



HIST*1150 The Modern World

Fall 2019

Section(s): C01

Department of History

Credit Weight: 0.50

Version 2.00 - September 03, 2019

1 Course Details

1.1 Calendar Description

This course is a survey of the twentieth century, focusing on major events and themes such as: the First and Second World Wars, the Great Depression, the rise and fall of fascism, social movements, revolutions, genocides, decolonization, nationalism, the Cold War, and the rise and decline of American power. The course draws its examples and case studies mainly from regions across the world, with the intention of broadening critical awareness and fostering global citizenship. (C)

1.2 Course Description

The Modern World offers a broad survey of the major events, issues and themes of world history in the modern era in a way that is intended to introduce both program and non-program students to the discipline of history. This introductory course aims to challenge students to think critically about the nature and development of global interrelatedness, culture contact, identity and difference, the impact of technology, the democratization of society, and mass communications. The course will emphasize themes of hegemony and resistance, and the tremendous social, political and economic changes that occurred in regions of Asia, the Middle East, Africa, and Latin America. Great power imperialism and nationalist opposition, struggles against foreign domination in the post-colonial era, challenges to global economic and political structures, resistance to race and gender hierarchies, and technological, intellectual and environmental movements, are all aspects of the contemporary world. The course also aims to develop analytical, conceptual and literary skills through class discussion, assigned readings, and an essay. Our class time will be divided among lecture, discussion, and film, as necessary.

1.3 Timetable

LEC Tues, Thur

01:00PM - 02:20PM

ALEX, Room 200

1.4 Final Exam

TBA

2 Instructional Support

2.1 Instructional Support Team

Instructor:	Renée Worringer
Email:	rworringer@uoguelph.ca
Telephone:	+1-519-824-4120 x52442
Office:	MCKNEXT 1004
Office Hours:	Tues/Thurs 2:30-3:30 pm or by appt.

GTAs (Teaching Assistants):

TBA

3 Learning Resources

3.1 Required Resources

Carter Findley and John Rothney, *Twentieth Century World*, 7th edition. New York: Wadsworth (2011). ISBN 978-0-547-21850-2 (Textbook)

James H. Overfield, *Sources of Global History since 1900*. 2nd ed. New York: Wadsworth (2013). ISBN 13-978-1-111-83538-5 (Textbook)

3.2 Note:

I may occasionally ask you to read and/or discuss another text – an article or other short piece that will be considered assigned reading. I will try to give you plenty of notice if I require

this. Sometimes it may be a photocopy of something distributed in class; it may also be placed on Reserve in the library or posted on our website.

We will often view segments of a historical film series entitled "People's Century" in order to illustrate particular issues relevant to a week's course readings and/or lectures that we will discuss afterwards.

3.2 Course Website

HIST1150 maintains an e-learning website accessible for students. Familiarize yourself with this essential online tool as a variety of course materials will be posted here, as well as announcements and other relevant information. You can get started by going to the following link: <http://www.uoguelph.ca/courselink/index.html>

There is also a useful Course Guide link through the Library page that consists of resources to help you while you study in HIST1150. Please take a look at this site: <http://guides.lib.uoguelph.ca/HIST1150>

4 Learning Outcomes

4.1 Course Learning Outcomes

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

1. identify and explain major people, themes, and events in the history of the modern world.
2. develop written communication skills through written work.
3. develop the skills to locate and critically evaluate primary and secondary sources through assignments.

4. learn the practices of the historian and an understanding of academic integrity as applied to the responsible use of historical sources and the ethical presentation of one's work.

5. engage with current global events through an understanding of their historical context.

5 Teaching and Learning Activities

5.1 Lecture

Week 1A

Topics:

Thurs Sept 5

Introduction/Course Themes: Global Interrelatedness, Identity/Difference, Mass Society, Technology vs. Nature. The Old World Order

Readings: Findley/Rothney, Ch 1;
Overfield, Prologue + pp.1-2.

Week 1

Topics:

Tues Sept 10

Imperialism & Resistance, The End of the 19th Century and the World in 1900: Social Darwinism, the Scramble for Africa, the Russo-Japanese War

References:

Thurs Sept 12

Film: "Age of Hope" (1900).

TOPIC:

Discussion: 1) How was the world divided up at the end of the 19th century? In other words, how did imperialism affect European and non-European peoples at this time? How was colonialism "justified" by colonizers?

