. Oxford: Oxford University Press, 2023. Chapter 2, part 2 and Chapter 3 “The Invasion of the Americas”

Royal Commission on Aboriginal Peoples, “Stage Two: Contact and Cooperation,” in *Looking Forward, Looking Back*, Library and Archives Canada, <https://data2.archives.ca/e/e448/e011188230-01.pdf> [pg. 94-105].

Further Reading:

Jobin, Shalene. “Cree Peoplehood, International Trade, and Diplomacy.” *Revue Générale de Droit* 43, no. 2 (2013): 599–636. <https://doi.org/10.7202/1023207ar>.

Week 4: (January 27) – Contact and Encounter: Invasion, Missionization, Trade and colonial expansion

To Read:

Dickason, Olive, William Newbigging, and Cary Miller. *Indigenous Peoples within Canada, 5th Edition*. Oxford: Oxford University Press, 2023. Chapter 4 “On the Eastern Edge of the Mainland

Muller, K. V. (2007). The Two “Mystery” Belts of Grand River: A Biography of the Two Row Wampum and the Friendship Belt. *American Indian Quarterly*, 31(1), 129–164. <https://doi.org/10.1353/aiq.2007.0013>

Jace Weaver. “Front Matter.” In *The Red Atlantic*. The University of North Carolina Press, 2014. Chapter 3 “Red Diplomats: Statecraft and Cosmopolitanism across the Red Atlantic” (pg. 136-188).

Further Reading:

Smallman, Shawn. “Spirit Beings, Mental Illness, and Murder: Fur Traders and the Windigo in Canada’s Boreal Forest, 1774 to 1935.” *Ethnohistory: The Bulletin of the Ohio Valley Historic Indian Conference*. 57, no. 4 (2010): 571–96. <https://doi.org/10.1215/00141801-2010-037>

Thrush, Coll. "Dawnland Telescopes: Making Colonial Knowledge in Algonquian London, 1580–1630." In *Indigenous London: Native Travelers at the Heart of Empire*, 33–61. Yale University Press, 2016. <http://www.jstor.org/stable/j.ctt1g69wjx.7>.

Week 5: (February 3) – Archives and Treaties – methodology

To Read:

Jean M. O'Brien, "Historical sources and methods in Indigenous Studies: Touching on the past, looking to the future." In Andersen, Chris, and Jean M. O'Brien, eds. *Sources and Methods in Indigenous Studies*. London: Routledge, Taylor & Francis Group, 2017. <https://doi.org/10.4324/9781315528854>. Pg. 15-22.

Fraser, Crystal and Zoe Todd, "Decolonial Sensibilities: Indigenous Research and Engaging with Archives in Contemporary Colonial Canada," *L'internationale*, 15 February 2016, https://archive-2014-2024.internationaleonline.org/research/decolonising_practices/54_decolonial_sensibilities_indigenous_research_and_engaging_with_archives_in_contemporary_colonial_canada/

Further Reading:

Macdougall, Brenda. "Speaking of Metis: Reading Family Life into Colonial Records." *Ethnohistory* 61, no. 1 (2014): 27–56. <https://doi.org/10.1215/00141801-2376069>.

"Doing American Indian Studies with Jerome Clark and Elise Boxer," *The Red Nation Podcast*, 31 August 2025 <https://podcasts.apple.com/ca/podcast/doing-american-indian-studies-w-jerome-clark-and/id1482834485?i=1000724388007>

Week 6: (February 10) – Gender and the fur trade

To Read:

Schultz, Margaret. , "Fault Lines: Race and Gender in the Fur Trade Family of Alexander Ross," *Manitoba History, Suppl. Special Large Issue* no. 90 (2019): 13-26. <https://libproxy.wlu.ca/login?url=https://www.proquest.com/scholarly-journals/fault-lines-race-gender-fur-trade-family/docview/2329245447/se-2>.

Sleeper-Smith, Susan. , "Women, Kin, and Catholicism: New Perspectives on the Fur Trade," *Ethnohistory* 47, no. 2 (2000): 423-452. <https://libproxy.wlu.ca/login?url=https://www.proquest.com/scholarly-journals/women-kin-catholicism-new-perspectives-on-fur/docview/209761500/se-2>.

Sherry Farrell Racette, "Nimble Fingers and Strong Backs: First Nations and Metis Women in Fur Trade and Rural Economies." In Williams, Carol. *Indigenous Women and Work: From*

Labor to Activism. Edited by CAROL WILLIAMS. 1st ed. Urbana: University of Illinois Press, 2012. (pg 148-162).

