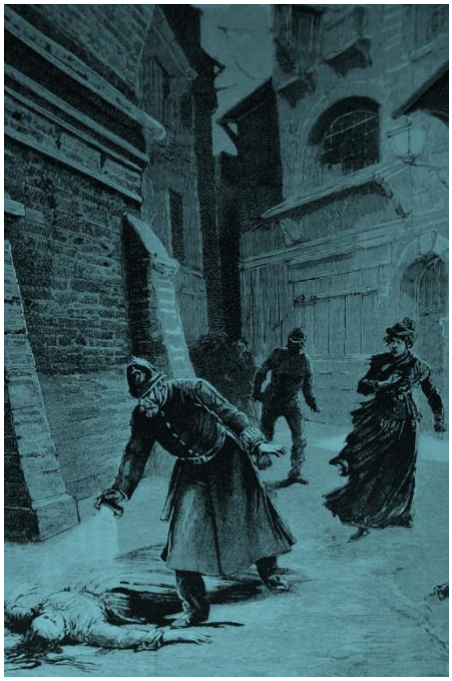
History
CARLETON UNIVERSITY

Carleton University **Department of History Course Outline**



COURSE:		**Sex, Squalor, Scandal: Victorian London** FYSM 1405B
TERM:		Fall 2020 & Winter 2021
PRECLUSIONS:		none
SYNCHRONOUS:	**Day & Time:**	Thurs, 8:35am-9:55am
	Format:	Online w/ synchronous and asynchronous components
INSTRUCTOR:		Dr. Danielle Kinsey
CONTACT:	**Office:**	via Zoom – see cuLearn for details
	Office Hrs:	Tues 8:35-9:55am *or by appointment*
	Email:	Danielle.Kinsey@carleton.ca

Newspaper illustration of a police officer finding Elizabeth Stride's body; she was believed to be a victim of Jack the Ripper (1888)
Source: Wikimedia Commons, public domain

I. **Course Description**: You might not think you know anything about Victorian London but think again -- it's the time of Jack the Ripper and Sherlock Holmes. It's the London Charles Dickens was writing about in *A Christmas Carol* (1843) and Bram Stoker in *Dracula* (1897). It's from where steampunk draws so much inspiration and it's the video game playground for our favorite assassins in *Assassin's Creed Syndicate* (2015). Was it really so dark, and dank, and seedy? Absolutely! But there was so much more. In the 1800s, London was the most populous city *in the world*, zooming from 1 million inhabitants in 1800 to 6 million by 1901. Millions fought for the rights of citizenship amidst cholera epidemics, industrial pollution, and housing crises. Where were the Royals and Parliament? Starvation, crime, and sexual exploitation were rife. And yet it was also a time of miracles – flush toilets! Electricity! Subways! Anything could happen in London and the newspapers were there to sensationalize it all. We will explore all of this and more, including topics such as the Thames river, sewage, and clean water infrastructure; the East End versus the West End; overlapping administrative jurisdictions; the rise of department stores and shopping culture; museums, cemeteries and parks as places of leisure; London as a port-city-center of a vast empire; immigration and racism; the *flâneur* and the *flâneuse*, so-called urban wanderers; class and fashion; the Great Exhibition; Chartism and Anglo-African activist William Cuffay; ideas about crime and criminality; the politics of housing, public transport, and mobility; newspapers and print culture; photography and the city; and ideas about gender and sexuality.

We will also build skills that are important for all students, not just history majors, like: note-taking, using library and archival collections, doing effective research, analyzing texts, writing essays, time management, mental health awareness, understanding academic integrity, career exploration, building e-portfolios, and presenting ideas to a larger group. The Fall semester will be about the "what happened" of Victorian London and feature weekly online modules with synchronous and asynchronous material; in the

Winter, students will take their knowledge of what happened and 1) evaluate items in our own popular culture and 2) pursue their own research topics.

II. **Course Outcomes:** Students who pass this course will be able to:

1) Distinguish between opinion and evidence-based argument as it pertains to historical events, people, institutions, movements, and ideas about Victorian London.
2) Closely analyze primary and secondary historical sources in order to extract key ideas and construct meaning.
3) Effectively identify, obtain, and evaluate primary and secondary sources in relation to a specific problem.
4) Comprehensively explore an issue about Victorian London, including interpreting available data/evidence and formulating an argument or conclusion that is supported by that data/evidence.
5) Communicate historical thinking to a variety of audiences, including purposeful development and expression of academic ideas in written and oral formats.
6) Identify available university support services for students and recognize how they can contribute to academic success.

III. **Course Format:** This is a 1.0 credit full-year seminar that will take place entirely online. The Fall semester will be devoted to learning about the content of Victorian London's history through weekly Units delivered via cuLearn. The Winter semester will be about students analyzing popular culture, conducting their own research, rendering creative and academic historical output, presenting their work, and engaging in peer review. The three online platforms we will be using in both semesters are:

- cuLearn (https://culearn.carleton.ca/) – students can log-in to cuLearn using their CarletonOne credentials and then they should click on the Fall 2020 link to FYSM 1405B [32828] Turning Pts in History. Within our cuLearn site will be course announcements, the syllabus, assignment and grading rubrics, the course gradebook, and course content organized into weekly Units. The weekly Units will contain lecture videos, discussion boards, quizzes, readings, and a weekly synchronous discussion Zoom link. There will be instructional videos in Unit 1 of our course to help you learn how to use cuLearn.

