



HIST*2250 Environment and History

Winter 2025

Section: DE01

Department of History

Credit Weight: 0.50

Course Details

Calendar Description

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

Pre-Requisite(s): 2.00 credits

Co-Requisite(s): None

Restriction(s): None

Method of Delivery: Online

Online Final Exam

Location: Complete via the **Quizzes** tool in CourseLink (via Tools > **Quizzes**)

Exam Window:

Opens: Friday, April 10, 2025 at 6:00am ET

Closes: Saturday, April 11, 2025 at 6:00pm ET

Instructional Support

Instructor

[REDACTED]
Email: [REDACTED]

Telephone: (519) 824-4120

Office: [REDACTED]

[REDACTED]

Office Hours via Microsoft Teams: Students may opt to visit virtual office hours by appointment beginning on January 8—**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)

Name: [REDACTED]

Email: [REDACTED]

Name: [REDACTED]

Email: [REDACTED]

Name: [REDACTED]

Email: [REDACTED]

Learning Resources

Required Textbooks to Purchase

* Note that the items below **do not** constitute a full reading list for the course (see ‘Ares’ below).

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

Author: James Murton

Edition / Year: 1st ed. / 2021

Publisher: Oxford University Press

ISBN: 9780199025466

Price: \$45.00 – paperback

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

Author: Dina Gilio-Whitaker

Edition / Year: 2020

Publisher: Beacon Press

ISBN: 9780807028360

Price: \$23.00 – paperback

Prices indicated above are from the publishers' websites; prices may vary among book sellers. You may purchase the textbook at the [Guelph Campus Co-op Bookstore](#) or 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/shared/login/login.html>

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

Location: McLaughlin Library, First Floor, University of Guelph

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

Learning Outcomes

Course Learning Outcomes

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

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

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

Teaching and Learning Activities

Method of Learning

This course is designed to help you see and talk about the environment and its history in the United States by exploring how people, animals, plants, weather, climate, and other factors shaped the collective past of all species. It explores that history with special attention to the contradictions that characterize human relationships with environments, the way modernity has shaped those relationships, especially due to the development of consumer society over the last two centuries.

You will be asked to read, to conduct research using assigned readings and videos as well as assigned digital archival databases, and to do plenty of thinking and writing. Some of this writing you will share with your fellow students on the **Discussion** forums, some you will provide during our scheduled online exams via **Quizzes**.

Course Structure

This course is broken down into 12 units:

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

What to Expect for Each Unit

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

Each Unit also has a list of Key Concepts and Historical Examples presenting important ideas, events, theories, or processes. These concepts and examples are discussed in the course readings, and you should get to know them and be able to define them. To help you keep track of these concepts and specific examples, you are encouraged to summarize them by putting information in your own words. Please keep a record of all the concepts and events in a Word document or notebook for your own learning. Make reference to these concepts and historical examples in discussion board assignments, exams, and the final examination to show off your analytical thinking and mastery of assigned readings and videos.

Finally, before you tackle the assigned reading for the unit, read the Focus Questions section in the Unit. Then, as you read, keep your eyes open for the answers to these

questions. In this way, your reading will be much more efficient and informed. Make notes while you read—they will come in handy later in the course!

Schedule

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

Unit 01: Introduction

Week 1 – Monday, January 6 to Sunday, January 12

Readings

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

Activities

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

Assessments

- Participate in **Week 1 Webquest and Discussion**
Opens: Monday, January 6 at 12:01 am ET
Closes Sunday, January 12 at 11:59 pm ET

Unit 02: Colonial North America and the Columbian Exchange

Week 2 - Monday, January 13 to Sunday, January 19

Readings

- Unit 02 Courouselink webpage
- Murton, *Canadians and Their Natural Environment*, Chapters 2, 3.

- Ares:
 - Judith Carney, “Seeds of Memory: Botanical Legacies of the African Diaspora” (Chapter 2), in *African Ethnobotany in the Americas*, edited by Robert Voeks and John Rashford (New York: Springer, 2013), 13-33.
 - Thomas Wickman, “The Great Snow of 1717: Settler Landscapes, Deep Snow Cover, and Winter’s Environmental History,” *Northeastern Naturalist* 24, no. 7 (2017): H81-H114.

Activities

- Review Unit 02 Key Concepts, Historical Examples, and Focus Questions.

Assessments

- There are no assessments during this week.

Unit 03: Planting, Harvesting, and the Market

Week 3 – Monday, January 20 to Sunday, January 26

Readings

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

Activities

- Review Unit 03 Key Concepts, Historical Examples, and Focus Questions.

Assessments

- There are no assessments during this week.

Unit 04: Colonization, Science, and Industrialization

Week 4 – Monday, January 27 to Sunday, February 2

Readings

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

Activities

- Review Unit 04 Key Concepts, Historical Examples, and Focus Questions.

Assessments

- Complete **Online Exam 1** (via Tools > **Quizzes**) during the exam window:
Opens: Friday, January 31 at 6:00 am ET
Closes: Saturday, February 1 at 6:00 pm ET

Unit 05: Preservation, Conservation, and the West

Week 5 – Monday, February 3 to Sunday, February 9

Readings

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

Activities

- Review Unit 05 Key Concepts, Historical Examples, and Focus Questions.