Further Reading:

Dickason, Olive, William Newbigging, and Cary Miller. *Indigenous Peoples within Canada, 5th Edition*. Oxford: Oxford University Press, 2023. Chapter 5 “The Wendat Confederacy, the Haudenosaunee Confederacy, and the European Colonizers”

Morgan, Cecilia Louise. *Travellers through Empire : Indigenous Voyages from Early Canada*. 1st ed. Vol. 91. Montreal: McGill-Queen's University Press, 2017.
<https://doi.org/10.1515/9780773552104>. Chapter 4 “Intimate Networks and Maps of Domesticity: The NorthWest Trade Network” (pg. 129-173).

February 17 – reading week

Week 7: (February 24) – Resistance, Resilience, and Removal – Indigenous strategies, warfare, and sovereignty

To Read:

Dickason, Olive, William Newbigging, and Cary Miller. *Indigenous Peoples within Canada, 5th Edition*. Oxford: Oxford University Press, 2023. Chapter 6 “The Struggle for Sovereignty in Eastern North America” and 7 “The Struggle against British Colonialism”

DePasquale, Paul, “‘Worth the Noting’: European Ambivalence and Aboriginal Agency in Meta Incognita, 1576-78,” in Jennifer S.H. Brown and Elizabeth Vibert, eds., *Reading Beyond Words: Contexts for Native History*, Second Edition (Toronto, University of Toronto Press, 2003)

Conrad, Paul. *The Apache Diaspora: Four Centuries of Displacement and Survival*. 1st ed. Philadelphia: University of Pennsylvania Press, 2021.
<https://doi.org/10.9783/9780812299540>. Introduction (pg 1-14) and Chapter 6 “The Elusive Reservations” (pg. 169-208)

Week 8: (March 3) – Colonialism, Settler-Colonialism and Land

To Read:

Dickason, Olive, William Newbigging, and Cary Miller. *Indigenous Peoples within Canada, 5th Edition*. Oxford: Oxford University Press, 2023. Chapter 10 “The ‘Indian Problem’: Isolation, Assimilation, Exploitation and Experimentation”, 11 “Towards Confederation for Canada, Towards Wardship for Indigenous Peoples”, 12 “The First Numbered Treaties, Police, and the Indian Act”

McCallum, Mary Jane Logan and Adele Perry. *Structures of Indifference: An Indigenous Life and Death in a Canadian City*. Winnipeg: University of Manitoba Press, 2018. **Book Review**

Watch *The Pass System*, directed by Alex Williams (Peterborough, ON: Tamarack Productions, 2015), online streaming.

Week 9: (March 10) - Colonial Intervention and Cultural Suppression

To Read:

Dickason, Olive, William Newbigging, and Cary Miller. *Indigenous Peoples within Canada, 5th Edition*. Oxford: Oxford University Press, 2023. Chapter 13 “Time of Troubles” and 14 “Repression, Control, Resistance”

Downey, Allan. “Playing the Creator’s Game on God’s Day: The Controversy of Sunday Lacrosse Games in Haudenosaunee Communities, 1916-24.” *Journal of Canadian Studies* 49, no. 3 (2015): 111–43. <https://doi.org/10.3138/jcs.49.3.111>.

Luby, Brittany and Kathryn Labelle, “Cooperative Education at the Day School on Dalles 38C Indian Reserve, 1890–1910,” *Ontario History* 107: 1 (Spring 2015): 88–110.

Further Reading:

Peace, Thomas, “Borderlands, Primary Sources, and the Longue Durée: Contextualizing Colonial Schooling at Odanak, Lorette, and Kahnawake, 1600 –1850.” *Historical Studies in Education / Revue d’histoire de l’éducation* 29:1 (Spring 2017) 8-31.

Week 10: (March 17) - Politics, Resistance, and the State (Red Power movement, Indigenous rights)

To Read:

Dickason, Olive, William Newbigging, and Cary Miller. *Indigenous Peoples within Canada, 5th Edition*. Oxford: Oxford University Press, 2023. Chapter 15 “Tightening the Reins: Resistance Grows and Organizes”

Bertaud-Gandar, Rhiannon. “Laying Claim: Framing the Occupation of Alcatraz in the Indians of ‘All Tribes Alcatraz Newsletter.’” *Australasian Journal of American Studies* 35, no. 1 (2016): 125–42.

