



HIST*3130 Popular Culture and Punishment

Winter 2025

Section: DE01

Department of History

Credit Weight: 0.50

Course Details

Calendar Description

The course will survey the social, political and intellectual influences upon the leisure activities of Europeans and Americans in the period with special reference to institutions such as the prison, the asylum, the reformatory and the regulation of popular culture and leisure activities. Witchcraft and the witch-hunt will be discussed.

Pre-Requisite(s): 7.50 credits including (HIST*1010 or SOC*1500)

Co-Requisite(s): None

Restriction(s): None

Method of Delivery: Online

Take Home Final Exam

Available Date: Friday, March 21 via **Announcements** tool

Due Date and Time: Friday, April 11 by 11:59 pm ET

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

Instructional Support

Instructor

[REDACTED]

[REDACTED]

[REDACTED]

Office Hours: Please note that further details will be posted in the **Announcements**. See also **Communicating with Your Instructor**.

Teaching Assistants

[REDACTED]

[REDACTED]

[REDACTED]

Learning Resources

Required Textbook

There is no required textbook for this course.

Supplementary Materials

This course includes supplementary materials. These materials are meant to supplement the required readings and course content. You can explore the materials at your own pace. To access these materials, select **Content** on the navbar to locate **Supplementary Materials** in the table of contents panel.

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 may be required to access course reserve materials through the University of Guelph McLaughlin Library. To access these items, select **Ares** on the navbar in CourseLink. Note that you will need your Central Login ID and password in order 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 Course Materials 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

This course will survey the social, political and intellectual influences upon the leisure activities of Europeans and Americans in the period with special reference to institutions such as the prison, the asylum, the reformatory and the regulation of popular culture and leisure activities. Witchcraft and the witch-hunt will be discussed.

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

1. Identify the social, cultural, political, and economic forces which shaped the 18th and 19th century criminal justice system;
2. Differentiate between types of crime and criminals in order to arrive at a fuller understanding of the scope of criminal activity and responses to criminality prior to the 20th century;
3. Make the links between 18th and 19th century developments and the structure and aims of the modern criminal justice system;

4. Develop case studies which combine historical analysis with the methods and approaches of other disciplines, including criminal studies and sociology;
 5. Analyse and assess a variety of mediums, from online databases through to academic text, documentary film, and imagery; and
 6. Utilise existing knowledge and technical literacy to appreciate the sources and tools available to historians.
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Teaching and Learning Activities

Method of Learning

This course examines the social and cultural influences on punishment and criminality in the eighteenth and nineteenth centuries. As society transitioned towards modernity, deviance was increasingly defined through narrowing parameters. This progression had particular significance for how crime, criminals, punishment, and the justice system were perceived. This course explores the forces that shaped criminality in the early modern world and how the drive for order and social control altered the nature of punishment through the eighteenth century and into the Victorian era. Topics examined in this course include: the spectacle of execution, punishment in prisons, transportation to penal colonies, and the eighteenth and nineteenth-century perspectives on crimes such as child abuse, theft, sexual assault, grave-robbing, and murder.

Course Structure

This course consists of 12 units:

- Unit 01: Introduction: Courts and Criminal Justice in Britain
- Unit 02: The Spaces of Punishment: The Scaffold
- Unit 03: The Spaces of Punishment: Prisons and Transportation
- Unit 04: The Public Sphere of Crime
- Unit 05: Crime in the Home: Infanticide & Domestic Abuse
- Unit 06: Gendering Crime
- Unit 07: Crime in the City: Beggars, Vagrants, and Hawkers
- Unit 08: Pickpockets, Shoplifters, and the Problem of Class
- Unit 09: Young Criminals: Juvenile Delinquents & Youth Gangs
- Unit 10: Grave Robbers, Corpses, & Anatomists: The Trial of Burke & Hare
- Unit 11: Sensational Crime in the Victorian Era: The Crimes of Jack the Ripper
- Unit 12: The Legacy of the 18th and 19th Centuries: Policing Modern Society