- Weekly synchronous discussions will be held on a platform called Zoom (https://zoom.us); details about the Zoom meetings (ie/ links and passwords) will be available on cuLearn. Please check your Carleton email accounts at least once a day, if not more, to stay informed. There will be instructional videos in Unit 1 of our course to help you learn how to use Zoom.

- cuPortfolio (https://cuportfolio.carleton.ca) – students can log-in to cuPortfolio using their CarletonOne credentials. Each student has an account for an e-portfolio that they can build and manage for the entire time they are at Carleton. Students can choose to make pages of their portfolio available to anyone on the web, to a more select audience, or keep them private. For our class, each student will build a "collection of pages" within their portfolio dedicated our class. The pages will be assignments in the class and may consist of things like: an "about me" page, reflective pieces, a research assignment, a "close-reading" essay, an online exhibit, etc. Essentially, most of the course work and assignments will be done on cuPortfolio and "handed in" (ie/ cut and paste a link) in cuLearn. There will be instructional videos in Unit 1 on cuLearn to help you learn how to use cuPortfolio.

- Note: unless otherwise stated, all times in this syllabus and course refer to Eastern Standard Time (EST), ie/ Ottawa time.

IV. **Texts:** The following are required and will be assigned in their entirety:
(Fall) Steven Johnson, *The Ghost Map: The Story of London's Most Terrifying Epidemic and How it*

Changed Science, Cities, and the Modern World, (New York: Riverhead Books, 2006). ISBN: 9781594482694. (Available in paperback, audiobook, and e-book format, any format or edition will do)

(Winter) YS Lee, *The Agency: A Spy in the House*, (Candlewick: 2009). ISBN: 978-0763687489. (Available in paperback, audiobook, and e-book format, any format or edition will do)

At least one copy of each book will be put on reserve in the library. I have asked Octopus Books (116 Third Ave Ottawa) to stock these books in their Webstore and the Carleton Bookstore is also stocking them. The Carleton bookstore promises "students can either opt for curbside pick-up or order from our website (www.carletonshop.ca) and will receive their order within two business days (anywhere in Canada)." But you are welcome to order the books via any vendor you like.

************Each student is responsible for obtaining their own copies in a timely fashion.*******

All other readings will be available on electronic reserve with our library via ARES (electronic reserve) or via our cuLearn website. The schedule of readings can be found in the Course Calendar section of this syllabus.

V. **Evaluation**: Fall Term (50% of final mark); all times in EST

Syllabus Quiz	1%	due on cuLearn by 11:55pm Sept 23
*Accept the Syllabus	required	due on cuLearn by 11:55pm Sept 23
Technology Survey	required	due on cuLearn by 11:55pm Sept 23
"About Me" page	1%	due on cuLearn by 11:55pm Sept 13
Weekly cuLearn quiz	12%	due on cuLearn by 11:55pm Sundays
Weekly cuLearn discussion post	12%	due on cuLearn by 11:55pm Wednesdays
Attendance in Synchronous sessions	6.5%	weekly, Thurs 8:35-9:55am
Assignment 1 on Grant	6%	due cuPortfolio/cuLearn Sunday Sept 27 11:55pm
Finding Sources Assignment	7.5%	due cuPortfolio/cuLearn Sunday Oct 4 11:55pm
Fall Semester Consultation	3%	sometime between Oct 5-Dec 11
Assignment 2 on Engels or Mayhew	6%	due cuPortfolio/cuLearn Sunday Oct 11 11:55pm
Assignment 3 on *The Ghost Map*	6%	due cuPortfolio/cuLearn Sunday Oct 25 11:55pm
Assignment 4 on Academic Integrity	6%	due cuPortfolio/cuLearn Sunday Nov 15 11:55pm
Close Reading Essay (5p)	10%	due cuPortfolio/cuLearn Sunday Nov 22 11:55pm
Assignment 5 on Indigenous London	6%	due cuPortfolio/cuLearn Sunday Nov 29 11:55pm
Reflection on Learning Outcomes	2%	due cuPortfolio/cuLearn Friday Dec 11 11:55pm
Ghost Map Newspaper Midterm	15%	due cuPortfolio/cuLearn Wed Dec 23 11:55pm

***Note: students are required to accept the syllabus to continue in the course beyond Sept 23

Winter Term (50% of final mark)		
Winter Semester Consultation	3%	sometime between Jan 6-Feb 12
cuLearn Quizzes	12%	due on cuLearn by 11:55pm Sundays, Units 1-6 of the Winter term
Attendance in Synchronous Sessions	2%	Units 1-4, Thursdays 8:35am-9:55am
Discussion Board Posts (100 words)	2%	due on cuLearn Units 1-4, by Wed 11:55pm
"Ripper Street" Reflection (500 words)	3%	due on cuPortfolio/cuLearn by 11:55pm Jan 17
A Spy in the House Reflection (5p)	10%	due on cuPortfolio/cuLearn by 11:55pm Jan 24
History Games Reflection (500 words)	3%	due on cuPortfolio/cuLearn by 11:55pm Jan 31
Popular Culture Presentation (8 min)	8%	due on cuPortfolio/cuLearn by 9:55am Feb 2
Popular Culture Feedback	8%	due on cuLearn by 11:55pm Feb 4
Popular Culture Essay (5p)	10%	due on cuPortfolio/cuLearn by 11:55pm Feb 7
Peer Review (Numbered Groups)	8%	done on cuLearn Feb 22-Mar 7

