

## **The Impact of Europeans on the North American Environment**

### **Instructor:**

Professor Carolyn Podruchny, Email: [carolynp@yorku.ca](mailto:carolynp@yorku.ca)  
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Office Hours: W, 3:30-4:30; R, 11:30-12:30

### **Teaching Assistant:**

Stacy Nation-Knapper, Email: [stacynk@yorku.ca](mailto:stacynk@yorku.ca)

### **Course Schedule:**

Course Lectures: W, 12:30-2:30, Ross N203, given by Professor Carolyn Podruchny  
Tutorial A (3): W, 4:30-6:30, ACW 303, directed by Professor Carolyn Podruchny  
Tutorial B (1): R, 8:30-10:30, VC 116, directed by TA Stacy Nation-Knapper

**Email Only When Necessary:** Please contact your course director or tutorial leaders by email only when necessary: i.e., when you have an illness or family emergency that will prevent you from turning in an assignment or taking a test or if you have a procedural question that cannot wait until class or tutorial time. The course director and tutorial leaders are available for answering questions during regularly scheduled office hours and before and after classes and tutorials. Please avail yourself of the many opportunities to ask your questions *in person* (you will get the best answers that way!) rather than resorting to email. The course director will make appointments with those who have scheduling conflicts and cannot come to office hours. The course director and T.A. will respond to email messages within three days. Responses to telephone messages may take up to seven days. **Students may not email the course director or T.A. more than 25 times during the duration of the course, so send your emails wisely.**

### **Course Description:**

This course introduces students to the field of environmental history by looking at indigenous views of land, the changes to landscapes and environments after the arrival of European colonists, how European newcomers and indigenous peoples used and viewed land in the context of colonialism, and how modern Canadians interact with landscapes. We will explore these themes through six case studies:

1. Western Apache in the Southwest Since Time Immemorial
2. Aztecs and Spanish During the Conquest of Mexico
3. Indians and English colonists in New England
4. The Archive of the Chilcotan Plateau in British Columbia
5. The Arctic as Counter Example: Inuit and European Explorers
6. The Ground Beneath Our Feet: Mega Projects in Modern Canada

Weekly lectures of 80-110 minutes (starting at 12:30 sharp and ending at 2:20) will introduce students to the case study under review and guide the students through an exploration of that topic. Students will also attend one tutorial of 30 students that will be 110 minutes per week (these start at their scheduled time and will end 10 minutes before the scheduled time to allow students time to travel to their next class). Tutorials are meant to be discussions. Read the assigned material carefully and come to class with questions and opinions about the assigned readings. A series of workshops on specific skills to help students excel in history courses will also be run during the tutorials.

**Course Goals:**

1. To provide a broad and inclusive understanding of environmental history and First Nations and European uses of land in North America.
2. To introduce students to the craft of history and assist them in becoming apprentice historians.
3. To help students succeed as university students in the liberal arts and become effective communicators and analyzers. Communication skills include reading, writing, listening, and speaking, and analytical skills include recalling, summarizing, synthesizing, interrogating, and assessing.

**Books:**

Students must purchase three books for this class, which can be purchased in the York Bookstore. We also encourage you to look for these books, at discounted prices, on Amazon. Other readings will be posted on the Moodle account for the course. There is no coursepack for this course.

1. William Cronon, *Changes in the Land: Indians, colonists, and the ecology of New England* (New York: Hill and Wang, 2003). ISBN: 0809016346, 97808090
2. William J. Turkel, *The Archive of Place: Unearthing the Pasts of the Chilcotin Plateau* (Vancouver: University of British Columbia Press, 2007). ISBN: 0774813768, 97807748
3. Jules Benjamin, *A Student's Guide to History*, 10<sup>th</sup> edition (Cambridge: Bedford/ St. Martin's, 2007). ISBNL 0312446748, 97803124

**Moodle:**

The "Moodle" site for History 1035 is reserved for students registered in the course, who will be automatically "populated" onto the site. You will need your PassPort York account information to access to the site, and if you have yet to set this up, contact [helpdesk@yorku.ca](mailto:helpdesk@yorku.ca). The Moodle site will include assigned readings, course announcements, the syllabus and assignments, and other course-related documents. We will also develop tutorial-specific discussion pages so that members of each tutorial can communicate with each other on-line, outside of class. To log in, go to: <http://moodle.yorku.ca/> and select "Moodle10."