Units 01-04 will provide you with an overview of the criminal justice system in the eighteenth and nineteenth centuries, and the nature of public attitudes to crime in

general. With this foundation, you will then progress to Units 05-09, which examine specific types of crimes and criminals. Units 10 and 11 allow you to use this knowledge to analyse two sets of serial crimes, committed by Burke and Hare, and by Jack the Ripper. Finally, the course culminates in Unit 12 with an exploration of the linkages between the past criminal justice system and its modern-day counterpart.

What to Expect for Each Unit

The online material for each unit has been designed to complement the assigned readings. The online material will give you an overview of the subject, pointing out key details for you to consider. In contrast, the assigned readings are academic explorations of very specific topics, and are difficult to fully appreciate without some prior knowledge of the subject, which can be acquired by going through the online material. The assigned readings contain information and perspectives not fully explored in the online material. Likewise, there will be some vital information in the online material that will not be covered in the readings. **It is essential that you to do the readings and review the online material.**

You should begin every unit by reading the unit outcomes. The outcomes will help guide your efforts as you work your way through the unit. Next, read through the online materials (this will include the completion of the activities, one of which will be submitted in the form of a Virtual Notebook – see **Schedule** for due dates). Once you have read through the online material, you can examine the assigned readings. In some weeks, these readings are primary sources (such as newspaper articles), but the majority are secondary readings, created by historians to explain specific events, individuals, or processes. These readings are not difficult, or overly dense, but they are written in formal academic language, and may require more than one reading in order to grasp the full meaning of the author's argument.

There will be reoccurring sections in each unit. One such section will be **"Stop and Think"**. Pay particular attention to this section, as the questions provided will help to get you thinking critically about the readings and materials that you've just reviewed. You might find it helpful to keep track of these questions, as well as your reactions to them, since they may bring up issues you plan on investigating in your Virtual Notebook, Discussion Comments, assignments, and in the final exam.

Another reoccurring section will be **Activities and Reflections**. These are designed to help you gauge understanding of the materials covered in the unit and will inform your **Discussion Comments**. In some units, there are multiple activities, while in other weeks, when the assignment load is heavier, there may be only one activity, or even no activity. The activities will inform the entries for your Discussion and/or Virtual Notebook,

The questions attached to each activity will help shape your comprehension, and you'll be graded on how you address the questions, the extent to which your writing reflects knowledge of the course material, and your ability to place the activity in context by reflecting on wider historical themes and topics.

It is important to your progress in the course that you do the assigned readings, review the online content, and complete activities for each unit. In so doing, you will familiarize

yourself with the main events, social and cultural trends, and existing academic arguments related to the various sub-themes of 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: Courts and Criminal Justice in Britain

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

Readings

- Course website: Unit 01 content
- Ares:
 - Robert B. Shoemaker, 'The Old Bailey Proceedings and the Representation of Crime and Criminal Justice in Eighteenth-Century London', *Journal of British Studies* 47.3 (2008), 559-580.
 - J.M Beattie, 'Scales of Justice: Defense Counsel and the English Criminal Trial in the Eighteenth and Nineteenth Centuries', *Law and History Review* 9.2 (1991), 221-267.

Activities

- Familiarize yourself with the course website and online learning by reviewing **Help & Resources** 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.
- Introduce yourself in the **Introductions** discussion (select **Discussions** from the Tools dropdown list in the navbar).
- Complete Activity 1.1: Analyzing the Role of the Magistrate (see Unit 01 for details)
- Complete Activity 1.2: Old Bailey Scavenger Hunt (see Unit 01 for details)

Assessments

- Participate in **Unit 01 Discussion**
Topic: Activity 1.1, 1.2
Opens: Monday, January 6 at 12:01 am ET
Closes: Sunday, January 12 at 11:59 pm ET

Unit 02: The Spaces of Punishment: The Scaffold

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

Readings

- Course website: Unit 02 content
- Ares:
 - J.A. Sharpe, "'Last Dying Speeches': Religion, Ideology, and Public Execution in Seventeenth-Century England', *Past and Present* 107.1 (1985), 144-167.
 - Simon Devereaux, 'Recasting the Theatre of Execution: The Abolition of the Tyburn Ritual', *Past and Present* 202.1 (2009), 127-174.

