



# HIST\*2120 Animals and Society

Winter 2026

Section: DE01

Department of History

Credit Weight: 0.50

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## Course Details

### Calendar Description

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

**Pre-Requisite(s):** 2.00 credits

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

**Restriction(s):** None

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

### Final Exam

**Date:** [REDACTED]

[REDACTED]

[REDACTED]

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

## Instructional Support

### Instructor

[REDACTED]

[REDACTED]

[REDACTED]

**Office Hours via Microsoft Teams:** Students may opt to visit virtual office hours by appointment beginning on January 12—**please email [REDACTED] in advance to book a time.** Please note that further details will be posted in the **Announcements**. See also 'Communicating with Your Instructor' below.

### Teaching Assistant(s)

[REDACTED]

[REDACTED]

[REDACTED]

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## Learning Resources

### Required Textbooks to Purchase

\* Note: items below **do not** constitute a full reading list for the course (see 'Ares' below).

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

**Author:** Jim Sterba

**Edition / Year:** 1<sup>st</sup> ed. / 2013

**Publisher:** Broadway Books

**ISBN:** 9780307341976

**Price:** \$27.99 – paperback

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

**Author:** Gene Baur

**Edition / Year:** 2008

**Publisher:** Touchstone Books

**ISBN:** 9780743291590

**Price:** \$25.99 - paperback

Prices indicated above are from the publishers' websites; prices may vary among book sellers. You may purchase the textbooks at the [Guelph Campus Co-op Bookstore](#), the [University of Guelph Bookstore](#), or various online sellers. 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, work on assignments, and review the weekly schedule and assignment requirements.

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

## Ares

For this course, you are 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, 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](mailto:libres2@uoguelph.ca)

Location: McLaughlin Library, First Floor, University of Guelph

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

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# Learning Outcomes

## Course Learning Outcomes

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

1. Learn about the historical development of and variation in human-animal relationships;
2. Understand thematic interpretations of that history by problematizing various political concepts (i.e., Anthropocene, human, animal, agency and power, nature and wilderness, progress and improvement) as well as categories for interpreting nonhuman animals (i.e., pet, pest, predator, game, worker, commodity, research model, production unit, biotechnology, charismatic megafauna, environmental resource, and endangered species);
3. Articulate the power and limits of human agency with respect to nonhuman animals, as well as the power and limits of animals' agency with respect to humans;
4. Analyze one's own animal ethics in the context of historical human-animal relationships and politics.
5. Identify and accurately recall key historical actors, events, institutions, and debates in the history of human–animal relationships.
6. Distinguish among competing historical interpretations, arguments, and conceptual frameworks related to human–animal relationships.
7. Summarize, critique, and contextualize historical primary sources to better understand aspects of the interspecific past;
8. Write an essay demonstrating the ability to isolate and synthesize key historical examples, extract lessons from that history, and make connections to broader themes of the course.

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# Teaching and Learning Activities

## Method of Learning

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

You will be asked to read, to do plenty of thinking and studying assigned readings and videos, and some writing in exam settings.

## Course Structure

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

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

## What to Expect for Each Unit

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

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

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 when you prepare for the exams.

## Schedule

It is strongly recommended that you follow the course schedule provided below. The schedule outlines what you should be working on each week of the course and lists the

important due dates for the assessments. By following the schedule, you will be better prepared to complete the assessments and succeed in this course.

## Unit 01: Human Ascendancy

### Week 1 - Monday, January 5 to Sunday, January 11

#### Readings

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

#### Activities

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

#### Assessments

- There are no assessments during this week.

## Unit 02: Autonomous Animals, 1600-1850

### Week 2 - Monday, January 12 to Sunday, January 18

#### Readings

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

#### Activities

- Explore Unit 02 Key Concepts, Historical Examples, and Focus Questions

### **Assessments**

- There are no assessments during this week.

## **Unit 03: Species, Breed, Type, and “Race”**

### **Week 3 – Monday, January 19 to Sunday, January 25**

#### **Readings**

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

#### **Activities**

- Explore Unit 03 Key Concepts, Historical Examples, and Focus Questions

### **Assessments**

- There are no assessments during this week.