### **Course Etiquette:**

Our responsibilities as your instructors include starting and ending lectures and tutorials on time, giving fair exams, answering questions clearly, presenting material in an organized fashion, and treating students equally and with respect. As a student, your responsibilities include getting to lectures and tutorials on time, making appropriate contributions to discussions, staying in classes until they are over, and treating your fellow students and instructors with respect. This means the following:

**No web surfing.** If you bring a laptop or iPad or to class, it should be used *only* for taking notes. If you need to email somebody or want to play around on the internet, *do not come to class*.

**Turn your cell phone off before class starts.** If you need to talk on your cell phone, *do not come to class*.

**No sleeping.** If you need to sleep, *stay at home*.

**No eating.** If you need to eat, *go to a dining area*.

Remember, this course will be held *live*, with living human beings as your instructors and fellow students. It will, moreover, be held in a classroom with 60 other live human beings. This means that activities that are appropriate when you are outside of the classroom – writing emails, twittering, checking Facebook, online shopping, chatting with friends, watching videos, doing homework, talking on the phone, eating, sleeping – are *not* appropriate inside the classroom. We expect proper classroom behavior from all students. Students who do not act properly will be told to change their behavior and/or to leave.

**The Three-Part Course:** Yes, it seems as if this is one course, but it is actually three. Here is what counts: 1) your completion of the weekly reading assignments (budget at least 4 hours a week for this and *take notes* while you read) 2) your attendance and participation in weekly tutorial discussions and 3) your attendance at the weekly lectures. Reading assignments, tutorials, and lectures are closely linked: students who neglect any one of these elements should not expect to receive a passing mark. Consistent effort on ***all three*** will pay off!

### **Course Assignments and Evaluation:**

You must complete the Academic Integrity Tutorial at <http://www.yorku.ca/academicintegrity> and hand in a signed certificate page before we will accept any of your written assignments. We encourage you to do this Tutorial as soon as possible. Your signed certificate will serve as an agreement that you accept the terms of the course and the methods of evaluation.

All assignments will be handed out and explained in tutorials and all work must be submitted to your tutorial leader in tutorials. This means that half of the students will receive the assignments and hand in their work on a Wednesday, and the other half will do so on a Thursday. Your tutorial leader will grade all your work. As a rule, late work will not be accepted except in cases of DOCUMENTED medical or humanitarian emergency. (In the rare case that late work is accepted, expect a minimum penalty of 2% per delayed day). Students can calculate their grades at any time by dividing their total marks by the potential maximum.

Assignments	Due Date	Grade Percentage
1. Chapter Summary of “Wisdom Sits in Places”	Oct 6/7	5%
2. Primary Document Analysis	Nov 10/11	10%
3. Historiographical Debate	Dec 1/2	15%
4. Major Paper Proposal and Bibliography	Jan 5/6	5%
5. Outline and Annotated Bibliography	Feb 2/3	5%
6. Major Research Paper	Mar 16/17	20%
7. Tutorial Participation	Ongoing	15%
8. Final Examination	On scheduled exam date	25%

### Description of Assignments

#### 1. Chapter Summary of Keith H. Basso, “Wisdom Sits in Places”

This assignment requires you to write a 2-3 page (or 500-750 words) summary of the chapter “Wisdom Sits in Places” by Keith Basso. A copy of this chapter can be found on Moodle. Do not quote Basso in this summary. Be sure to find his major argument and discuss the sources he uses.

#### 2. Primary Document Analysis:

This assignment requires you to read two excerpts from the writings (translated into English) of French explorer Samuel de Champlain in 1601 in Mexico and in 1603 in the St. Lawrence Valley. Assess (not summarize) these excerpts in a paper that is between 4 and 6 pages (1000 – 1500 words). Discuss how this primary source would be helpful to environmental historians. The excerpts will be posted to Moodle.

#### 3. Historiographical Debate:

This assignment requires you to read three scholarly articles and write a paper that is between 5 and 7 pages (1250 – 1750 words) discussing how their arguments vary. Your essay should have a clear argument about the articles, and this should be expressed in a thesis statement. The essay must contain proper citations. The three articles, which will be posted on Moodle, are:

Calvin Martin, "The European Impact on the culture of a Northeastern Algonquian Tribe: An Ecological Interpretation" *William and Mary Quarterly* Vol. 31 (1974) pgs. 3-26.