Activities and Reflections

- Complete Activity 2.1: Explore Bakhtin's Concept of the Carnavalesque

Assessments

- Submit **Virtual Notebook** (Activity 2.1)
Due: Sunday, January 19 at 11:59 pm ET

Unit 03: The Spaces of Punishment: Prisons & Transportation

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

Readings

- Course website: Unit 03 content
- Ares:
 - Randall McGowen, 'A Powerful Sympathy: Terror, the Prison, and Humanitarian Reform in Early Nineteenth-Century Britain', *Journal of British Studies* 25.3 (1986), 312-334.
 - Philip Harling, 'The Trouble with Convicts: From Transportation to Penal Servitude, 1840-67', *Journal of British Studies* 53.1 (2014), 80-110.

Activities and Reflections

- Complete Activity 3.1: Chronicling Convict Transportation in Song

Assessments

- Participate in **Unit 03 Discussion**
Topic: Activity 3.1
Opens: Monday, January 20 at 12:01 am ET
Closes: Sunday, January 26 at 11:59 pm ET
- Submit **Case Study #1**
Due: Sunday, January 26 by 11:59 pm ET

Unit 04: The Public Sphere of Crime

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

Readings

- Course website: Unit 04 content
- Ares:
 - Simon Devereaux, 'The City and the Sessions Paper: "Public Justice" in London, 1770-1800', *Journal of British Studies* 35.4 (1996), 466-503.
 - Christopher A. Casey, 'Common Misperceptions: The Press and Victorian Views of Crime', *Journal of Interdisciplinary History* 41.3 (2011), 367-391.

Activities and Reflections

- Complete Activity 4.1: Mary Wetherley Murder
- Complete Activity 4.2: Tawny Rachel, or, the Fortune Teller
- Complete Activity 4.3: Black Bess, or The Knight of the Road: A Tale of the Good Old Times

Assessments

- Submit **Virtual Notebook** (Activity 4.1, 4.2, 4.3)
Due: Friday, January 31 at 11:59 pm ET

Unit 05: Crime in the Home: Infanticide & Domestic Abuse

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

Readings

- Course website: Unit 05 content
- Ares:
 - Mary Clayton, 'Changes in Old Bailey Trials for the Murder of Newborn Babies, 1674-1803', *Continuity and Change* 24.2 (2009), 337-359.

- Jennine Hurl-Eamon, "'I Will Forgive you if the World Will': Wife Murder and Limits on Patriarchal Violence in London, 1690-1750', in Joseph P. Ward, ed. *Violence, Politics, and Gender in Early Modern England* (Basingstoke: Palgrave Macmillan, 2008), 223-248.

Activities and Reflections

- Complete Activity 5.1: Lord Ellenborough's Act 1803
- Complete Activity 5.2: The Trial of Elizabeth Jarvis

Assessments

- Participate in **Unit 05 Discussion**
Topic: Activity 5.1, 5.2
Opens: Monday, February 3 at 12:01 am ET
Closes: Sunday, February 9 at 11:59 pm ET

Unit 06: Gendering Crime

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

Readings

- Course website: Unit 06 content
- Ares:
 - Sarah Toulalan, "'Is He a Licentious Lewd Sort of Person?": Constructing the Child Rapist in Early Modern England', *Journal of the History of Sexuality* 23.1 (2014), 21-52.
 - Julia A. Laite, 'Taking Nellie Johnson's Fingerprints: Prostitutes and Legal Identity in Early Twentieth-Century London', *History Workshop Journal* 65 (2008), 96-116.