Peer Review (Lettered Groups)	8%	done on cuLearn Mar 8-Mar 21
Capstone Project Presentation	3%	due on cuPortfolio/cuLearn by 9:55am Mar 30
Capstone Pres. Participation	2%	due on cuLearn by 9:55am Apr 6
Capstone Project (15p or equivalent)	15%	due on cuPortfolio/cuLearn by 11:55pm April 9
Reflection on Learning Outcomes	3%	due on cuPorfolio/cuLearn by 11:55pm April 23

Fall Term

Syllabus Quiz: an online quiz accessible through the first week's box on our cuLearn site. The quiz will be based on information in this syllabus. Students can redo the quiz up to three (3) times. The quiz must be completed by 11:55pm Sept 23rd (the drop-without-paying deadline for all courses).

Accept the Syllabus: a simple question that asks if you've read the syllabus and accept the terms of the syllabus as the instructor has laid them out. If you have any reservations about accepting it, please contact me to discuss. Accepting the syllabus isn't worth a percentage of your Fall grade BUT students must accept by Sept 23rd to continue in the course.

Technology Survey: this is just a quick 7-question confidential survey to see what time zones people are in, if they have access to camera and mic technology for our synchronous sessions, and any other challenges they want to let me know about at the beginning of the course. Please complete it asap.

"About Me" Page: Unit 1 will ask students to familiarize themselves with cuPortfolio, build an "About Me" page in cuPortfolio, allow it to be shared, and cut-and-paste the URL into a discussion forum within Unit 1 on cuLearn. More specific directions will be posted within Unit 1. Everyone can go through the discussion forum and see each other's posts and get a sense of who else is taking this course. On Thursday Sept 10 we'll make synchronous introductions via Zoom.

Weekly cuLearn Quizzes: In every weekly Unit will be a series of lecture videos about some aspect of Victorian London's history or other content pertaining to the course. After the videos will be a quiz that assesses your comprehension of the videos. The quizzes will usually be multiple choice, true/false, or fill-in-the-blank questions and there will be about 5 questions. Students can redo the quiz up to three (3) times and cuLearn will take the highest of the three scores. Each unit's quiz must be done before Sunday at 11:55pm, ie the last day of the unit. Each quiz is worth 1% of the grade for the Fall semester.

Weekly cuLearn Discussion Posts: In every weekly Unit there will be an asynchronous discussion forum for the whole class. Students will be asked to make one (1) post to the discussion forum before Wednesdays at 11:55pm. The post can be in response to someone else's post or it can be a new post. It should be a MINIMUM OF 100 words. More information will be available within each Unit as to what I'm looking for in the post but in general, students will be asked to comment upon or generate a question about a weekly reading, podcast, film, etc. On Thursdays, we'll take up those discussion points and questions in our synchronous meetings and develop a conversation from there. This means that students need to have the reading for Thursday done by Wednesday night at the latest in order to make informed, thoughtful posts. Each week's will be worth 1% of the Fall grade. Of course, people can make more than one post and can do them earlier in the week, if they like. People are also welcome to continue the discussion forum conversation after our Thursday meeting but the 1% will be awarded for posts made before Wednesdays at 11:55pm.

Attendance in Synchronous Sessions: We will have recorded synchronous meetings every Thursday 8:35am-9:55am via Zoom (links to be found in our weekly units on cuLearn). In these sessions we will discuss any questions folks have about the course, the content for the week, any upcoming assignments, and particularly whatever reading or other item of discussion I have assigned for the week. We'll take up

what folks posted in the discussion forum on Wednesdays. Show up to these sessions and get your attendance grade. The expectation is that students will have a video camera and microphone on (such as is on their smartphones) for these sessions but I understand that technical difficulties may arise so please contact me if you foresee problems. There is also a chat function on Zoom that students can use to make their presence known in the virtual room so if turning the camera on just can't happen on a few of the days, I understand. Attendance will be taken – if people are significantly late (ie/ more than 10 minutes) or have to leave significantly early (ie/ more than 10 minutes), attendance grades will be deducted accordingly. I'm not thrilled about taking attendance as a pedagogical tool but these grades will reward people for showing up. Having synchronous time with professors and other students is supposed to be what FYSMs are about so that's why I want to keep these synchronous sessions in the course. Our discussion in these sections will help you in other assignments so they will count in other ways than just this attendance mark. Nevertheless, each synchronous session you attend will be worth 0.5% of your Fall term grade. Our first weekly session will commence on Sept 10th at 8:35am EST – the Zoom link is in the Unit 1 Introductions box on cuLearn. That session will be about us introducing ourselves to one another, me talking a bit about the course, answering any questions you might have, and us as a group figuring out how to work Zoom. Each synchronous session will be recorded and posted in the week it happened in case anyone wants to refer back to it.