2) How did Social Darwinism come to be understood as relevant to "Western" and "non-Western" societies

Readings: Findley/Rothney, Ch 2;
Overfield, Ch 1, ALL; Ch 2, p.27-52, Docs #7-12

Week 2

Topics:

Tues Sept 17

World War I and the End of Empires: Russia, the Ottoman Empire & Gallipoli, the Austro-Hungarian Habsburgs. Mandate States, New Nations and Self-Determination. The Armenian Genocide and Kurdistan

Thurs Sept 19

TOPIC: **Film: "Killing Fields" (1916).**
Film: "Lost Peace" (1919); 1st 25 minutes

Discussion: 1) In what ways did WWI truly alter the world forever? In what ways was there continuity in the aftermath? Did the Paris Peace Conference in 1919 deal with root causes and issues? How significant was the concept of self-determination?

2) What features did these various revolutions share? What motivated the peoples involved? How successful

were they in achieving their aims, in your opinion? 3)
What is Stalinism?

Readings: Findley/Rothney, Ch 3
Overfield, Ch 3, pp..73-93, Docs #18-22; pp.96-107, Docs #24-26.

Week 3

Topics:

Tues Sept 24

Revolutions, Mass Mobilizations, Communism (Russia, China, Iran, Ottoman Empire, Mexico); Stalinism

Thurs Sept 26

TOPIC: Film: "Red Flag" (1917)

Readings: Findley/Rothney, Ch 4
Overfield, scan of docs #10-11 from 1st ed. On Courselink; Ch 3, pp.88-96, Docs #22-23;
Ch 4, pp.135-144, Docs #33-34]

Week 4

Topics:

Tues Oct 1

The Interwar Years: Economic Crisis & Socialist Alternatives; the Rise of Fascism and Ultrnationalism worldwide

Thurs Oct 3

Japan's "Revolt Against the West"; Asian
Resistance and Development: China & the May
TOPIC: 4th Movement, India, Vietnam

Readings: Findley/Rothney, 9

Overfield, Ch 7, pp.181-182, pp.193-214, Docs #46-51]

Discussion: 1) Explain the effects of the Great Depression on various parts of the world.
How did North American and European responses to the crisis differ?
2) Discuss the principles in common among fascist and/or ultranationalist movements?
How do they include or exclude people?
3) How did Japan's rapid modernization contribute to its eventual rejection of the West?
Compare Japan's historical trajectory to China's in this regard.
4) How did India express its resistance to the West differently?

Readings: Findley/Rothney, Ch 5-6

Overfield, Ch 4, pp.109-134, Docs #27-32; Ch 5, pp.145-148, pp.150-158, Docs #36-37

Week 5

Topics:

Tues Oct 8

World War II and Aftermath; US/USSR Rivalries and the
Cold War Polarization

Readings: Findley/Rothney, Ch 10
Overfield, Ch 8, ALL; Ch 10, ALL]

Thurs Oct 10

Film: "Total War" (1939)

Discussion: What does the concept of “total war” mean to you? What implications does it have for societies?

****Have your Primary Document chosen and communicated to Dr Worringer or your TA by this date. Be thinking about the historical themes to which this document relates.****

Week 6

Topics:

Tues Oct 15

NO CLASS FALL STUDY BREAK

Thurs Oct 17

Midterm Exam - In class

Week 7

Topics:

Tues Oct 22

TOPIC:

Librarian Yoonhee Lee : Research Library Workshop on conducting research & finding sources*

Prep for this class:

Ensure that you've chosen and read your primary document, as well as the relevant chapter(s) of the textbook.

Watch the following short YouTube videos (available on the HIST*1150 Courselink site):

"How to Find Sources through Historical Abstracts"

"How to Find Sources through America: History & Life"

Access these two databases through your HIST*1150 course guide (<http://guides.lib.uoguelph.ca/HIST1150>), read the descriptions, and try searching for sources relevant to your topic in the one you feel is most appropriate. Did it work? What approaches did you try? What challenges did you encounter?

Read the guide "How to Find Books" (available on Courselink). Try to find a book relevant to your topic. Did it work? What approaches did you try? What challenges did you encounter?

IMPORTANT! Please bring a laptop or other device to the class. If you don't have access to one, please ensure that you're sitting next to someone who does.

Thurs Oct 24

TOPIC:

Film: "Brave New World" (1945).

