ECON 321 A02

The Economic History of Canada

SUMMER 2019 COURSE OUTLINE

Instructor
Christopher Willmore (willmore@uvic.ca)

Lectures
12:30 – 2:20 TWF, David Strong C118

Office Hours
1:30 - 2:20 Mondays & Thursdays, BEC 390

Course Site
https://coursespaces.uvic.ca/

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University Policy on Inclusivity and Diversity

The University of Victoria is committed to promoting, providing and protecting a positive, supportive and safe learning and working environment for all its members.

Instructor addendum: While I expect most of you will treat your peers with the traditional BC kindness and respect, I’d like to take a moment to remind you all in writing that this course and its associated web site and meeting space are intended to be a safe and comfortable place for everyone to learn in. Systematic disrespect or other ill treatment of a person or group of people will not be tolerated.

Course objectives and essential course rules

O, pardon! since a crooked figure may
Attest in little place a million;
And let us, ciphers to this great accompt,
On your imaginary forces work.

Carry them here and there; jumping o'er times,
Turning the accomplishment of many years
Into an hour-glass...

-William Shakespeare on Economic History lectures

Economics studies the allocation of limited resources among unlimited needs and wants. This course will help you understand the history and development of Canada in terms of interesting choices made as a reaction to scarcity.

By the end of the course, you’ll be able to read history and historical materials confidently, understand what economic historians do, and research topics you find interesting using a variety of primary and secondary sources. To this end, the course will focus on Reading and Research.

Reading: you’ll be expected to read at least one paper or article related to economic history a week. In the assignments, you’ll be trained to understand the content of those papers in the context of the allocation of scarce resources. What was the scarce resource in question? Why did the solution/allocation take that particular form? Why did it happen at that particular time? If things have changed since then, why did they change? This same structure will be used in many of the lectures (typically the first in each unit).

Research: Economic historians have a TON of cool toys to play with. This course will show you where some of the toy boxes are, and how to break into them. In addition to the usual journal articles, lectures and assignments will make use of newspaper articles, videos, music, recipes, paintings and anything else that can help us understand what was going on in the time, place and situation we’re looking at. One
question on each of the individual assignments will walk you through retrieving a resource from an important source, so that you can perform your own research with confidence once the course is over.

### Essential Course Rules

- “Be excellent to each other.” – Bill S. Preston, Esq.
- Give credit where credit is due
- Give all course components an honest try
- Don’t keep concerns bottled up
- Ask for help if you need it

### University Policy on Accessibility

Are you a student with a learning disability, ADHD, mental health issue or long-term recurring physical or sensory disability? Do you have chronic health issues?

If you do, and you want to be part of our programs, or need academic accommodations to address barriers to your education, you need to register with the Centre for Accessible Learning.

After you register, we’ll work with you, your instructors and others to create learning environments that are equitable, inclusive and usable.

**Instructor addendum:** I’ve had to deal with a number of disabilities myself. If you are a student who needs this sort of accommodation, don’t hesitate to contact me personally. Once you do, I’ll work with you one-on-one and do my best to come up with a custom plan that will hopefully let you get the most benefit possible from this course.
Regarding Punctuality and Courtesy

**University Policy on Attendance**

Students are expected to attend all classes in which they are enrolled. Students who do not attend classes must not assume that they have been dropped from a course by a department or an instructor. Courses that are not formally dropped will be given a failing grade, students may be required to withdraw, and will be required to pay the tuition fee for the course.

An instructor may refuse a student admission to a lecture or laboratory because of lateness, misconduct, inattention or failure to meet the responsibilities of the course. Students who neglect their academic work, including assignments, may be refused permission to write the final examination in a course.

Instructors must inform students at the beginning of term, in writing, of the minimum attendance required at lectures and in laboratories in order to qualify to write examinations.

Students who are absent because of illness, an accident or family affliction should report to their instructors upon their return to classes.

