



HIST*2220 Buying and Selling: Consumer Cultures

Fall 2024

Section: DE01

History

Credit Weight: 0.50

Course Details

Calendar Description

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

Pre-Requisite(s): 2.00 credits

Co-Requisite(s): None

Restriction(s): None

Method of Delivery: Online

Final Exam

Date: TBA

Time: TBA

Location: The final exam will take place during the scheduled fall examination period. It will occur online using the CourseLink Quizzes tool. Additional details will be provided on CourseLink closer to the time.

Instructional Support

Instructor

[Redacted]
Email: [Redacted]
Office: [Redacted]

[Redacted]

Hybrid Office Hours via Zoom and In-Person: [Redacted]
[Redacted]

Teaching Assistants

Name: TBD
Email:

Name: TBD
Email:

Learning Resources

Required Textbook

Title: *Retail Nation: Department Stores and the Making of Modern Canada*

Author(s): Donica Belisle

Edition/Year: 2011

Publisher: UBC Press

ISBN: 9780774819473 (hardcover); 9780774819480 (paperback)

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>

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 to access items on reserve.

For further instructions on accessing reserve resources, visit [How to Get Course Reserve Materials](#).

If at any point during the course you have difficulty accessing reserve materials, please contact the 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

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

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

1. Appreciate the value of an historical approach when analyzing consumer culture and consumer issues;

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

Teaching and Learning Activities

Method of Learning

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

Discussions will form an important part of your learning in this course. Think of them like the conversations and debates that would take place during the seminars of in-person courses. They give you the chance to refine your ideas about consumer history through discussion and debate with your classmates. Some discussions constitute a portion of the graded assignments for the course while some are not graded and intended for general discussion purposes. Select **Discussions** from the **Tools** link in the navbar on our course website.

The following discussions are available:

- **Ask Your Professor (Non-graded):** Your chance to ask questions of the course instructor and your fellow students. If you have questions about a particular assignment or concept in the course, chances are that other students have similar questions. This discussion provides an efficient way to answer those questions for all students. Your instructor will monitor the discussion regularly and offer responses wherever required. However, you should feel free to discuss and provide assistance among yourselves as well.

- **Introduction Discussion (Graded):** In this discussion, you will be given an opportunity to get to know each other. Please refer to the **Assignments** link in the course navbar for more details.
- **Two Discussion Assignments (Graded):** These discussions will give you the chance to refine your ideas about consumer history through discussion and debate with your classmates. Please refer to the **Assignments** link in the course navbar for more details.

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

Course Structure

HIST*2220 consists of seven units:

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

Units 01 and 07 are shorter one-week units that will serve as book ends for the course. Unit 01 will introduce you to the field of consumer history and some of its major topics and concepts. Units 02 to 06 are longer, more substantial **two-week units** that are arranged in a largely chronological order, beginning with the early-1500s and working all the way through to the end of the 20th century. Unit 07 will help to bring together some of the big ideas from that long history while inviting us to think about our present-day consumer culture and where it may be heading. The schedule below outlines when each unit begins and ends.

What to Expect for Each Unit

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

For each unit, you will want to begin by reading the online materials for the unit (units can be found under the **Content** link in the navbar of the course website). Think of these online materials as the lecture for each unit. The online course materials will provide you with the general historical background required to put the period's

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

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

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



“Historical Context”

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



“Put Yourself in Their Shoes”

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



“Important to Know”

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

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

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

Schedule

It is strongly recommended that you follow the course schedule provided below. The schedule outlines what you should be working on each week of the course and lists the important due dates for the assessments. By following the schedule, you will be better prepared to complete the assessments and succeed in this course.

Unit 01: Introduction to Consumer History

Week 1 - Thursday, September 5 to Sunday, September 15

Readings

- Course Website: Unit 01 content

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.

Assessments

- **Introductions Discussion**

Opens: Thursday, September 5 at 12:01 am ET

Closes: Sunday, September 15 at 11:59 pm ET

- **Course “Scavenger Hunt” Quiz**

Opens: Thursday, September 5 at 12:01 am ET

Closes: Sunday, September 15 at 11:59 pm ET

Unit 02: Consumer Behaviours in Colonial Contexts

Week 2 and 3 - Monday, September 16 to Sunday, September 29

Readings

- Course Website: Unit 02 content
- Ares:
 - Axtell, James. “The First Consumer Revolution.” In *Beyond 1492: Encounters in Colonial North America*, edited by James Axtell, 125-151. New York, Oxford University Press, 1992.
 - Breen, T.H. “Narrative of Commercial Life: Consumption, Ideology, and Community on the Eve of the American Revolution.” *William and Mary Quarterly* 50, no.3 (July 1993): 471-401.
 - Craig, Beatrice. “General Stores: Capitalism’s Beachhead or Local Traffic Controllers?” In *Backwoods Consumers and Homespun Capitalists: The Rise of a Market Culture in Eastern Canada*. 113-136. Toronto: University of Toronto Press, 2016.
 - Heron, Craig. “Water of Life.” In *Booze: A Distilled History*. 17-45. Toronto: Between the Lines, 2003.