Assignments 1-5: Each assignment will be worth 6% of the Fall grade for a total of 30%. They will be due at the end (Sundays) of Units 3, 5, 7, 9, and 11. In all cases, they will be about the material we will be taking up for that week. The first two will be a Close Reading exercise for an assigned reading (Grant for Assignment 1 and then your choice of Engels or Mayhew for Assignment 2). Assignment 3 will ask you to reflect on *The Ghost Map*. Assignment 4 will be about Academic Integrity. Assignment 5 will ask you to reflect on material from a Carleton-wide initiative called "Indigenous Learning Bundles" and relate it to that week's topic on Indigenous people who travelled to and lived in Victorian London. All of these assignments will be done on cuPortfolio. Individual assignment sheets and grading criteria will be posted on cuLearn.

Fall Semester Consultation: FYSMs are about students getting one-on-one facetime with professors. To facilitate this, I am having Zoom office hours every Tuesday 8:35am-9:55am. Students are welcome to log-on to Zoom during that time and we can discuss anything to do with the course or University life, just as we would in face-to-face office hours. If a student wants to move to a confidential platform to discuss more confidential matters, we can do this as well. In addition to these office hours, I need to check in with each student at least once a semester. To that end, I am instituting a Fall Semester Consultation session wherein I'll ask students about *their plans for the Ghost Map Newspaper Midterm,* the course, how things are going, and get enough information to suggest some research avenues to follow for projects they could pursue in the Winter semester. This Consultation can happen any weekday between Oct 5 and Dec 6 and will generally happen over Zoom (or FaceTime or some other platform the student prefers, including the telephone). Students are advised to email the instructor to set up a time OR visit office hours in Zoom. For merely showing up for a 5-10 min consult, the student receives 3% towards the Fall semester grade. Of course, students can have as many consultations as they like and I encourage folks to take advantage of my office hours or set up other times for us to talk – this "consultation" assignment is just to compel them to do one meeting. Talking to me during our synchronous sessions on Thursday will not count.

Finding Sources Assignment: This assignment is about testing your ability to do research. One of the learning outcomes for this course is: "By the end of this course, students will be to: effectively identify, obtain, and evaluate primary and secondary sources in relation to a specific problem." This is exactly what this assignment is set up to address. Even though the MacOdrum Library might be difficult to deal with as a physical space right now, it still has a plethora of online sources to use for researching Victorian London. This assignment will be a scavenger hunt of sorts for finding appropriate primary and secondary

sources online. Explicit details will be posted on cuLearn and discussed in our synchronous sessions, along with a grading rubric. It is worth 7.5% of the Fall term grade, will be due in Oct, and will be completed on cuPortfolio.

Close Reading Essay -- This assignment asks students to research, identify, and save a newspaper article of their choice from *The Times, The Observer,* or the *Illustrated London News* and write a formal, 5-page (typed, double-spaced, 1-inch margins) Close Reading Essay on that article. The research question I want their close reading essay to answer is: how does this article reveal or seek to intervene in larger trends in its historical context? Assignments 1 & 2, in which students are asked to do Close Reading exercises on primary sources, are meant to prepare students to tackle this essay. The paper should consist of a title-page, one or two introductory paragraphs that state an argument and why that argument is historically significant, a body of three or more paragraphs that elaborate on that argument and support it with direct evidence from the text, a concluding paragraph, footnotes in CMS format, and a CMS bibliography. More information about the assignment, citations, and format will be posted on cuLearn and discussed in our synchronous sessions. It is worth 10% of your Fall term grade and will be due Nov 22. On cuPortfolio, you'll post the original article along with your Close Reading Essay.

Reflection on Learning Outcomes: Worth 2% of the Fall grade, due Dec 11, and to be completed on cuPortfolio, this assignment will ask students to reflect on what they've done in this fall semester and complete self-assessments on how well they've fulfilled specific learning outcomes for the course and their time management skills. Templates to be posted on cuLearn.

Ghost Map Newspaper Midterm – In the course of the Fall semester, we will be reading *The Ghost Map: The Story of London's Most Terrifying Epidemic and How it Changed Science, Cities, and the Modern World* (2006), which is about a cholera epidemic that occurred in London in 1854. This assignment is to write a historically-plausible letter to the editor that could run in an 1850s London newspaper (such as the *Illustrated London News*, *Punch*, *The Times*, or *the Observer*) in which the author of the letter argues a position on one or more of the controversial topics brought up in *The Ghost Map*. The letter should be about 1500-1750 words, double-spaced, with explanatory footnotes that explain where the student got specific details of information from and why it is useful for understanding the context of 1854. This is both a research assignment, in that students will have to research things that happened in London in 1854 to make their letter as plausible and accurate as possible, and a creative assignment because the goal is NOT to plagiarize an exact letter from the period but rather display the student's knowledge of the historical context through this act of historical fiction writing. More information about sources, citations, format, and grading criteria will be discussed in Unit 1 and posted on cuLearn. The midterm is worth 15% of the grade, will be posted on cuPortfolio, and is due by Dec 23 at 11:55pm EST.