Charles A. Bishop, “Northeastern Indian Concepts of Conservation and the Fur Trade: A Critique of Calvin Martin’s Thesis” in *Indians, Animals, and the Fur Trade: A Critique of Keepers of the Games*, edited by Shepard Krech III (Athens: University of Georgia Press, 1981), pgs. 41-58.

Shepard Krech III, “Beaver” in *The Ecological Indian: Myth and History* (New York: Norton, 1999), pgs. 173-209.

#### 4. Major Research Paper Proposal and Bibliography:

This assignment requires you to write a major research paper between 10 and 12 pages (2500 – 3000 words) using a variety of different types of sources. You will choose a topic from a list provided by the instructor and complete the essay in steps.

If you wish to choose a topic not on the list, you will require permission from the course instructor. The first step of the assignment is to create a ½ - 1 page proposal (100-250 words) suggesting a topic and asking research questions about it, and providing a bibliography that includes at least one primary source, one journal article and one academic monograph.

#### 5. Outline and Annotated Bibliography:

The second step of the major research paper is to hand in an outline and an annotated bibliography. Include at least three sentences per bibliographic entry describing the source and how you will use it in your research for the paper.

#### 6. Major Research Paper:

The major paper must be extensively researched, organized and well written. It should be carefully edited and be free of typos and errors. Use the Chicago Manual of Style.

#### 7. Tutorial Participation:

Tutorials are an integral part of the course because it is here that students will have the opportunity to interact with their tutorial leader and fellow students in a small-class setting. Attendance and preparation for the tutorials is mandatory. The way to earn a good grade is to carefully read the assigned material and participate in class discussions. You will be graded on your tutorial participation in each tutorial, and the average will comprise your final grade. We will consider four elements in determining the grade: attendance, verbal participation, evidence that you have completed the assigned reading, evidence that you have thought carefully about the assigned reading.

#### 8. Final Examination

This will take place during the final examination period and last for three hours. You will be examined on the lectures and reading material from the entire course. The exam will consist of both short answers and essay questions.

### **Important Course Information For Students**

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Curriculum & Academic Standards webpage (see Reports, Initiatives, Documents) -

[http://www.yorku.ca/secretariat/senate\\_cte\\_main\\_pages/ccas.htm](http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm)

- York's Academic Honesty Policy and Procedures/Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation

### **Academic Honesty:**

The Policy on Academic Honesty is an affirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty. As a clear sense of academic honesty and responsibility is fundamental to good scholarship, the policy recognizes the general responsibility of all faculty members to foster acceptable standards of academic conduct and of the student to be mindful of and abide by such standards. Remember, you are required to take the Academic Integrity Tutorial at <http://www.yorku.ca/academicintegrity>.

Academic honesty requires that persons do not falsely claim credit for the ideas, writing or other intellectual property of others, either by presenting such works as their own or through impersonation. Similarly, academic honesty requires that persons do not cheat (attempt to gain an improper advantage in an academic evaluation), nor attempt or actually alter, suppress, falsify or fabricate any research data or results, official academic record, application or document.

Suspected breaches of academic honesty will be investigated and charges shall be laid if reasonable and probable grounds exist. A student who is charged with a breach of academic honesty shall be presumed innocent until, based upon clear and compelling evidence, a committee determines the student has violated the academic honesty standards of the university. A finding of academic misconduct will lead to the range of penalties described in the guidelines which accompany this policy. In some cases the University regulations on non-academic discipline may apply. A lack of familiarity with the Senate Policy and Guidelines on Academic Honesty on the part of a student does not constitute a defense against their application. Some academic offences constitute offences under the Criminal Code of Canada; a student charged under University regulations may also be subject to criminal charges. Charges may also be laid against York University students for matters which arise at other educational institutions. For further information, see <http://www.yorku.ca/secretariat/policies/document.php?document=69>.

### **Problems?**

Should you have problems or difficulties in this course, see your tutorial leader first. If your concerns are not met, see the course director. If you remain dissatisfied, see the Director of Undergraduate Studies in the History Department, Prof. Bernard Luk, office in 2140 Vari Hall; call to make an appointment at 416-736-5123.