Activities

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

Assessments

- **Discussion Assignment #1**

Opens: Monday, September 16 at 12:01 am ET

Closes: Sunday, September 29 at 11:59 pm ET

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

Week 4 and 5 – Monday, September 30 to Friday, October 11

Note: This is a shortened week due to the Fall Study days. Please carefully note any due dates.

Readings

- Course Website: Unit 03 content
- *Retail Nation*: Pages 13-44; 108-125
- Ares:
 - Lears, T.J. Jackson. "From Salvation to Self-Realization: Advertising and the Therapeutic Roots of Consumer Culture, 1880-1920." *Advertising & Society Review* 1, no. 1 (2000): unpaginated.
 - Cohen, Lizabeth. "Encountering Culture at the Grass Roots: The Experience of Chicago Workers in the 1920s." *American Quarterly* 41, no. 1 (1989): 6-33.

Activities

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

Assessments

- **Essay Assignment #1**
Due: Friday, October 11 by 5:00 pm ET

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

Week 6 and 7 – Wednesday, October 16 to Sunday, October 27

Note: This is a shortened week due to the Fall Study days. Please carefully note any due dates.

Readings

- Course Website: Unit 04 content
- Ares:
 - Hyman, Paula E. "Immigrant Women and Consumer Protest: The New York City Kosher Meat Boycott of 1902." *American Jewish History* 70, no.1 (1980): 91-105.
 - Glickman, Lawrence. "The Strike in the Temple of Consumption: Consumer Activism and Twentieth Century American Political Culture." *Journal of American History* 88, no.1 (June 2001): 99-128.
 - Sangster, Joan. "Consuming Issues: Women on the Left, Political Protest, and the Organization of Homemakers, 1920-1960." In *Framing Our Past: Canadian Women's History in the Twentieth Century*, edited by Sharon Anne Cook, Lorna R. McLean, and Kate O'Rourke. 240-247. Montreal: McGill-Queen's University Press, 2001.

- Mosby, Ian. "The Kitchen and the State: Food Rationing, Price Controls, and the Gender Politics of Consumption." In *Food Will Win the War: The Politics, Culture, and Science of Food on Canada's Home Front*. 61-96. Vancouver: UBC Press, 2014.

Activities

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

Assessments

- **Discussion Assignment #2**
Opens: Monday, October 16 at 12:01 am ET
Closes: Sunday, October 27 at 11:59 pm ET

Unit 05: A Postwar Consumers' Paradise?

Week 8 and 9 – Monday, October 28 to Sunday, November 10

Readings

- Course Website: Unit 05 content
- Ares:
 - Cohen, Lizabeth. "Reconversion: The Emergence of the Consumers' Republic." In *A Consumers' Republic: The Politics of Mass Consumption in Postwar America*. 112-165. New York: Vintage Books, 2004.
 - Parr, Joy. "Gender, Keynes, and Reconstruction." In *Domestic Goods: The Material, the Moral and the Economic in the Postwar Years*. 64-83. Toronto, University of Toronto Press, 1999.
 - May, Elaine Tyler. "The Commodity Gap: Consumerism and the Modern Home." In *Homeward Bound: American Families in the Cold War Era*. 162-181. New York: Basic Books, 1988.
 - Weems, R.E. "The Revolution Will Be Marketed – American Corporations and Black Consumers During the 1960s." *Radical History Review* 59 (1994): 94-107.