Winter Term – the Winter term has not been set in stone so while this information is subject to change, know that this is what I'm thinking of doing as of July 2020. A full, set-in-stone Winter syllabus will be posted on cuLearn by Dec 1 (and likely much earlier). I suspect it will reflect this information to a large extent.

Winter Semester Consultation –Similar to the Fall term, for 3% of your Winter mark, this will be a one-on-one consultation you have with me re: what you're going to do for your pop culture assignment and capstone projects. This can happen any weekday between Jan 6 and Feb 12and will generally happen over Zoom (or FaceTime or some other platform the student prefers, including the telephone). Students are advised to email the instructor to set up a time OR visit office hours in Zoom. For merely showing up for a 5-10 min consult, the student receives 3% towards the Winter semester grade. Of course, students can have as many consultations as they like and I encourage folks to take advantage of my office hours or set up other times for us to talk – this "consultation" assignment is just to compel them to do one meeting.

Talking to me during our synchronous sessions on Thursday will not count.

cuLearn Quizzes in Units 1-6 of the Winter term – these will be about 6 lessons and quizzes in cuLearn that will cover material from the week, grammar, syntax, and writing issues raised in the Fall semester. I suspect comma splices, incomplete sentences, verb tense issues, semi-colon usage, and paragraph construction will be important topics. There will also be information on citations and essay writing. Like the Fall semester, quizzes will be due by Sundays at 11:55pm.

Attendance in Synchronous Sessions – just like the Fall term, we'll have synchronous sessions on Thursdays in Units 1-4. In these sessions we will discuss any questions folks have about the material from the week, any upcoming assignments, and discussion that comes up in asynchronous Wednesday forums. Each synchronous session will be recorded and posted in the week it happened in case anyone wants to refer back to it.

Discussion Board Posts – similar to the Fall semester, we'll have asynchronous discussion forums in Units 1-4. Prompts/Questions will be given for that week in the cuLearn lesson, posts should be about 100 words long at minimum, completely by Wednesday nights at 11:55pm, and we'll take up the discussion questions in our synchronous sessions on Thursday.

Reflections on "Ripper Street," *A Spy in the House*, History Games – these assignments will ask students to reflect on the pros and cons that different genres of popular culture (TV, novels, games) have to offer regarding creating awareness about historical contingency and significance in the minds of the audience. The "Ripper Street" and History Games reflections will be 500-word mini-essays; *A Spy in the House* will be 1250-1500 words and will be a full (5-page) essay but won't need footnotes or a bibliography because the student will only be referring to passages from the one text. Details will be posted on cuLearn.

Popular Culture Analysis, Presentation, Participation: This assignment asks students to write a 5-page paper (typed, double-spaced, 1-inch margins) on an artefact in our popular culture about Victorian London. It could be a TV show, a novel, graphic novel, video game, card game, movie, what have you. Students will be asked to analyze the popular culture artefact in relation to what they learned about Victorian London in the Fall semester, tropes of historical fiction, and how the popular culture artefact instills ideas about historical contingency, accuracy about context, and historical significance in the minds of its audience. Before the paper is due, each student will be asked to create 8-minute presentation (a video) to post to the class about their artefact and its engagement with historical thinking and historical contingency. In a discussion forum, they will be asked questions and given constructive feedback by their peers. Students must also ask questions of other video presenters and provide constructive feedback to score well on "Popular Culture Feedback."

Capstone Project, Peer Reviews, and Capstone Presentation
Each student will develop their own topic for this capstone project, in consultation with the professor during the Winter Consultation, email, and office hours. Students can choose between two different types of projects for this assignment. The first is a creative project, whereby the student chooses a particular aspect of "change or transformation in Victorian London" to research and then, based on their research, produces a creative work (or a very specific aspect of that topic). This could entail some historical creative writing (complete with footnotes), a section of video game design, a section of a graphic novel, or some other mode of creative output. The goal of the creative project will be for students to dramatize historical change or transformation in the past and base their output on solid historical research. The length and form of the project will be decided in consultation with the professor. As a guideline, however, the output should be about 15 pages, some of which can be creative output, and some of which can be the student's discussion of how their research was brought to bear on the creative output. The second type of project students could

pursue for this assignment is more of a traditional historical research paper, based on primary and secondary sources, and should be about 15 pages in length (double-space, 1 inch margins, 12 point font). The general topic of the essay will be on a "turning point in Victorian London" and the paper can argue for or against a specific development or continuity being discussed as a "turning point." Many more details will be discussed in class and posted on cuLearn. Students are encouraged to think about what they would like to pursue for their Capstone Project throughout the Fall semester. To put pressure on students to begin producing their projects and to allow them to give and receive feedback on other another's projects, four weeks (Feb22 – Mar 21) will be dedicated to weekly Peer Review groups, held on cuLearn. Students will be graded on their participation in these groups – they will be asked to post 4 pages of output (or the equivalent creative output) every two weeks, constructively comment on others' output, and receive comments back on their own work. The instructor will also be posting comments. To be clear, there will be no other content in those Units but this peer review workshop (no lessons, no videos, no quizzes, no synchronous meetings). Instead, students will participate in their Peer Review workshops on cuLearn. Students will have a week after peer review to pull their projects together and create 3-min presentations (videos) on those projects. Students will respond to each other's presentations and offer constructive criticism before the final project is handed in. They can consult with the professor during the week, of course, but there will not be any synchronous sessions or quizzes or anything that week. Because these projects are about sharing and celebrating work, students will post their final Capstone Projects on cuPortfolio and cuLearn in a forum so that the rest of the class can enjoy their work. Capstone Projects will be due to post on cuLearn by 11:55pm on the final day of classes (April 9 2021). More details about the Capstone Project, Peer Review schedule, and Presentations will be posted on cuLearn.