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

### **Week 4 – Monday, January 26 to Sunday, February 1**

#### **Readings**

- Unit 04 Courselink webpage
- Ares:
  - Joel A Tarr and Clay McShane, “The Horse as an Urban Technology.” *Journal of Urban Technology* 15, no. 1 (2008): 5-17.
  - Susan J. Pearson, “The Cow and the Plow: Animal Suffering, Human Guilt, and the Crime of Cruelty,” *Perspectives from Law and Humanities* 36, no. 1 (2005): 71-101.

#### **Activities**

- Explore Unit 04 Key Concepts, Historical Examples, and Focus Questions

## Assessments

- Complete **Online Exam 1** (via Tools > **Quizzes**) during the exam window:  
Opens: Friday, January 30 at 6:00 am ET  
Closes: Sunday, February 1 at 6:00 pm ET.

## Unit 05: Pet Keeping and the Consumer Ethic

### Week 5 – Monday, February 2 to Sunday, February 8

#### Readings

- Unit 05 Courselink webpage
- Textbook:
  - Arnold Arluke and Robert Bogdan, ed., *Beauty and the Beast: Human-Animal Relations as Revealed in Real Photo Postcards, 1905-1935* (Syracuse University Press, 2010), chapters 1, 2, 3, 6.
- Ares:
  - Susan D. Jones, "Pricing the Priceless Pet," in *Valuing Animals: Veterinarians and their Patients in Modern America* (Baltimore: The Johns Hopkins University Press, 2003), 115-40.

#### Activities

- Explore Unit 05 Key Concepts, Historical Examples, and Focus Questions

#### Assessments

- There are no assessments during this week.

## Unit 06: Wild Animals and the Consumer Ethic

### Week 6 – Monday, February 9 to Friday, February 13

#### Readings

- Unit 06 Courselink webpage
- Textbook:
  - Arnold Arluke and Robert Bogdan, ed., *Beauty and the Beast: Human-Animal Relations as Revealed in Real Photo Postcards, 1905-1935* (Syracuse University Press, 2010), chapters 7, 8, 9.
- Ares:
  - Donna Varga, "Babes in the Woods: Wilderness Aesthetics in Children's Stories and Toys, 1830-1915," *Society & Animals* 17, no. 3 (2009): 187-205.



### Activities

- Explore Unit 06 Key Concepts, Historical Examples, and Focus Questions

### Assessments

- There are no assessments during this week.

## Winter Break – Monday, February 16 to Sunday, February 22

### Unit 07: Animals at Work

#### Week 7 – Monday, February 23 to Sunday, March 1

##### Readings

- Unit 07 Courselink webpage
- Textbook:
  - Arnold Arluke and Robert Bogdan, ed., *Beauty and the Beast: Human-Animal Relations as Revealed in Real Photo Postcards, 1905-1935* (Syracuse University Press, 2010), chapter 4.
- Ares:
  - John Tester, "Mad Dogs and (Mostly) Englishmen: Colonial Relations, Commodities, and the Fate of Inuit Dogs," *Études/Inuit/Studies* 34, no. 2 (2010): 129-47.

##### Activities

- Explore Unit 07 Key Concepts, Historical Examples, and Focus Questions.

##### Assessment

- Complete **Online Exam 2** (via Tools > **Quizzes**) during the exam window:  
Opens: Friday, February 27 at 6:00 am ET  
Closes: Sunday, March 1 at 6:00 pm ET

### Unit 08: Autonomous Animals: 20<sup>th</sup> Century Wildlife Comebacks

#### Week 8 – Monday, March 2 to Sunday, March 8

##### Readings

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

### Activities

- Explore Unit 08 Key Concepts, Historical Examples, and Focus Questions.

### Assessments

- There are no assessments during this week.

## Unit 09: Charismatic Megafauna and Environmentalism

### Week 9 – Monday, March 9 to Sunday, March 15

#### Readings

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

### Activities

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

### Assessments

- There are no assessments during this week.