Activities

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

Assessments

- **Essay Assignment #2**

Due: Sunday, November 10 by 11:59 pm ET

Unit 06: Consumer Culture Since the Late-Cold War

Week 10 and 11 – Monday, November 11 to Sunday, November 24

Readings

- Course Website: Unit 06 content
- Ares:
 - Penfold, Steve. “‘He Must Give Up Certain Things’: Franchising and the Making of the Donut Shop, 1960-1980.” In *The Donut: A Canadian History*. 97-129. Toronto: University of Toronto Press, 2008.
 - Carstairs, Catherine. “Roots Nationalism: Branding English-Canada Cool in the 80s and 90s.” *Histoire sociale/Social History* 39, no. 77 (May 2006): 235-255.
 - Collins, Robert M. “Greed Is Good? The American Business System in the Eighties.” In *Transforming America: Politics and Culture in the Reagan Years*. 93-115. New York: Columbia University Press, 2007.
 - Listen to the episode “It’s Not Easy Being Green: Green Marketing,” originally from CBC’s *The Age of Persuasion* and provided through *Under the Influence with Terry O’Reilly* (Runs 26:30): <https://shows.acast.com/undertheinfluence/episodes/its-not-easy-being-green-green-marketing-aop-2011>
 - Watch the film by Klein, Naomi, Sut Jhally, Loretta Alper, and Kelly Garner, “*No Logo: Brands, Globalization, Resistance*.” Toronto: Media Education Foundation, 2003 (Runs 42:00): <https://youtu.be/oeTgLKNb5R0?si=sum0mUX-1C5hkgF>

Activities

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

Assessments

- **“Canadians and Their Catalogues”: Primary Source Research**

Due: Sunday, November 24 by 11:59 pm ET

Unit 07: Final Thoughts

Week 12 – Monday, November 25 to Friday, November 29

Readings

- Course Website: Unit 07 content

Activities

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

Assessments

The grade determination for this course is indicated in the following table. A brief description of each assessment is provided below. Select **Content** on the navbar to locate **Assessments** in the Table of Contents panel to review further details of each assessment. Due dates can be found under the Schedule heading of this outline.

Table 1: Course Assessments

Assessment Item	Weight
Introductions Discussion	2.5%
Course “Scavenger Hunt” Quiz	2.5%
Discussion Assignments (2 x 10%)	20%
Short Essays (2 x 12.5%)	25%
“Canadians and Their Catalogues”: Primary Source Research	20%
Final Exam	30%
Total	100%

Assessment Descriptions

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

Introductions Discussion

We want to get to know you! Select Discussions from the **Tools** link on the course navbar, then locate the “Introduction Discussion” forum for your discussion group. You have been randomly placed in one specific discussion group of 16-20 students for the duration of the course.

Once you are in the Introduction Discussion forum, start a new thread and tell your fellow students and instructor a little bit about yourself – year and program you are in, something you’re looking forward to about the course, an interesting fact about yourself, etc. Feel free to say hello to the other students in your group and comment on anything from their posts that resonates with you.

Course “Scavenger Hunt” Quiz

The Course “Scavenger Hunt” is intended to assess your familiarity with our course syllabus and website. The scavenger hunt is a multiple-choice quiz with 10 equally weighted questions about the course syllabus and website. This is a timed, auto-graded assignment.

Note: This course requires the use of [Respondus LockDown Browser](#) to proctor your online quizzes within CourseLink. Use of LockDown Browser has been implemented to maintain the academic integrity of the quizzes. You must download and install LockDown Browser to complete the Course “Scavenger Hunt” Quiz and the Final Exam.

It is highly recommended that you enter the online quiz environment in Respondus at least 20-30 minutes before the end of the available window to allow enough time for you to complete the Respondus Startup Sequence and ensure that you have the full time for the quiz.

Please be sure to review the instructions for using Respondus LockDown Browser. Select **Content** on the navbar to locate **Assessments** in the Table of Contents panel. Within the information for the Course “Scavenger Hunt” Quiz and the Final Exam, instructions for Respondus LockDown Browser have been provided.

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

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

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

Discussion Assignments

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

Short Essays

The essay assignments will evaluate your ability to develop your own interpretations about issues in consumer culture based on information from a broad range of readings

and evidence. The essay assignments will also assess your ability to clearly and effectively communicate your ideas and arguments in a written format.

There will be two short essays in this course:

- Short Essay #1 will primarily assess your knowledge of course materials from Unit 03.
- Short Essay #2 will primarily assess your knowledge of course materials from Unit 05.

Each essay assignment requires you to produce an 800-1000-word argumentative essay that responds to a specific essay question. This question will be posted in the **Announcements** on the course home page two weeks before the essay is due. Essays can be completed using course materials only, however you are welcome to consult additional materials that supplement the core materials. Essays must include a bibliography and footnote citations (with page numbers consulted) to indicate the origin of facts and all ideas that are not the student's own.

“Canadians and Their Catalogues”: Primary Source Research

This assignment is unique within the course in that it is not associated with any particular unit. Instead, the assignment will evaluate your ability to undertake research independently and to work with primary sources, an important skill in historical research. “Primary Sources” are documents that come from the period that is being studied. They include items such as letters, newspapers, magazines, photographs, account books, and even “material culture” such as furniture, clothes, and toys. Based on your primary source research and supporting information from secondary sources, you will produce a 1,250 to 1,750-word report about how Canadians utilized mail-order catalogues. Further details about the assignment can be found on the course site under **Content** within the **Assessments** module.