**Lectures**

Lectures officially begin at 12:30. As a courtesy to other students and the instructor, students are asked to stay quietly in their seats until 1:20, a signaled mid-class break or an explicit ‘class dismissed’.

*Please note that lectures are recorded, and that these recordings are made available as MP3s on Coursespaces. If you speak during class, this will be audible on the recording.*

While lecture attendance is considered an essential part of the course, it does not count toward your course mark. Attendance will not be taken.

*What if I’m late to class?*

Everyone’s had days where despite their best intentions, they can’t make it to class on time, but don’t wish to miss the lecture entirely. In these cases, please use common sense and politeness to quietly make your way to a seat with as little disruption to others as possible.

*What if I miss a class?*

If you miss a lecture, you may download the lecture notes and the lecture audio recording on the course web site. There’s no need to contact the instructor.
Electronic Devices

Use common sense. In general, I have no problem with the use of electronic devices during the lecture as long as it does not disturb other students. If a student complains about a peer’s use of a device, the device must be turned off immediately.

For a number of reasons, you are NOT allowed to post course materials or lecture recordings to social media or the wider web (sites such as Course Hero, etc.). If you feel you absolutely must do so, please see me (the instructor) in person first to obtain permission.

The use of any and electronic devices is forbidden during the midterm and final exam. Exceptions will only be made for documented reasons of accessibility, as detailed in the university policy on accessibility.

University Policy on Travel and the Final Exam

Students are advised not to make work or travel plans until after the examination timetable has been finalized. Students who wish to finalize their travel plans at an earlier date should book flights that depart after the end of the examination period. There will be no special accommodation if travel plans conflict with the examination.

| Relationship between letter grades and number grades |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| A+              | A               | A-              | B+              | B               | B-              | C+              | C               | D               | F or N          |
| 90-100          | 85-89           | 80-84           | 77-79           | 73-76           | 70-72           | 65-69           | 60-64           | 50-59           | 0-49            |

Please see UVic’s page on undergraduate grading to understand what is expected from each grade category: [https://web.uvic.ca/calendar2019-05/undergrad/info/regulations/grading.html](https://web.uvic.ca/calendar2019-05/undergrad/info/regulations/grading.html)

Note: UVic has recently focused on combatting grade inflation, and emphasized the importance of adhering to posted grading expectations. While I do not expect to have to use it, I reserve the right to adjust ECON 321 marks in order to comply with posted grading expectations.
# Preliminary Lecture/Test Schedule, ECON 321, Summer 2019

For information only – Schedule is subject to change

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Month</th>
<th>Date</th>
<th>Day</th>
<th>Unit</th>
<th>Individual Assignments</th>
<th>Group Assignments</th>
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<tr>
<td>1</td>
<td>May</td>
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<td>Introduction</td>
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<td>Fish</td>
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<td>Railroads</td>
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<td>Public Writeup</td>
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<td>Money &amp; Banks</td>
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<td>Technical Writeup</td>
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<td>21</td>
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<td>28</td>
<td>F</td>
<td>FINAL EXAM</td>
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Expectations

There is a LOT of reading and writing in this course. Students are expected to be able to read academic papers when they form part of the required reading, and be able to communicate their thoughts and reasoning on course material in writing.

Students will find it very helpful (but not strictly necessary) to be familiar with Microsoft Excel, for some of the quantitative topics and exercises.