Activities and Reflections

- Complete Activity 6.1: Joanne Bailey's Blog

Assessments

- Submit **Virtual Notebook** (Activity 6.1)
Due: Friday, February 28 at 11:59 pm ET

Winter Break

Winter Break – Monday, February 17 to Friday, February 21

Unit 07: Crime in the City: Beggars, Vagrants, & Hawkers

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

Readings

- Course website: Unit 07 content
- Ares:
 - Tim Hitchcock, 'Begging on the Streets of Eighteenth-Century London', *Journal of British Studies* 44 (2005), 478-498.
 - Stephen Jankiewicz, 'A Dangerous Class: The Street Sellers of Nineteenth-Century London', *Journal of Social History* 46.2 (2012), 391-415.

Activities and Reflections

- Complete Activity 7.1: Charles Booth Online Archive

Assessments

- Participate in **Unit 07 Discussion**
Topic: Activity 7.1
Opens: Monday, February 24 at 12:01 am ET
Closes: Sunday, March 2 at 11:59 pm ET

Unit 08: Pickpockets, Shoplifters, & the Problem of Class

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

Readings

- Course website: Unit 08 content
- Ares:
 - William M. Meier, 'Going on the Hoist: Women, Work, and Shoplifting in London, c. 1890-1940', *Journal of British Studies* 50.2 (2011), 410-433.
 - Peter K. Anderson, "'Bustling, Crowding, and Pushing": Pickpockets and the Nineteenth-Century Street Crowd', *Urban History* 41.2 (2014), 291-310.

Activities and Reflections

- Complete Activity 8.1: Shoplifting Case

Assessments

- Submit **Virtual Notebook** (Activity 8.1)
Due: Friday, March 7 at 11:59 pm ET

Unit 09: Young Criminals: Juvenile Delinquents & Youth Gangs

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

Readings

- Course website: Unit 09 content
- Ares:
 - Heather Shore, *Artful Dodgers: Youth and Crime in Early Nineteenth-Century London* (Woodbridge: The Boydell Press, 1999), 55-74.
 - Drew Gray, 'Gang Crime and the Media in Late Nineteenth-Century London: The Regent's Park Murder of 1888', *Cultural and Social History* 10.4 (2013), 559-575.

Activities and Reflections

- Complete Activity 9.1: Juvenile Crime in the Nineteenth Century

Assessments

- Participate in **Unit 09 Discussion**
Topic: Activity 9.1
Opens: Monday, March 10 at 12:01 am ET
Closes: Sunday, March 16 at 11:59 pm ET
- Submit **Case Study #2**
Due: Sunday, March 16 by 11:59 pm ET

Unit 10: Grave Robbers, Corpses, & Anatomists: The Trial of Burke & Hare

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

Readings

- Course website: Unit 10 content
- Ares:
 - Lisa Rosner, *The Anatomy Murders: Being the True and Spectacular History of Edinburgh's Notorious Burke and Hare and of the Man of Science Who Abetted them in the Commission of Their Most Heinous Crimes* (Philadelphia: University of Pennsylvania Press, 2010), 25-52.
 - 'High Court of Justiciary, Wednesday, Dec 24, 1828', *Caledonian Mercury* (Edinburgh, Scotland), Thursday, December 25, 1828; Issue 16745.
 - 'The Edinburgh Murders', *The Standard* (London, England), Tuesday, January 27, 1829; Issue 530.

Assessments

- There is no **Discussion** nor **Virtual Notebook** assignment due this week

Unit 11: Sensational Crime in the Victorian Era: The Crimes of Jack the Ripper

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

Readings

- Course website: Unit 11 content
- Ares:
 - Judith R. Walkowitz, 'Jack the Ripper and the Myth of Male Violence', *Feminist Studies* 8.3 (1982), 542-574.
 - 'The East-End Atrocities', *Reynolds' Newspaper* (London, England), Sunday, October 7, 1888; Issue 1991'
 - 'Another case of murder and mutilation...', *The Times* (London, England), Wednesday Sep 11, 1889; p.9; Issue 32801.