Reflection on Learning Outcomes: Worth 3% of the Winter grade, due Apr 23, and to be completed on cuPortfolio, this assignment will ask students to reflect on what they've done in this winter semester and complete self-assessments on how well they've fulfilled specific learning outcomes for the course and their time management skills. Templates to be posted on cuLearn.

VI. **Time Management and Policy on Late Assignments**: Developing a successful time management strategy has always been important for undergraduate students but this year it will be absolutely *crucial.* One of the most common strategies for online teaching is to have many smaller assignments due weekly to keep students engaged with the course – in a lot ways this is a very necessary strategy but it also means that when students are taking all of their courses online, they will be juggling a large number of due dates and assignments all the time. Being organized and on top of things will be CRITICAL. If you need to work on your time management skills (and who doesn't? I certainly need to) I would recommend two things from the start: 1) learn how to use iCal or Outlook Calendar or whatever calendar software you like to capture all of the due dates that will be coming at you this year AND to plan out your work/life schedules to meet those deadlines; and 2) self-enrol in the Centre for Student Academic Support's Online Learning Community (https://carleton.ca/csas/online-support) and go through their Time Management module on cuLearn.

I do understand that there will be times in the course when you won't be able to meet deadlines for a variety of reasons. If this happens, you can decide to pursue one of three options:

1) Just hand in the assignment late and take a late penalty. *Late assignments will lose a half letter grade every 24 hours they are late.* So if a paper would normally be given a B+ but it was handed in 36 hours late, it would be given a B-. If you are going to take an extra day to work on an iffy C-level paper and transform it into an A-level paper, the late penalty is worth it. This option requires no discussion with me. If you become very late with an assignment, I will likely email you to check in and see if you are otherwise on track with your course work.
2) Email me to ask for a penalty-free extension at any time up to the day the assignment is due. I am very well-disposed towards giving extensions but the problem with them is that they can put you behind for

other assignments and that could be very harmful in a course that has, more or less, a writing assignment due every Sunday. I want to see that, even though you need an extension in this instance, you're still managing your time and have a plan to complete the assignment. Therefore, instead of emailing me to ask, "Can I have an extension?" please ask, "Can I have an extension until Tuesday?" or something like that that shows me you have a plan. After you map out your schedules for the semester, look ahead to anticipate weeks that will be especially stressful. Contact me as soon as possible and we can discuss alternate due dates to alleviate some of this pressure. I'm quite happy to grant an extension with the goal of facilitating your time management.

3) Email me to be excused from completing the assignment. This comes into play mainly for students who meet with tragedy or serious illness in the semester. Doctor's notes and other kinds of documentation can help me agree to excuse you from having to do an assignment. In the event of a lockdown, or in a situation where students cannot get documentation from a doctor, there is a procedure to follow for academic accommodation: fill out the following form (https://carleton.ca/registrar/wp-content/uploads/COVID-19_Self-declaration.pdf) and submit it to me in lieu of a doctor's note. If you don't want to be fully excused from doing an assignment and would rather discuss some kind of extension or change to the assignment, I'm open to that as well.

VII. **Policy on Virtual Classroom and Peer Review Behaviour**: Students and faculty each have responsibility for maintaining an appropriate and *respectful* learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, ethnicity, culture, religion, creed, politics, military status, sexual orientation, gender, gender identity, and gender expression, age, disability, and nationality. This applies in face-to-face situations as well as virtual classrooms. Treat our class as a place where you can create and hone your professional selves.

VIII. **Course Calendar**: **FALL 2020**
See our cuLearn site for more details – consult the boxes pertaining to each week for specific readings and so on

Unit 1: Introductions, Sept 9-13
Before Thursday the 10th:
- Read: the course syllabus
- Do: Syllabus Lesson on cuLearn (in the box for Unit 1)
- Do: Technology Survey
- Do: Syllabus Quiz

Thurs, Sept 10, 8:35-9:55am EST: Zoom synchronous session on cuLearn (in the box for Unit 1)
Before Sunday Sept 13, 11:55pm
- DUE: Accept the syllabus
- Do: cuPortfolio and Time Management lesson
- DUE: FYSM 1405B Victorian London collection in cuPortfolio
- DUE: About Me page in your FYSM 1405B collection in cuPortfolio
- DUE: a link to your "About Me" page in the Discussion Forum for Unit 1

Want to get ahead? Read Danielle Kinsey, "Three Points about History, Especially for Non-Historians," *Canadian Journal of History*, 54:1-2 (Autumn 2019), 1-22 (link on cuLearn)

Unit 2: Worlds of London, Sept 14-20
Before Thursday the 17th:
- Do: "Worlds of London" Lesson on cuLearn
- Read: Pamphlet on Primary Sources and Where to Find Them
- Read: Pamphlet on Secondary Sources and Where to Find Them