Assessments

- There are no assessments during this week.

Unit 06: The Urban Environment

Week 6 – Monday, February 10 to Friday, February 14

Readings

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

Activities

- Review Unit 06 Key Concepts, Historical Examples, and Focus Questions.

Assessments

- There are no assessments during this week.

Winter Break – Monday, February 17 to Sunday, February 23

Unit 07: Dust Bowl: Industrial Agriculture and Hubris

Week 7 – Monday, February 24 to Sunday, March 2

Readings

- Unit 07 Courselink webpage
- Murton, *Canadians and Their Natural Environment*, Chapter 8.
- Ares:
 - There are no Ares readings required this week.

Activities

- **Watch *The Dust Bowl – Episode 1: “The Great Plow Up”*** (available via **Ares**)
- Review Unit 07 Key Concepts, Historical Examples, and Focus Questions.

Assessments

- Participate in **Primary Source Presentation** (via Tools > **Discussions**)
 Opens: Monday, February 24 at 12:01 am ET
 Closes: Sunday, March 9 at 11:59 pm ET

Unit 08: Camping

Week 8 – Monday, March 3 to Sunday, March 9

Readings

- Unit 08 Courselink webpage

- Ares:
 - James Turner, “From Woodcraft to ‘Leave No Trace’: Wilderness, Consumerism, and Environmentalism in Twentieth-Century America,” *Environmental History* 7, no. 3 (2002): 462-84.
 - Sharon Wall, “Totem Poles, Teepees, and Token Traditions: ‘Playing Indian’ at Ontario Summer Camps, 1920-1955,” *Canadian Historical Review* 86, no. 3 (September 2005): 513-44.
 - Martin Hogue, “A Short History of the Campsite,” *Places Journal* (May 2011), <https://placesjournal.org/article/a-short-history-of-the-campsite>.
 - Rachel S. Gross, *Shopping All the Way to the Woods: How the Outdoor Industry Sold Nature to America* (New Haven: Yale University Press, 2024).

Note: You may use any of the chapters from Gross, *Shopping All the Way to the Woods*, to contextualize and explain your historical source **as long as** the chapter documents the time period in which your primary source was created and the source falls within the time span allowed for the assignment. You do not need to read every page of the book.

Activities

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

Assessments

- Participate in **Primary Source Presentation** (via Tools > **Discussions**)
Closes: Sunday, March 9 at 11:59 pm ET

Unit 09: The Good Life

Week 9 – Monday, March 10 to Sunday, March 16

Readings

- Unit 09 Courselink webpage
- Ares:
 - Kendra Smith-Howard, “Absorbing Waste, Displacing Labor: Family, Environment, and the Disposable Diaper in the 1970s,” *Environmental History* 26, no. 2 (April 2021): 207-30.
 - Ted Steinberg, “America in Black and Green” and “Throwaway Society” (Chapters 13, 14) in *Down to Earth: Nature’s Role in American History*, 3rd ed. (New York: Oxford University Press, 2012), 203-239.

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

Activities

- Review Unit 09 Key Concepts, Historical Examples, and Focus Questions.

Assessments

- There are no assessments during this week.

Unit 10: Pollution and Environmental Justice

Week 10 – Monday, March 17 to Sunday, March 23

Readings

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

Activities

- **Watch *A Fierce Green Fire*** (available via **Ares**)
- Review Unit 10 Key Concepts, Historical Examples, and Focus Questions.

Assessments

- Complete **Online Exam 2** (via Tools > **Quizzes**) during the exam window:
Opens: Friday, March 21 at 6:00 am ET
Closes: Saturday, March 22 at 6:00 pm ET

Unit 11: Energy and Environmental Justice

Week 11 – Monday, March 24 to Sunday, March 30

Readings

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

Activities

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

Assessments

- There are no assessments during this week.

Unit 12: Case Study: Katrina

Week 12 – Monday, March 31 to Monday, April 7

Readings

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

Activities

- Review Unit 12 Key Concepts, Historical Examples, and Focus Questions.
- Watch *Mine: Taken by Katrina* (available via **Ares**)
- Review Units 01 through 12, your notes, key concepts, and focus questions to prepare Online Exam 2 and the Take-Home Final Exam.

Assessments

- There are no assessments during this week.

Assessments

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

Table 1: Course Assessments

Assessment Item	Weight
Week 1 Webquest and Discussion	5%

Assessment Item	Weight
Online Exams 1 & 2 (25% each)	50%
Primary Source Presentation	20%
Online Final Examination	25%
Total	100%

Assessment Descriptions

Week 1 Webquest & Discussion

During the first week of this course, you and your fellow students will be assigned to groups of 20 students each for all **Discussions** boards assignments. For this assignment, you and your group will define and discuss our foundational terms and basic questions for the course so that we are all “on the same page,” so to speak. This is the **only assignment** in the course that permits freewheeling online research.

Visit Content > Assessments > Week 1 Webquest & Discussion for more information about this assignment.