Rutherford, S. (2020). *Canada’s other red scare: indigenous protest and colonial encounters during the global sixties*. McGill-Queen’s University Press. Ch. 5 “The Anicinabe Park Occupation: Red Power and the Meaning of Violence in a Settler Society.” (pg 104-123)

Week 11: (March 24) – Confronting In(Justice) – Activism in the Modern Age

To Read:

Dickason, Olive, William Newbigging, and Cary Miller. *Indigenous Peoples within Canada, 5th Edition*. Oxford: Oxford University Press, 2023. Chapter 17 “Canadian Courts and Aboriginal Rights” and 19 “From Oka to Wa Dzun Kwuh: Reconciliation, Revitalization and Resurgence”

Gabriel, Katsi’tsakwas Ellen, Sean Carleton, Pamela Palmater, and Audra Simpson. *When the Pine Needles Fall: Indigenous Acts of Resistance*. 1st ed. Toronto: Between the Lines, 2024. Ch 2 “Protecting the Pines” and 3 “The Siege of Kanehsatà:ke and Kahnawà:ke”

Leddy, Lianne C, Brittany Luby, Kimberley McLeod, Emma Stelter, and Kim Anderson. “Refusing Confederation: Indigenous Feminist Performance as a Tool for Colonial Reckoning and Community (Re)Building.” *NAIS : Journal of the Native American and Indigenous Studies Association* 10, no. 2 (2023): 5–35.
<https://doi.org/10.1353/nai.2023.a904181>.

Week 12: (March 31) – Reconciliation, Resurgence, and Relationality

To Read:

Dickason, Olive, William Newbigging, and Cary Miller. *Indigenous Peoples within Canada, 5th Edition*. Oxford: Oxford University Press, 2023. Chapter 18 “The Road to Self-Government”

Tuck, Eve and Wayne K. Yang, “Decolonization is not a metaphor.” *Decolonization: Indigeneity, Education & Society* 1: 1 (2012): 1-40.

7. Course and University Statements

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 is outlined in the Undergraduate Calendar.

Artificial Intelligence Systems and ChatGPT

Artificial intelligence (AI) systems are powerful tools that promise to revolutionize research, teaching and learning. In all three areas and in the future of work, there exist creative and forward-thinking opportunities for the use of AI. Many University of Guelph faculty, instructors, staff and students are currently looking at ethical uses of AI, including research through U of G's Centre for Advancing Responsible and Ethical Artificial Intelligence (CARE-AI).

At the same time, the development of increasingly sophisticated AI systems such as ChatGPT poses potential threats to academic integrity. Unauthorized student use of AI systems undermines student learning, the achievement of learning outcomes and violates the University's academic misconduct policies. The University is committed to ensuring that the use of AI in teaching and learning complies with existing policies and regulations that govern academic and scholarly integrity. We continue to engage the University community, including students, as we work to refine academic integrity policies and their intersection with AI tools. We affirm the following:

1. Students' work must reflect their unique intellectual capacity and demonstrate the application of critical thinking and problem solving. Unauthorized use of AI to complete assessments violates the fundamental intellectual purposes of the University and does not demonstrate student achievement of course learning outcomes.
2. Submission of materials completed by AI, without permission of the instructor, constitutes an offence under the University's academic misconduct policies, either as a form of plagiarism or the use of unauthorized aids.
3. Acceptable use of AI should be determined by the course instructor and may vary across disciplines, programs and types of assessments. In setting out course requirements and assessment criteria, the instructor should specify allowable uses of AI, if any, through the course outline and/or the learning management system (e.g., CourseLink). Clarity about the acceptable use of AI is critical for students and instructors. Students are responsible for appropriately referencing how and to what extent they have used AI in assessments in keeping with University and course requirements.

The use of generative AI is permitted in specific components of this course. Review the course outline/assignment specifications closely to determine where you are permitted to use generative AI. It is your responsibility, as the student, to be clear on when, where, and how the use of generative AI is permitted. In all submissions in which you use generative AI, **you must cite its usage**. Failing to cite the use of generative AI is academic misconduct. In all other aspects of your work, the use of generative AI will be considered academic misconduct. For this course, you may wish to use generative AI technology. This is selectively permitted as a tool to

be used to begin thinking about your research topic, for brainstorming (though doing your own research is very much a requirement for this course). You may also use AI as an editing tool for your work, though any errors made because of AI will still be considered your own errors. Finally, GenAI can be used with some efficiency to gauge the tone of your writing. I will strongly caution about the overuse of using AI. While it can be tempting to allow AI to complete your course assignments, the overuse of AI takes away from your own learning experiences. Also, submitting work that has been produced by GenAI is a form of academic dishonesty and will be treated as such. I would like to know your own thoughts, opinions, and arguments; not that of GenAI.

Email Communication

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

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.

Undergraduate Calendar - Academic Consideration and Appeals

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

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

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 course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses

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

Graduate Calendar - Registration Changes

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-regregchg.shtml>

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.

Accessibility

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.

More information: www.uoguelph.ca/sas

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.

Academic Misconduct

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Undergraduate Calendar - Academic Misconduct

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

Graduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

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.

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.

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 (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

Health and Wellbeing

The University of Guelph provides a wide range of health and wellbeing 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.

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:

- <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>

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