## Unit 10: Animals as Entertainment

### Week 10 – Monday, March 16 to Sunday, March 22

#### Readings

- Unit 10 Courselink webpage
- Textbook:
  - Arnold Arluke and Robert Bogdan, ed., *Beauty and the Beast: Human-Animal Relations as Revealed in Real Photo Postcards, 1905-1935* (Syracuse University Press, 2010), chapters 10, 11.

### Activities

- Watch *Cruel Camera* (1982; 2008) - available via **Ares**.  
**NOTE:** CBC news program, *The Fifth Estate*, originally produced this video in 1982. The show released an updated version of the video in 2008; both are online and you may watch either one.
- Explore Unit 10 Key Concepts, Historical Examples, and Focus Questions.

### Assessments

- Complete **Online Exam 3** (via Tools > **Quizzes**) during the exam window:  
Opens: Friday, March 20 at 6:00 am ET  
Closes: Sunday, March 22 at 6:00 pm ET

## Unit 11: Animals as Data

### Week 11 – Monday, March 23 to Sunday, March 29

#### Readings

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

#### Activities

- Explore Unit 11 Key Concepts, Historical Examples, and Focus Questions.

#### Assessments

- There are no assessments during this week.

## Unit 12: Animals as Food

### Week 12 – Monday, March 30 to Monday, April 6

#### Readings

- Unit 12 Courselink webpage
- Textbook:
  - Gene Baur, *Farm Sanctuary* (2008).  
– yes, read the whole book! It is on the Final Exam.
  - Arnold Arluke and Robert Bogdan, ed., *Beauty and the Beast: Human-Animal Relations as Revealed in Real Photo Postcards, 1905-1935* (Syracuse University Press, 2010), chapter 5.

#### Activities

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

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

### Assessments

- There are no assessments during this week.

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## 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	Weight	Learning Outcomes
Online Exam 1 (Jan. 30-Feb. 1)	20%	1, 2, 3, 5, 6, 7
Online Exam 2 (Feb. 27-Mar. 1)	20%	1, 2, 3, 5, 6, 7
Online Exam 3 (Mar. 20-22)	25%	1, 2, 3, 5, 6, 7
In-Person Final Examination	35%	1, 3, 4, 7, 8
<b>Total</b>	<b>100%</b>	

## Assessment Descriptions

### Online Exams 1, 2, and 3

There are three online exams in this course that you will write via **Quizzes** (Tools > Quizzes) on our CourseLink page. Each exam has a time limit of 90 minutes. Online exams in the course require the use of Respondus LockDown Browser and Monitor (webcam) to proctor your exam within CourseLink. Use of Lockdown Browser with Monitor webcam has been implemented to maintain the academic integrity of our exams. To complete the mandatory practice test and our three online exams thereafter, you must [download and install LockDown Browser and Monitor](#), which you access through Tools > Quizzes ([watch his helpful video](#)). While writing the practice test and

online exams, you must show your university issued identification card during the Respondus Startup Sequence.

**Important Note:** You must complete a mandatory practice test using Respondus LockDown Browser and Monitor that you must take before the first 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.

**Make sure to allow yourself some extra time before attempting any online exams to avoid technical difficulties that may impact your grade.**

To accommodate students who may be located in various time zones, on any weekend when we have an exam, the exam will be available beginning at 6:00am (Eastern) on Friday until 6:00pm (Eastern) on Sunday. You can enter the exam at any point during this window of time but will only have 90 minutes to complete it from when you start writing. After 6:00pm on Sunday, you will no longer be able to enter the exam environment.

The exams will require you to: **1.** Answer a series of multiple choice questions testing your knowledge of assigned course materials (50% of exam grade); **2.** answer one short-answer written question (chosen from options) about recent topics in the course using assigned course materials (50% of exam grade). The online exams give you an opportunity to demonstrate your work with assigned course materials and synthesize your knowledge of the history and themes in the preceding weeks of the course.

**No outside research or AI use is permitted** while writing the exam.

For specific dates of the exams, please see the schedule on p. 6-12 above.

Visit [Content > Assessments > Online Exams 1, 2, 3](#) for more information about this assignment.