Discussion: In what ways was the world a completely changed place after World War II? How was "power" reorganized in the world? Compare US and Soviet perspectives on the Cold War

Week 8

Topics:

Tues Oct 29

Gandhi breaks ground: Race, Gender & Post-War
Decolonization: Fighting Hegemony into the 60s;
Feminism, Apartheid, the Civil Rights Movement &
“Hippies”

****Primary Document with abstract & five (5) additional
secondary sources outline DUE at beginning of class****

Readings: Findley/Rothney, re-read pp. 90-92, 187-
188; Ch 8; Ch 11 pp. 260-265; Ch 13-14

Overfield, on Gandhi, re-read Ch 7, p.193-200, Docs
#46-47]

On the 60s: Ch 9, ALL]

On Women: re-read Ch 1, pp.19-25, Docs #5-6; Ch 2,
pp.41-45, Doc #10; Ch 5, pp.147-150, Doc #35; Ch 12,
pp. 391-397, Docs #91-93]

On Africa, Apartheid, and Race: Ch 5, pp.150-161, Docs
#36-38; Ch 6, ALL]

On De-Colonization: Ch 11, pp.317-319, pp.325-349,
Docs #77-82].

Thurs Oct 31

TOPIC: **Film: “Freedom Now” (1947)** [India & Africa]

Discussion: 1) What were the goals of African independence movements?
2) What similarities do you see in these various social movements that challenged the “traditional” order in a local society or in the world? Have these movements completed their goals, or is there still “unfinished business”?

Week 9

Topics:

Tues Nov 5

Middle East Mayhem: Nations and Leaders

Readings: Findley/Rothney, Ch 15
Overfield, Ch 7, pp.181-192, Docs #44-45; Ch 11, pp.319-324, Docs #75-76; Ch 12, pp.351-360, Doc #83]

Discussion: 1) What problems do many nations of the Middle East seem to share since their inception? To what extent has it been a consequence of their former status as colonized nations? Have there been democratic tendencies in the region that have been suppressed, either by foreign or indigenous powers?
2) How has the Arab-Israeli/Palestinian-Israeli conflict continued to destabilize the region of the Middle East?

Thurs Nov 7

TOPIC: Film: “Skin Deep” (1960) and discussion

Week 10

Topics:

Tues Nov 12

“Asian Tigers”: Japan that Can Say NO! Communist China, India & Southeast Asia Come of Age; Tianenman Square Incident

Readings: Findley/Rothney, Ch 16
Overfield, re-read Ch 10, pp.308-315, Docs #73-74; Ch 11, pp.333-349, Docs #79-82; Ch 12, pp.360-364, Doc #84]

****Term Paper/Essay Assignment Due Nov 12****

Thurs Nov 14

TOPIC: Film: “Great Leap Forward” (1965).

Discussion: 1) In what ways do these various Asian nations command the international stage? How do the forces of capitalism and democratization affect these societies (both positively and negatively)?

Week 11

Topics:

Tues Nov 19

60s Counterculture & Effects; World Culture and Trends: Music, Movies, Literature and Art; Changing Mass Media: Print, Spoken Word, Visual
Film: "Young Blood" (1968)

Discussion: Discuss the influence of particular historical "world trends" in culture. Name an individual, or a group, or a genre of art, music, literature, etc. that you believe has had an international impact in the world, and explain how and why you believe this to be the case.

Thurs Nov 21

The Rise of Religious Extremism and Radical Nationalism – Islamic, Jewish, Hindu, Christian;
Collapse of the Cold War Organizing Principle;
TOPIC: the Balkans

Film: God Fights Back (1979) [0-15, Iranian Rev; 15-15 American Right].

Readings: Findley/Rothney, Ch 17
Overfield, Ch 12, pp.364-390, Docs #85-90; pp.398-407, Docs #94-95; Ch 13, pp.409-433, Docs #96-100]

Discussion: 1) What changes in the world have contributed to the rise of extremist movements, religious or national? In what ways does a more globalized world trigger these potentially violent responses?

2) Are ethnic cleansing and genocide new consequences of extremism?

Week 12

Topics:

Tues Nov 26

Globalization or US Global Hegemony? 9/11 and the War on Terror; Clash of Civilizations or Multiculturalism?

Thurs Nov 28

The Internet, Social media, the Environment, mass movements

TOPIC:

Films: "Endangered Planet" (1959). "Fast Forward" (1999).

Readings: Findley/Rothney, Ch 18
Overfield, Ch 9, pp.275-279, Doc #65; Ch 13, pp.433-461, Docs #101-107

Discussion: 1) What are the potential benefits of “globalization”? What adverse effects can globalization create? 2) What is the role of the internet in the war on terror? How has globalization affected the environment?