- Preview: Finding Sources Assignment Sheet
- Preview: Assignment 1
- Post to Discussion Forum by Wednesday 11:55pm

Thurs, Sept 17, 8:35-9:55am EST: Zoom synchronous session on cuLearn
Before Sunday Sept 20, 11:55pm

- DUE: Quiz

Unit 3: Reform…Or Else! Sept 21-27
Before Thursday the 24th:

- Do: "Reform…or Else" Lesson on cuLearn
- Read: Close Readings and How to Use Them for Historical Thinking (3p)
- Read: Excerpt from James Grant's *The Great Metropolis* (1837) (22p)
- Post: on James Grant Discussion Forum by Wednesday 11:55pm
- Read: Assignment #1 on Grant's *The Great Metropolis* (2p)

Thurs, Sept 24, 8:35-9:55am EST: Zoom synchronous session on cuLearn
Before Sunday Sept 27, 11:55pm

- DUE: Quiz
- DUE: Assignment #1

Unit 4: Resistance and the Industrial City, Sept 28-Oct 4
Before Thursday the 1st:

- Do: "Resistance and the Industrial City" lesson on cuLearn
- Read: Excerpt from Friedrich Engels' *The Conditions of the Working Class in England* (22p)
- Post: on Engels Discussion Forum
- Read: Finding Sources Assignment
- Preview: Assignment #2

Thursday the 1st 8:35-9:55am: Zoom session.
Before Sunday the 4th by 11:55pm:

- DUE: Quiz
- DUE: The Finding Sources Assignment

Unit 5: The Great Famine, Oct 5-11
Before Thurs the 8th:

- Do: "The Great Famine" lesson
- Find: Vol 1-4 of Henry Mayhew's London Labour and the London Poor
- Read: Vol 1 preface i-ii; Vol 1 Table of Contents, iii; Tables of Contents for Vol 2, 3, 4; Vol 1: The Street Folk: "Wandering Tribes in General," 1-2 (The section begins, "Of the thousand millions of human beings," and ends with, "…circumstances to adopt a settled habitation");Vol 2: Introduction, 1-5 (the section begins, "In commencing a new volume…" and ends with, "…I candidly confess I see no remedy"); and any 5 pages on a section of your choice from Vol 1, 2, or 3. Look at the illustrations.
- Post: on Mayhew Discussion Forum

Thursday the 8th 8:35-9:55am: Zoom session
Before Sunday the 11th by 11:55pm

- DUE: Quiz
- DUE: Assignment #2

Unit 6: The Great Exhibition, Oct 12-18
Before Thurs:

- Do: "The Great Exhibition" lesson

- Read: Danielle Kinsey, "Koh-i-Noor: Empire, Diamonds, and the Performance of British Material Culture," *Journal of British Studies*, 48:2 (2009), 391-419.
- Post: Secondary Sources Discussion Forum
- Preview: Assignment 3

Thursday 8:35-9:55am: Zoom session
Before Sunday at 11:55pm:
- DUE: Quiz

Unit 7: Pandemic, Oct 19-25
Before Thurs:
- Do: "Pandemic" lesson
- Read: *The Ghost Map* (ALL!!)
- Post: *The Ghost Map* forum
- Read: Assignment 3

Thursday 8:35-9:55am: Zoom session
Before Sunday at 11:55pm:
- DUE: Quiz
- DUE: Assignment 3

☺ ☺ ☺ FALL BREAK Oct 26-Nov 1 ☺ ☺ ☺

Unit 8: Politics and Empire, Nov 2-8
Before Thurs:
- Do: "Politics and Empire" lesson
- Post: Mental Wellness Forum
- Preview: Close Reading Essay Assignment
- Preview: Assignment 4

Thursday 8:35-9:55am: Zoom session
Before Sunday at 11:55pm:
- DUE: Quiz

Unit 9: Mobility and Academic Integrity, Nov 9-15
Before Thurs:
- Do: "Mobility and Academic Integrity" lesson
- Post: Academic Integrity Forum

Thursday 8:35-9:55am: Zoom session
Before Sunday at 11:55pm:
- DUE: Quiz
- Assignment 4

Unit 10: Ripper, Nov 16-22
Before Thurs:
- Do: "Ripper" lesson
- Read Hallie Rubenhold's Intro and Conclusion to *The Five: The Untold Stories of the Victims of Jack the Ripper*
- Post: Ripper Forum
- Preview: Assignment 5

Thursday 8:35-9:55am: Zoom session
Before Sunday at 11:55pm:
- DUE: Quiz

- DUE: Close Reading Essay

Unit 11: Indigenous London, Nov 23-29
Before Thurs:
- Do: "Indigenous Environmental Relations" lesson
- Read: Coll Thrush, "The Unhidden City: Imagining Indigenous Londons," in *Indigenous London*, (Yale: Yale University Press, 2016), 1-27.
- Read: Coll Thrush, "Interlude Five: A Hat Factory, circa 1875," in *Indigenous London*, 167-172.
- Post: Indigenous London Forum

Thursday 8:35-9:55am: Zoom session
Before Sunday at 11:55pm:
- DUE: Quiz
- DUE: Assignment 5