Final Exam

This course requires you to write an online final exam using the **Quizzes** tool in CourseLink. A variety of questions will be provided, including multiple choice, true/false, short answer, and long answer. Select **Content** on the navbar to locate **Assessments** under **Contents** to review further details of the final exam.

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>

Respondus LockDown Browser Requirements

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

To use Respondus LockDown Browser and Monitor, your computer system must meet the following system and software requirements.

If you have any questions about the system and software requirements, contact CourseLink Support.

<https://opened.uoguelph.ca/student-resources/system-and-software-requirements#Respondus-LockDown-Browser-and-Monitor>

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

Zoom Requirements

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

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

Technical Skills

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

- Manage files and folders on your computer (e.g., save, name, copy, backup, rename, delete, and check properties);
- Install software, security, and virus protection;
- Use office applications (e.g., Word, PowerPoint, Excel, or similar) to create documents;
- Be comfortable uploading and downloading saved files;
- Communicate using email (e.g., create, receive, reply, print, send, download, and open attachments);
- Navigate the CourseLink learning environment and use the essential tools, such as **Dropbox**, **Quizzes**, **Discussions**, and **Grades** (the instructions for this are given in your course);
- Access, navigate, and search the Internet using a web browser (e.g., Google Chrome, 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 or Zoom meetings without the permission of the instructor.

Submission of Assignments to Dropbox

The short essays and primary research assignment 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 your assignments in case they are lost in transition. To avoid any last-minute computer problems, your instructor strongly recommends you save your assignments to a cloud-based file storage (e.g., Google Docs, iCloud, etc), 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>

Academic Integrity and Artificial Intelligence Programs

In this course, the use of Artificial Intelligence (AI) programs, such as ChatGPT and others, to conduct research, analyze information, and generate text is strictly prohibited. This includes using AI programs for discussion posts, quizzes, and written course assignments. All work you submit in the course must be yours and yours alone. The unauthorized use of AI programs is a violation of the University of Guelph's academic misconduct policies. Throughout the course, keep detailed research and reading notes and drafts of any coursework that you produce to show that you are conducting your own research and writing. If the use of an AI program is suspected, students may be asked to meet with the instructor via Zoom to verify and justify the work they submitted.

Intellectual Property

The educational materials developed for this course, including, but not limited to, online lecture notes, discussion posts, examinations, assignments, and any materials posted to CourseLink, are the intellectual property of the course Instructor and OpenEd. These materials have been developed for student use only and they are not intended for wider dissemination and/or communication outside of a given course. Posting or providing unauthorized audio, video, or textual material of course content to third-party websites (e.g., CourseHero, etc) violates an instructor's intellectual property rights, and the Canadian Copyright Act. Failure to follow these instructions may be in contravention of the university's academic misconduct policies and will result in appropriate penalties. Participation in this course constitutes an agreement by all parties to abide by the relevant University of Guelph policies and to respect the intellectual property of others during and after their association with the University of Guelph.

See also Copyright Notice section under University Standards Statements in this **Outline**.

Late Policy

If you choose to submit your individual assignments to the **Dropbox** tool late, the full allocated mark will be reduced by 5% per day after the deadline for the submission of the assignment to a limit of seven days at which time access to the **Dropbox** folder will be closed.

Extensions will be considered for medical reasons or other serious 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.

Extra Credit

This course does not allow the submission of extra credit assignments. Only the assignments listed here in the **Assessments** section will be accepted.

Re-Grading Policy

If you feel that a grade has been unjustly assigned, you must contact the assignment's grader (either the instructor or a teaching assistant) via email, indicating why you have an issue with the grade. **This must happen within one week of the grade and feedback being published on the course website.** An online meeting between you and the grader will be convened to discuss the grade and the course of action. Please note that any requests to re-evaluate grades could result in a grade rising, falling, or remaining the same.

Beyond this course practice, the University of Guelph has a final grade reassessment policy. See Section VIII of the Undergraduate Calendar for more details.

[Grade Reassessment: University of Guelph](https://calendar.uoguelph.ca/associate-diploma/associate-diploma-regulations-procedures/grade-reassessment/)

<https://calendar.uoguelph.ca/associate-diploma/associate-diploma-regulations-procedures/grade-reassessment/>

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.

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://calendar.uoguelph.ca/undergraduate-calendar/>

<https://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

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment.

University of Guelph Degree Students

Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Accessibility Services as soon as possible.

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), 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.

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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 [Copyright for Students](#).

<https://www.lib.uoguelph.ca/scholarship-publishing/copyright-university-guelph/using-copyright-protected-works/copyright-for-students/>

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.

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).