Activities and Reflections

- Complete Activity 11.1: Discovery of Jack the Ripper

Assessments

- Participate in **Unit 11 Discussion**
Topic: Activity 11.1
Opens: Monday, March 24 at 12:01 am ET
Closes: Sunday, March 30 at 11:59 pm ET

Unit 12: The Legacy of the 18th & 19th Centuries: Policing Modern Society

Week 12 – Monday, March 31 to Friday, April 4

Readings

- Course website: Unit 12 content
- Ares:
 - J.M. Beattie, 'Henry Fielding at Bow Street', in *The First English Detectives: The Bow Street Runners and the Policing of London, 1750-1840* (Oxford: Oxford University Press, 2012), 14-24.
 - Haia Shpayer-Makov, 'From Menace to Celebrity: The English Police Detective and the Press, c.1842-1914', *Historical Research* 83.222 (2010), 672-692.

Activities

- Complete Activity 12.1: 1871 Instruction Booklet for Candidates and Constables

Assessments

- Submit **Virtual Notebook** (Activity 12.1)
Due: Friday, April 4 at 11:59 pm ET

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
Case Study #1	20%
Case Study #2	20%
Unit Discussions (6)	15%
Virtual Notebook (5)	15%
Take-home Final Exam	30%
Total	100%

Assessment Descriptions

Case Studies

The two Case Study assignments are your opportunity to conduct your own historical research and to gain a better sense of the limitations and scope of the sources historians work with. For history students, research papers are most familiar, while, for students in other disciplines, such as criminal justice and sociology, in-depth case studies are more common. This assignment allows you to combine both approaches to produce a close analysis of two cases featuring a specific type of crime, and to incorporate into this analysis an understanding of the historical context for the crime you've chosen.

Unit Discussions

You are required to participate in a minimum of six discussions throughout the course. These responses should be 350-500 words, but they should stay on topic and be thoughtful reflections drawn from weekly activities that indicate careful analysis and a contribution to the productive dialogue of the discussion. Collectively, these responses will be assessed as part of your participation mark.

Virtual Notebook

You are required to submit a Virtual Notebook five times in the course. Each Virtual Notebook is your opportunity to work through the assigned activities at the end of each unit. To receive full marks on the Notebook entries, you should pay careful attention to the questions attached to each assigned Activity, where relevant, as well as the required length of the Notebook (500-700 words).

Final Exam

This course requires you to submit a take-home final exam to the **Dropbox** tool in CourseLink. The final examination will cover all course material (unit readings, discussions, and other assignments). The exam will take the form of an essay, and you will have a choice of questions. The exam questions will be posted to **Announcements** on **Friday March 21**, giving you until **Friday April 11** to complete the exam. Select **Content** on the navbar to locate **Assessments** in the table of contents panel 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>

Microsoft Teams 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>

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., Firefox, Internet Explorer); and
- Perform online research using various search engines (e.g., Google) and library databases.

Technical Support

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

CourseLink Support

University of Guelph

Day Hall, Room 211

Email: courselink@uoguelph.ca

Tel: 519-824-4120 ext. 56939

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

Walk-In Hours (Eastern Time):

Monday thru Friday: 8:30 am–4:30 pm

Phone/Email Hours (Eastern Time):