Unit 12: Gender and Sexuality, Nov 30-Dec 6
Before Thurs:
- Do: "Gender & Sexuality" lesson
- CHOOSE to read or listen to: *The Strange Case of Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson OR read an excerpt from psychologist Havelock Ellis' *Sexual Inversions*
- Post: Gender and Sexuality Forum

Thursday 8:35-9:55am: Zoom session
Before Sunday at 11:55pm:
- DUE: Quiz

Unit 13: Fin-de-Siècle, Dec 7-11
Before Thurs:
- Do: "Fin-de-Siècle" lesson
- Post: Fin-de-Siècle forum

Thursday 8:35-9:55am: Zoom session
Before *Friday the 11th* at 11:55pm:
- DUE: Quiz
- DUE: Fall Learning Outcomes Reflection

DUE: Dec 23 11:55pm: FALL MIDTERM on *The Ghost Map*

HAVE A GOOD BREAK BETWEEN THE SEMESTERS!

WINTER 2021: A more detailed schedule will be posted by Dec 1 or earlier

Unit 1: Popular History, Jan 6-Jan 10
Unit 2: "Ripper Street," Jan 11-17
Unit 3: *A Spy in the House*, Jan 18-24
Unit 4: History Games and Gaming, Jan 25-31
Unit 5: Popular Culture Presentations, Feb 1-7
Unit 6: Getting Ready for Research, Feb 8-14

☺ ☺ ☺ Winter Break Feb 15-21 ☺ ☺ ☺

Unit 7: Peer Review Numbers 1, Feb 22-28
Unit 8: Peer Review Numbers 2, Mar 1-7

Unit 9: Peer Review Letters 1, Mar 8-14
Unit 10: Peer Review Letters 2, Mar 15-21
Unit 11: Pulling It All Together, Mar 22-28
Unit 12: Capstone Presentations, Mar 29-Apr 4
Unit 13: Reflecting Back, Apr 5-9

DUE: April 9, Capstone Project to be posted on cuPortfolio and cuLearn by 11:55pm
DUE: April 23 Learning Outcomes Reflection cuPortfolio/cuLearn by 11:55pm

HAVE A GOOD SUMMER!

REGULATIONS COMMON TO ALL HISTORY COURSES

COPIES OF WRITTEN WORK SUBMITTED

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

PLAGIARISM

The University Senate defines plagiarism as "*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own."* This can include:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

COURSE SHARING WEBSITES and COPYRIGHT

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

STATEMENT ON CLASS CONDUCT

The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and
- preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

Carleton University Equity Services states that "every member of the University community has a right to study, work and live in a safe environment free of discrimination or harassment". [In May of 2001 Carleton University's Senate and Board of Governors approved the Carleton University Human Rights Policies and Procedures. The establishment of these policies and procedures was the culmination of the efforts of the Presidential Advisory Committee on Human Rights and a Human Rights Implementation Committee.]

GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 (12)	B = 73-76 (8)	C - = 60-62 (4)	F= 0-49 (0) – Failure: no academic credit
A = 85-89 (11)	B - = 70-72 (7)	D+ = 57-59 (3)	
A - = 80-84 (10)	C+ = 67-69 (6)	D = 53-56 (2)	
B+ = 77-79 (9)	C = 63-66 (5)	D - = 50-52 (1)	

The following additional final course grades may be assigned by instructors:

DEF Official deferral of final exam (see "Petitions to Defer")

GNA Grade not available. This is used when there is an allegation of an academic offence. The notation is replaced with the appropriate grade for the course as soon as it is available.

IP In Progress – a notation (IP) assigned to a course by a faculty member when: At the undergraduate level, an undergraduate thesis or course has not been completed by the end of the period of registration.

WDN Withdrawn. No academic credit, no impact on the CGPA. WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term (noted in the Academic Year section of the Calendar each term). Students may withdraw on or before the last day of classes.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

September 30, 2020: Last day for a full fee adjustment when withdrawing from **fall** and **fall/winter (full year)** courses (financial withdrawal). Withdrawals after this date will create no financial change to fall term fees and will result in a permanent notation of WDN appearing on your official transcript.
December 11, 2020: Last day for academic withdrawal from **fall** courses.
April 9, 2021: Last day for academic withdrawal from **fall/winter (full year)** courses.

REQUESTS FOR ACADEMIC ACCOMMODATIONS

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation: write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Accommodation for Student Activities: write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf

Survivors of sexual violence: As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: https://carleton.ca/sexual-violence-support/wp-content/uploads/Sexual-Violence-Policy-December-1-2016.pdf

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

PETITIONS TO DEFER

Students unable to write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrar's Office for permission to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered.

CONTACTS (613-520-2600, phone ext.)

- Department of History history@carleton.ca
- Registrar's Office (3500) registrar@carleton.ca
- Academic Advising Centre academicadvising@carleton.ca
- Paul Menton Centre (6608) pmc@carleton.ca
- Centre for Student Academic Support – Study Skills, Writing Tutorials, Bounce Back csas@carleton.ca

Application for Graduation Deadlines

- Spring Graduation (June): April 1
- Fall Graduation (November): September 1
- Winter Graduation (February): December 1