Online Exams 1 & 2

There are two online exams in this course that you will write via **Quizzes** (Tools > Quizzes) on our CourseLink page. Each exam has a time limit of 60 minutes and requires the use of [Respondus LockDown Browser](#) (but *not* Respondus Monitor). The exams will require you to answer two questions about recent topics in the course (chosen from options) using a combination of assigned Unit page content, assigned readings and films, and/or a historical primary source from the course. **No outside research is permitted** while writing the exam. 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.

For specific dates of the exams, please see the schedule above.

Visit Content > Assessments > Online Exams 1 & 2 for more information about this assignment.

Primary Source Presentation

In weeks 7 and 8, you will present a curated primary source to fellow students in your discussion group by posting on the dedicated, graded **Discussions** board for your group. Thereafter, you will comment upon and discuss fellow students presentations, as well.

This assignment is unique from the others on our discussion boards in that it is a research-based, historical primary source presentation assignment that trains you in

critical thinking and archival research. In this assignment, you are the historian. You will find, curate, and present a primary source, contextualizing it with information, concepts, and questions from the course **and by way of this semester's Primary Source Presentation research theme "Camping."** Beyond materials assigned in the course, **no outside research is permitted** in this assignment.

Visit Content > Assessments > Primary Source Presentation for more information about this assignment.

Online Final Examination

This course requires you to take a final examination using the **Quizzes** tool in CourseLink. The Final Exam has a time limit of 60 minutes and requires the use of [Respondus LockDown Browser](#) (but *not* Respondus Monitor). It will require you to answer two questions about recent topics in the course (chosen from options) using a combination of assigned Unit page content, assigned readings and films, and/or a historical primary source from the course. **No outside research is permitted** while writing the exam. The final examination is your last opportunity to demonstrate and synthesize your knowledge of the history of environmental history in North America 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.

Visit Content > Assessments > Online Final Exam for more information about this assignment.

Course Technology Requirements and Technical Support

CourseLink System Requirements

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

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

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

Technical Skills

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

- Manage files and folders on your computer (e.g., save, name, copy, backup, rename, delete, and check properties);
- Install software, security, and virus protection;
- Use office applications (e.g., Word, PowerPoint, Excel, or similar) to create documents;

- Be comfortable uploading and downloading saved files;
- Communicate using email (e.g., create, receive, reply, print, send, download, and open attachments);
- Navigate the CourseLink learning environment and use the essential tools, such as **Dropbox**, **Quizzes**, **Discussions**, and **Grades** (the instructions for this are given in your course);
- Access, navigate, and search the Internet using a web browser (e.g., Firefox, Internet Explorer); and
- Perform online research using various search engines (e.g., Google) and library databases.

Technical Support

If you need any assistance with the software tools or the CourseLink website, contact CourseLink Support.

CourseLink Support

University of Guelph

Day Hall, Room 211

Email: courselink@uoguelph.ca

Tel: 519-824-4120 ext. 56939

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

Walk-In Hours (Eastern Time):

Monday thru Friday: 8:30 am–4:30 pm

Phone/Email Hours (Eastern Time):

Monday thru Friday: 8:30 am–8:30 pm

Saturday: 10:00 am–4:00 pm

Sunday: 12:00 pm–6:00 pm

Course Specific Standard Statements

Acceptable Use

The University of Guelph has an [Acceptable Use Policy](#), which you are expected to adhere to.

<https://www.uoguelph.ca/ccs/infosec/aup>

Communicating with Your Instructor

During the course, your instructor will interact with you on various course matters on the course website using the following ways of communication:

- **Announcements:** The instructor will use **Announcements** on the Course Home page to provide you with course reminders and updates. Please check this section frequently for course updates from your instructor.
- **Ask Your Instructor Discussion board:** 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://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>

Respondus LockDown Browser

Online exams in this course require use of Respondus LockDown Browser. 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

Students in this course may use writing aids like Grammarly or the spelling and grammar features in Word to revise their writing. They may also use AI services like ChatGPT to correct spelling and grammar. You must cite information you copy and paste from ChatGPT into your own work as originating in an AI application, using quotation marks to indicate the relevant text (citation info in footnote #1 below).¹

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

University Standard Statements

University of Guelph: Undergraduate Policies

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

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

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

When You Cannot Meet Course Requirements

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

University of Guelph Degree Students

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

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

Open Learning Program Students

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

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

Drop Date

University of Guelph Degree Students

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

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

Open Learning Program Students

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

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

Copies of Assignments

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

Accessibility

University of Guelph Degree Students

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

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

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

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

For more information, contact Accessibility Services at 519-824-4120 ext. 56208, [email Accessibility Services](mailto:accessibility@uoguelph.ca) or visit the [Accessibility Services website](https://wellness.uoguelph.ca/accessibility/).

accessibility@uoguelph.ca

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

Open Learning Program Students

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

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

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

<mailto:counsellor@OpenEd.uoguelph.ca>

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the

responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

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

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

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

Copyright Notice

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

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

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

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

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

Plagiarism Detection Software

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

Recording of Materials

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

Disclaimer

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

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

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

Illness

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

Covid-19 Safety Protocols

For information on current safety protocols, follow these links:

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

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

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

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

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