### **Course Outline:**

#### **Week 1**

Lecture, 15 September: Introduction to the Course and Environmental History

Tutorial, 15/16 September: Library Visit. Meet in tutorial classroom first.

#### **Week 2      START CASE STUDY 1: WESTERN APACHE IN THE SOUTHWEST SINCE TIME IMMEMORIAL**

Lecture, 22 September: Meeting the Western Apache

Tutorial, 22/23 September: What is Environmental History?

Read:

J. Donald Hughes, "Defining Environmental History" in his *What is Environmental History?* (Cambridge: Polity Press, 2006), 1-17.

Jules Benjamin, *A Student's Guide to History*, sections on The Subject of History, Keeping Up with Reading Assignments, Taking Notes in Class, Classroom Participation, pgs. 1-24.

Workshops: How to Listen to Lectures and How to Take Notes  
How to Read Academic Writing  
How to Participate in Class Discussions

### **Week 3**

Lecture, 29 September: Oral History and Landscapes

Tutorial, 29/30 September: Stalking with Stories

Read:

Keith H. Basso, "Stalking With Stories" in *Wisdom Sits in Places: Landscape and Language Among the Western Apache* (Albuquerque: University of New Mexico Press, 1996), pgs. 37-70.

Jules Benjamin, *A Student's Guide to History*, sections on Working with Historical Evidence, Interpreting Sources and Taking Notes, pgs. 25-35, 116-123.

Workshops: What are Primary Sources? Secondary Sources?  
What is an Academic Monograph? What is a Journal Article?  
Writing Summaries, Finding Theses

*Hand out Assignment 1: Chapter Summary of "Wisdom Sits in Places"*

### **Week 4**

Lecture, 6 October: First Nations in the American West

Tutorial, 6/7 October: Wisdom Sits in Places

Read:

Jules Benjamin, *A Student's Guide to History*, sections on Working with Historical Evidence, Using Internet Search Tools, Evaluating Web Sites, pgs. 35-50, 107-108, 114-116.

Workshops: Reading Nonwritten Sources and Digital Literacy

*Assignment 1 due*

**Week 5 FALL READING WEEK October 11 – 15 – NO CLASS**

**Week 6**

Lecture, 20 October: The Peopling of the Americas

Tutorial, 20/21 October: Counterfactual History and the Pleistocene

Read:

Donald Worster, “Ice, Worms, and Dirt: The Power of Nature in North American History” in *Method and Meaning in Canadian Environmental History*  
Jules Benjamin, *A Student’s Guide to History*, section on Building a History Essay, pgs. 51-62.

Workshop: Learning to Write Well

**Week 7 START CASE STUDY 2: AZTECS AND SPANISH DURING THE CONQUEST OF MEXICO**

Lecture, 27 October: Aztecs and Spaniards in the 17<sup>th</sup> Century

Tutorial, 27/28 October: Archives and Conquest

Read:

Stuart B. Schwartz, ed., *Victors and Vanquished: Spanish and Nahua Views of Colonial Mexico*, (Boston: Bedford/ St. Martin’s, 2000), pgs 1-39.

Workshops: Visiting York Archives (meet in classroom first)

**Week 8**

Lecture, 3 November: Germs, Seeds and Animals

Tutorial, 3/4 November: Ecological Imperialism

Read:

Alfred W. Crosby, “Ecological Imperialism: The Overseas Migration of Western Europeans as a Biological Phenomenon” in his *Germs, Seeds and Animals: Studies in Ecological History* (M. E. Sharpe, 1994).  
Jules Benjamin, *A Student’s Guide to History*, section Writing About Primary Sources, and Evaluating Primary Sources, pgs. 63-69, 111-114.

Workshop: Interpreting Primary Documents

*Hand out Assignment 2: Primary Document Analysis*



## **Week 9**

Lecture, 10 November: A Plague of Sheep

Tutorial, 10/11 November: Encounters in the New World

*Assignment 2 is due*

## **Week 10      START CASE STUDY 3: INDIANS AND COLONISTS IN NEW ENGLAND**

Lecture, 17 November: Aboriginal People in the Northeast

Tutorial, 17/18 November: Transforming Eden?

Read:

William Cronon, *Changes in the Land: Indians, Colonists, and the Ecology of New England* (New York: Hill and Wang, 1983, 2003), pgs. 3-53.