6 Assessments

6.1 Marking Schemes & Distributions

The format of Midterm and Final exams will be explained in more detail some time during class, but **they will be based upon readings, lectures, and film content. You are expected to attend class; if you do not, you will find the exams very difficult.** We will discuss themes from the readings weekly and your engagement in these discussions will prove helpful to you in problematizing history.

The **term paper** will consist of **a document analysis of 1 primary reading from the Overfield text (it can be an assigned or unassigned excerpt)**. The paper should take a position with regard to a particular historical problem or issue that has caught your interest during the term. If you are unsure as to whether or not your idea for a paper topic is suitable, please communicate your idea to your GTA for feedback (this does NOT mean we will read a rough draft or outline!) **The length is 1700 words (7 pages)**. Students are to complete the assignment independently. **Students are required to utilize at least 5 additional primary or secondary sources, to clarify your historical analysis. At least 2 of these additional sources must be books; the others must be academic, peer-reviewed journal articles or scholarly book chapters.** Only peer-reviewed journal articles are acceptable internet sources!!! All sources are to be properly footnoted and cited in the bibliography using the academically acceptable citation style called **Chicago Manual of Style** that you must use consistently throughout the paper. If you need assistance in learning to properly footnote/cite sources, please see the Dept. of History website’s information:

<https://www.uoguelph.ca/history/sites/uoguelph.ca.history/files/Student%20Resources.pdf>

You may want to refer students to the very useful Writing Guide by Dr. Femi Kolapo which is available on our website:

<https://www.uoguelph.ca/history/sites/uoguelph.ca.history/files/writingguide.pdf>

There are useful tips on writing papers posted on Courselink. **The Chicago Manual of Style has an online quick guide for citation.** Make use of these reference tools.

6.2 Assessment Details

Midterm Exam (25%)

Date: Thu, Oct 17, In-Class

Week 6

Short answer and essay sections.

Primary Document with abstract & five additional secondary sources outline (10%)

Date: Tue, Oct 29

Week 8

A document analysis of 1 primary reading from the Overfield text (it can be an assigned or unassigned excerpt) will eventually be the basis of your final essay assignment. **By this day at the beginning of class**, students must have chosen the document to be analyzed and provide an abstract for the paper and list of 5 additional sources.

Essay Assignment (30%)

Due: Tue, Nov 12

Week 10

The final paper should take a position with regard to a particular historical problem or issue that has caught your interest during the term. **The total length is 1700 words (approx. 7 pages). Students are required to utilize at least 5 additional primary or secondary sources, to clarify the historical analysis. At least 2 of these additional sources must be books; the others must be academic, peer-reviewed journal articles or chapters from scholarly books. All sources are to be properly footnoted and cited in the bibliography using the Chicago Manual of Style method. To be submitted at the beginning of class.**

Final Exam (35%)

Exam time and location is subject to change. Please see WebAdvisor for the latest information.

Short answer and essay sections.

6.3 Format of Papers

Assignments are to be submitted on white paper; typed or computer printed; page-set up of 1-

inch margins of document on all sides; double spaced lines (12pt); 12pt regular font (Times or Times Roman); pages are to be consecutively numbered. The paper should be stapled and have a separate title page, which includes the student's name and student number, instructor's name properly spelled, and the course number. Do not submit booklets. No diagrams or extraneous detail are to appear on the paper. Students are to maintain a copy of their paper. Inability or unwillingness to observe the guidelines for assignments will result in serious deductions.

6.4 Footnoting

Students must follow the proper rules for footnoting and bibliographical research, using the Chicago Manual of Style, latest edition. **Hist. 1150's online website contains some useful tips on writing papers and footnoting.** The Department of History website also provides a guide on Writing History Essays. Evaluation is based on work and the submission of work of the student's own effort. **Plagiarism** means to take the ideas, writing, or arguments of others and pass them off as one's own. If quoting directly from a book (source), enclose that material in double quotation marks and indicate the source with a reference (citation). When citing that you are borrowing from a source, though not directly lifting the words, place a reference at the end of the borrowed material, though without quotation marks. Proper footnoting and bibliographical style composes part of the learning process and students will be evaluated on this. Inability or refusal to follow these regulations will result in deduction of marks **or possibly a failed assignment.**