### **In-Person Final Examination**

This course requires you to write an in-person Final Examination with a time limit of 2 hours scheduled during the Examination Period at the end of the semester. It will require you to answer two essay questions about recent topics in the course and/or comparisons of recent topics to topics from early in the course, using a combination of assigned Unit page content, assigned readings and films, and/or a historical primary source from the course.

The final examination is your last opportunity to demonstrate and synthesize your knowledge of the history of human-animal relationships in Canada and the United States with reference to the course themes and to reflect on what you have learned in the course. It is also the final opportunity in the course to practice writing concisely and accurately.

For specific date, time, and location of the Final Exam, please see our CourseLink Announcements.

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

# Course Technology Requirements and Technical Support

## CourseLink System Requirements

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

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

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

## Microsoft Teams System Requirements

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

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

## Technical Skills

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

- Manage files and folders on your computer (e.g., save, name, copy, backup, rename, delete, and check properties);
- Install software, security, and virus protection;
- Use office applications (e.g., Word, PowerPoint, Excel, or similar) to create documents;
- Be comfortable uploading and downloading saved files;
- Communicate using email (e.g., create, receive, reply, print, send, download, and open attachments);
- Navigate the CourseLink learning environment and use the essential tools, such as **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

For assistance with the software tools or the CourseLink, contact CourseLink Support.

## CourseLink Support

University of Guelph

Johnson Hall, Room 064

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

Tel: 519-824-4120 ext. 56939

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

## Walk-In Hours (Eastern Time):

Monday thru Friday: 8:30 am–4:30 pm

## Phone/Email Hours (Eastern Time):

Monday thru Friday: 8:30 am–8:30 pm

Saturday: 10:00 am–4:00 pm

Sunday: 12:00 pm–6:00 pm

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# Course Specific Standard Statements

## Acceptable Use

The University of Guelph has an [Acceptable Use Policy](#), 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

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 within the window 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 to turn in your assignment late or miss an assignment**. Don't wait until the last minute; get started on assignments early if you can.



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>

## Obtaining Grades and Feedback

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

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

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

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

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

## Rights and Responsibilities When Learning Online

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

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

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

## Respondus LockDown Browser and Monitor

Online exams in this course require use of Respondus LockDown Browser and Respondus Monitor. For more information on how to download and test this software, see [Respondus: Information for Students](#). Make sure to do this well before any online exams to avoid technical difficulties that may impact your grade. In this course we will *not* be using the Respondus Monitor function.

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

While writing exams, in this course you **may not** use writing aids, including AI services like ChatGPT, AnswerThis.io, QuillBot, FreeEssayWriter.ai, etc.

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

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# University Standard Statements

## University of Guelph: Undergraduate Policies

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

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

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

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

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

## Email Communication

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

## When You Cannot Meet Course Requirements

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

## University of Guelph Degree Students

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

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

## Open Learning Program Students

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

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

## Drop Date

## University of Guelph Degree Students

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

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

## **Open Learning Program Students**

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

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

## **Copies of Assignments**

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

## **Accessibility**

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

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

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

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

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

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

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

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

### **Open Learning Program Students**

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

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

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

mailto:counsellor@OpenEd.uoguelph.ca

## **Academic Misconduct**

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

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

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

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

## **Copyright Notice**

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

The fair dealing exemption in Canada's Copyright Act permits students to reproduce short excerpts from copyright-protected materials for purposes such as research, education, private study, criticism and review, with proper attribution. Any other copying, communicating, or distribution of any content provided in this course, except as permitted by law, may be an infringement of copyright if done without proper license or the consent of the copyright owner. Examples of infringing uses of copyrighted works would include uploading materials to a commercial third party web site, or making paper or electronic reproductions of all, or a substantial part, of works such as textbooks for commercial purposes.

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

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

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

## **Plagiarism Detection Software**

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

## **Recording of Materials**

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

## **Disclaimer**

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

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

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

## **Illness**

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

## **Covid-19 Safety Protocols**

For information on current safety protocols, follow these links:

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

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

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

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

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