Read Jules Benjamin, *A Student's Guide to History*, sections on Writing about Secondary Sources, and Evaluating Secondary Sources, pgs. 70-76, 109-111.

Workshops: What is Historiography?

*Hand out Assignment 3 "Historiographical Debate"*

## **Week 11**

Lecture, 24 November: Understanding Puritans

Tutorial, 24/25 November: Aboriginal Land and Hunting

Read:

William Cronon, *Changes in the Land: Indians, Colonists, and the Ecology of New England* (New York: Hill and Wang, 1983, 2003), pgs. 54-107.

Read Jules Benjamin, *A Student's Guide to History*, sections on Interpreting Sources and Taking Notes, Avoiding Plagiarism, and Documenting Your Paper: How to Cite Sources in the Chicago Style, pgs. 116-157, 173-198.

Workshops: Avoiding Accidental Plagiarism and How to Cite Sources

## **Week 12**

Lecture, 1 December: Changes in the Land

Tutorial, 1/2 December: Cutting Down Trees and Building Fences

Read:

William Cronon, *Changes in the Land: Indians, Colonists, and the Ecology of New England* (New York: Hill and Wang, 1983, 2003), pgs. 108-156.

Jules Benjamin, *A Student's Guide to History*, section on Beginning the research Process, pgs. 88-94.

Workshops: What is a Paper Proposal?  
What is a Bibliography?

*Hand out Assignment 4 "Major Research Paper Proposal and Bibliography"*

*Assignment 3 is due*

### **Week 13**

Lecture, 8 December: Dispossession by Degrees

Tutorial, 8/9 December: Harvests of Change

Read:

William Cronon, *Changes in the Land: Indians, Colonists, and the Ecology of New England* (New York: Hill and Wang, 1983, 2003), pgs. 159-170.

Read Jules Benjamin, *A Student's Guide to History*, section on Conducting Research, pgs. 94-108.

Workshop: Choosing Your Topic  
Creating a Bibliography

### **MID-TERM EXAMINATION PERIOD, 12 - 23 December**

### **Week 14**

Lecture, 5 January: Using Environmental History

Tutorial, 5/6 January: Material Traces of the Past

Read:

William J. Turkel, *The Archive of Place: Unearthing the Pasts of the Chilcotin Plateau* (Vancouver: UBC Press, 2007), pgs. xix-xxiv.

William Cronon, "Kennecott Journey: The Paths Out of Town" in *Under an Open Sky: Rethinking America's Western Past*, edited by William Cronon, George Miles, and Jay Gitlin (New York: Norton, 1992), pgs. 28-51.

Jules Benjamin, *A Student's Guide to History*, section on Asserting Your Thesis and Organizing Your Evidence with an Outline, pgs. 128-134.

Workshop: Outlines and Annotated Bibliographies

*Hand out Assignment 5 "Outline and Annotated Bibliography"*

*Assignment 4 is due*

**Week 15      START CASE STUDY 4: THE ARCHIVE OF THE CHILCOTAN  
PLATEAU IN BRITISH COLUMBIA**

Lecture, 12 January: First Nations on the Northwest Coast

Tutorial, 12/13 January: Deep Time in the Present

Read:

William J. Turkel, *The Archive of Place: Unearthing the Pasts of the Chilcotin Plateau* (Vancouver: UBC Press, 2007), pgs. 3-71.

**Week 16**

Lecture, 19 January: The Fur Trade

Tutorial, 19/20 January: The Horizon of Experience

Read:

William J. Turkel, *The Archive of Place: Unearthing the Pasts of the Chilcotin Plateau* (Vancouver: UBC Press, 2007), pgs. 75-135.

**Week 17**

Lecture, 26 January: The Resettlement of British Columbia

Tutorial, 26/27 January: Shadowed Ground

Read:

William J. Turkel, *The Archive of Place: Unearthing the Pasts of the Chilcotin Plateau* (Vancouver: UBC Press, 2007), pgs. 139-227.

**Week 18      START CASE STUDY 5: THE ARCTIC AS COUNTER EXAMPLE**

Lecture, 2 February: Inuit in the Central and Eastern Arctic

Tutorial, 2/3 February: Empty Dishes and Days of Feasting

Read:

Renée Fossett, *In Order to Live Untroubled: Inuit of the Central Arctic, 1550 to 1940* (Winnipeg: University of Manitoba Press, 2001), pgs. ix-xix, 3-32.