Monday thru Friday: 8:30 am–8:30 pm

Saturday: 10:00 am–4:00 pm
Sunday: 12:00 pm–6:00 pm

Course Specific Standard Statements

Acceptable Use

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

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

Communicating with Your Instructor

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

- **Announcements:** The instructor will use **Announcements** on the Course Home page to provide you with course reminders and updates. Please check this section frequently for course updates from your instructor.
- **Ask Your Instructor Discussion:** Use this discussion forum to ask questions of your instructor about content or course-related issues with which you are unfamiliar. If you encounter difficulties, the instructor is here to help you. Please post general course-related questions to the discussion forum so that all students have an opportunity to review the response. To access this discussion forum, select **Discussions** from the **Tools** dropdown menu.
- **Email:** If you have a conflict that prevents you from completing course requirements, or have a question concerning a personal matter, you can send your instructor a private message by email. The instructor will respond to your email within 48 to 72 hours.
- **Online meeting:** If you have a complex question you would like to discuss with your instructor, you may book an online meeting. Online meetings depend on the availability of you and the instructor, and are booked on a first come first served basis.

Netiquette Expectations

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

Inappropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include:

- Posting inflammatory messages about your instructor or fellow students;

- Using obscene or offensive language online;
- Copying or presenting someone else's work as your own;
- Adapting information from the Internet without using proper citations or references;
- Buying or selling term papers or assignments;
- Posting or selling course materials to course notes websites;
- Having someone else complete your quiz or completing a quiz for/with another student;
- Stating false claims about lost quiz answers or other assignment submissions;
- Threatening or harassing a student or instructor online;
- Discriminating against fellow students, instructors, and/or TAs;
- Using the course website to promote profit-driven products or services;
- Attempting to compromise the security or functionality of the learning management system;
- Sharing your username and password; and
- Recording lectures without the permission of the instructor.

Submission of Assignments to Dropbox

The Case Studies, Virtual Notebook submissions, and Take-home Final Exam should be submitted electronically via the online **Dropbox** tool. When submitting your assignments using the **Dropbox** tool, do not leave the page until your assignment has successfully uploaded. To verify that your submission was complete, you can view the submission history immediately after the upload to see which files uploaded successfully. The system will also email you a receipt. Save this email receipt as proof of submission.

Be sure to keep a back-up copy of all of your assignments in the event that they are lost in transition. In order to avoid any last-minute computer problems, your instructor strongly recommend you save your assignments to a cloud-based file storage (e.g., Google Docs), or send to your email account, so that should something happen to your computer, the assignment could still be submitted on time or re-submitted.

It is your responsibility to submit your assignments on time as specified on the Schedule. Be sure to check the technical requirements and make sure you have the proper computer, that you have a supported browser, and that you have reliable Internet access. Remember that **technical difficulty is not an excuse not to turn in your assignment on time**. Don't wait until the last minute as you may get behind in your work.

If, for some reason, you have a technical difficulty when submitting your assignment electronically, please contact your instructor or [CourseLink Support](#).

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

Late Policy

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

Extensions will be considered for medical reasons or other extenuating circumstances. If you require an extension, discuss this with the instructor as soon as possible and well before the due date. Barring exceptional circumstances, extensions will not be granted once the due date has passed. These rules are not designed to be arbitrary, nor are they inflexible. They are designed to keep you organized, to ensure that all students have the same amount of time to work on assignments, and to help to return marked materials to you in the shortest possible time.

Obtaining Grades and Feedback

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

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

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

<https://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>

Use of Generative AI tools Prohibited

Your work should reflect your unique intellectual capacity and demonstrate your use of critical thinking based on evidence. Unauthorized use of generative AI tools (e.g.,

ChatGPT) to complete assignments violates the fundamental purpose of the university and does not demonstrate student achievement of course learning outcomes. Submission of materials completed by generative AI tools constitutes an offence under the University's academic misconduct policies, as a form of plagiarism.

See the [University of Guelph Statement on Artificial Intelligence Systems, ChatGPT, Academic Integrity - U of G News \(uoguelph.ca\)](#)

<https://news.uoguelph.ca/2023/03/university-of-guelph-statement-on-artificial-intelligence-systems-chatgpt-academic-integrity/>

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

<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).