7 Course Statements

7.1 Penalties for Late Assignments

Assignments are to be submitted either via Dropbox or as a hard copy in class **as instructed by the professor**, and **ON THEIR ASSIGNED DUE DATES**; exceptions will be made only in the case of **documented medical emergency**. Please be aware that if you do not hand your assignment in on the due date, it will be considered late up to the point at which it is in my hands or when the date in which it was uploaded. If you leave the paper in my mailbox in the History Department, or if you slide the paper under my door, there are no guarantees I will get your paper on that day. You will incur penalties until I have the paper in hand, **regardless of the circumstances, if you do not turn it in on time**. You need to communicate with me as soon as possible if you do not submit your paper on time. If you do not, I am not responsible for any difficulties you encounter due to late submission. Extensions must be requested at least 5 days in advance. The History Office does not date stamp papers.

These are **NOT** legitimate reasons to be granted an extension:

- Computer or printer problems
- Assignments are due at the same time in other courses
- You have to do an extra shift in your job that week
- You will be away that week

If you will be away on the day an assignment is due, you **MUST** make arrangements to get a hard copy to me **ahead of time**, or have a friend bring it to class for you.

A PENALTY OF 4/100 POINTS PER DAY (INCLUDING WEEKENDS AND HOLIDAYS) WILL BE SUBTRACTED FROM THE FINAL PAPER MARK FOR LATE PAPERS HANDED IN PAST THE DUE DATE FOR ASSIGNMENTS.

Emailed attachments from students will NOT be accepted, except with prior permission from the instructor. Course work may be accepted up till the last day of scheduled classes in the term with the professor's permission, but this will be subject to the above 4/100 points penalty.

If a student cannot complete the assignment prior to the last scheduled class of term, inform the instructor. No make-up tests will be administered without medical or compassionate documentation. No exemption from penalty for late assignments will be granted except in the case of legitimate illness and a BA counsellor or doctor's certificate detailing a student's consequent inability to meet the assignment deadline. Explanations for late papers scribbled on assignments will not be accepted as legitimate reason to exempt papers from late penalties. Students experiencing difficulties and personal problems not related to the course are advised and encouraged to go to the **Counselling Services** to discuss their problems. Student counselling will contact the instructor if consideration for course work is to apply. **Plan ahead and GET YOUR WORK IN ON TIME.** Penalties add up and can imperil a student's standing in the course and in the university. It is the student's responsibility to ensure that her/his work is submitted on time, and attendance at examinations met.

TURNITIN

In this course, your instructor may use 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 submitted assignments 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 students will be able to educate and empower themselves 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.

Classroom Etiquette and Useful Tools

To avoid distraction, the History Department requests that you turn off your wireless connections during class unless requested by the instructor to do otherwise. The Department maintains a web site (<http://www.uoguelph.ca/history>) that will be helpful in various ways to students in History courses - such as conveying names of student award winners, information on undergraduate and graduate programs at Guelph, and news of the Department. There are useful links to on-line resources that include A Guide to Writing History Research Essays which will be valuable to students in all History courses. The University of Guelph History Society operates a number of programs to assist History undergraduates, and information about these programs can be accessed through the Department website or <http://www.uoguelph.ca/~histsoc>.

7.2 Email Correspondence

The large class size makes it impractical for me to encourage email correspondence as a way to further class discussion. Students are, therefore, advised not to send me email messages asking for explanations or clarification on topics / questions discussed in class or arising from the assigned reading materials. Do not send email requests asking that I go over the outline of your essay or assignment. If you send me an email, please note that I do not typically respond to work email on the weekends. Make use of my office hours and/or the office hours of the TA assigned to you.

8 University Statements

8.1 Email Communication

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

8.2 When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals

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

Graduate Calendar - Grounds for Academic Consideration

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

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions

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

8.3 Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses

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

Graduate Calendar - Registration Changes

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

Associate Diploma Calendar - Dropping Courses

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

8.4 Copies of Out-of-class Assignments

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

8.5 Accessibility

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

responsibility between the University and the student.

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

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

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance and not later than the 40th Class Day.

For Guelph students, information can be found on the SAS website
<https://www.uoguelph.ca/sas>

For Ridgetown students, information can be found on the Ridgetown SAS website
<https://www.ridgetownc.com/services/accessibilityservices.cfm>

8.6 Academic Integrity

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

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

Graduate Calendar - Academic Misconduct
<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

8.7 Recording of Materials

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

8.8 Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars

<https://www.uoguelph.ca/academics/calendars>