Jules Benjamin, *A Student's Guide to History*, sections on Writing the Text, Revising and Rewriting, Example of a Research Paper, pgs. 135-146.

Workshop: Writing a Large Paper – Managing Research and Writing

*Hand out Assignment 6 "Major Research Paper"*

*Assignment 5 is due*

## **Week 19**

Lecture, 9 February: Vikings

Tutorial, 9/10 February: The Vinland Adventure

Read:

Thomas H. McGovern, "The Vinland Adventure: A North Atlantic Perspective," *North America Archaeologist* 2 (1981): 300-302.

Website: Great Unsolved Mysteries in Canadian History: Where is Vinland?  
<<http://www.canadianmysteries.ca/sites/vinland/home/indexen.html>>

Workshop: Appropriate Uses of Quotations and Footnotes

## **Week 20**

Lecture, 16 February: The Search for the Northwest Passage

Tutorial, 16/17 February: Failed Expeditions

Read:

Réginald Auger, William W. Fitzhugh, Lynda Gullason, Anne Henshaw, Donald Hogarth, and Dosia Laeyendecker, "Decentring Icons of History: Exploring the Archaeology of the Frobisher Voyages and Early European-Inuit Contact" in *Decentring the Renaissance: Canada and Europe in Multidisciplinary Perspective, 1500-1700* (Toronto: University of Toronto Press, 2001), 262-286.

Glyndwyr Williams, "Dead Man's Island: The Doomed Voyage of James Knight" in *Voyages of delusion: the quest for the Northwest Passage* (Yale University Press, 2003).

Workshop: Avoiding the Passive Voice

**Week 21 NO CLASSES - READING WEEK, 19 – 25 February**

**Week 22 START CASE STUDY 6: THE GROUND BENEATH OUR FEET**

Lecture, 2 March: Sensing Changes

Tutorial, 2/3 March: Embodied Histories

Read:

Joy Parr, "Introduction: Embodied Histories" in *Sensing Changes: Technologies, Environments, and the Everyday, 1953-2003* (Vancouver: UBC Press, 2010), pgs. 1-23.

### **Week 23**

Lecture, 9 March: Military Training Grounds and Nuclear Power Plants

Tutorial, 9/10 March: Movement and Sound

Read:

Joy Parr, "A Waking Village Remade: Iroquois and the St. Lawrence Seaway" in *Sensing Changes: Technologies, Environments, and the Everyday, 1953-2003* (Vancouver: UBC Press, 2010), pgs. 79-101.

Website: "Lostscapes: Visiting Old Iroquoia"  
<<http://megaprojects.uwo.ca/Iroquois>>

### **Week 24**

Lecture, 16 March: The Organic Machine

Tutorial, 16/17 March: Dangerous Waters

Read:

Joy Parr, "Local Water Diversely Known: The *E. Coli* Contamination in Walkerton in 2000 and After" in *Sensing Changes: Technologies, Environments, and the Everyday, 1953-2003* (Vancouver: UBC Press, 2010), pgs. 163-187.

Website: "Good Water: Walkerton" <<http://megaprojects.uwo.ca/Walkerton>>

### **Week 25**

Lecture, 23 March: York University in the Longue Dureé

Tutorial, 23/24 March: Looking Around Us

Read:

Michiel Horn, *York University: The Way Must be Tried*

Donald Worster, "Doing Environmental History," *The Ends of the Earth: Perspectives on Modern Environmental History* (Cambridge UP, 1988).

Jules Benjamin, *A Student's Guide to History*, section on Taking Exams, pgs. 80-83.

*Assignment 6 due*

## **Week 26**

Lecture, 30 March: Summing Up the Course

Tutorial, 30/31 March: Review for Final Exam

## **FINAL EXAMINATION PERIOD, 6 – 23 April**

### **Important Dates:**

26 Sep: Last day to enrol without permission of instructor.

29 Oct: Last day to enrol with permission of instructor.

10 Dec: Last day to submit first semester work.

11 Feb: Last day to drop course without receiving a grade.

4 Apr: Last day to submit second semester work.

The syllabus may be subject to minor scheduling adjustments as the course progresses.