In ECON 321, a good student is expected to:

- Attend all lectures.
- Act in ways consistent with academic integrity.
- Work individually on individual assignments.
- Complete FOUR individual assignments of their choice.
- Contribute meaningfully to their group’s completion of group assignments.
- Start studying for the midterm and final at least a week before the test.
- Finish any required reading within a week of the relevant lecture or assignment posting.
- Complete optional reading to obtain greater familiarity with the course material, if necessary (for example, if the lecture notes aren’t enough to clear up a concept).
- Ask questions in class and office hours to clear up course material and concepts.
- Ask the instructor for additional help with course material and concepts, if the student encounters difficulties not cleared up via readings, practice problems or talking with fellow students.
- Bring any constructive criticism and feedback to the instructor’s attention before the end of the course, so that the course may be adjusted if necessary.
- Use APA style to cite sources.
Evaluation and Assessment

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Final Exam (June 28)</td>
<td>40%</td>
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<tr>
<td>Individual Assignments (Only 4 Required)</td>
<td>25%</td>
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<tr>
<td>Group Assignments</td>
<td>20%</td>
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<tr>
<td>Midterm (June 7, in class)</td>
<td>15%</td>
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Final Exam: 40%

The exam is cumulative. The format is to be decided, but most questions will be similar to questions asked on the assignments.

There is no ‘practice final’, but assignments questions are intended to be good preparation for the final. The midterm is also meant to familiarize you with the style of questions asked on the final.

Assignments (Individual and Group)

There are two types of assignments: individual assignments and group assignments. Individual assignments are to be completed by each student independently. Group assignments are to be completed in groups of 1 to 5 students. Students will self-select into groups shortly after the start of the course.

Students with a need to or strong preference for working alone may form a one-person group. Group assignments completed by individual students will be held to the same standard as those completed by groups.

Students are allowed to work with other members of their group on group assignments, but are required to complete individual assignments on their own. Failing to do so is considered a breach of academic integrity and will lead to a mark of zero on the assignment, and possibly other penalties (see below).

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1 Except on questions clearly marked as ‘group discussion questions’. While students are free to work independently on these questions, they may also submit the same answer as other people in their group – and ONLY their group. This means that students in a one-person group will also be working alone on the group discussion questions in the individual assignments.
How do I hand in assignments?

Individual Assignments

- Assignments must be submitted online via Coursespaces by the start of class on the due date.
- You are allowed to upload multiple files for an assignment (most students upload one or two). These files must be in Microsoft Office (Word, Excel) or PDF format.
- Late assignments will receive a mark of zero unless formally excused.

Group Assignments

- Assignments must be submitted online via Coursespaces by the start of class on the due date.
- Only ONE assignment needs to be submitted by each group. When marked, the mark will automatically apply to all group members.
- You will not be able to submit a group assignment until you have formally chosen or been assigned a group on Coursespaces.
- Late submissions will receive a mark of zero unless formally excused.

What if I miss an assignment?

If you have a valid excuse (medical, family crisis, etc.) then you are of course excused from the assignment upon the instructor’s receipt of appropriate information or documentation. If you don’t, the assignment will receive a mark of zero.

When do I get my assignment marks?

In most cases, assignments will be marked within a week of the due date. Marks and comments will be available directly on Coursespaces.
Individual Assignments: 25%

Each individual assignment will have two (and occasionally three) sections, one focusing on Reading and the other(s) on Research. All assignments are cumulative. While the focus of each assignment is material that has not yet been covered in a previous assignment, the questions will assume mastery of all previous topics in the course.

You only need to finish four assignments, of your choice. There are 5 individual assignments, but the lowest mark is dropped. That means you can skip one individual assignment, and still get 100% on your assignment mark.

If you want to plan in advance which assignment to skip, the general rule is that assignments cover the unit or units featured in the week previous to their due date. Assignment 2 covers Fish, Assignment 4 covers Railroads, etc.

Why is it this way? First, this allows you the flexibility to learn at your pace. If you’re overloaded on a particular week, I’d much rather you skipped the assignment than rushed to finish it without understanding the material. Because you are allowed to skip an assignment with no penalty, it is not possible to accept individual assignments past the deadline.

Second, it allows for a built-in make-up assignment for students who do poorly on one of them.

The assignment mark is calculated as follows:

\[
\text{Assignment Mark} = \frac{\text{Sum of 4 highest marks}}{4}
\]

Quick Note: DON’T try to copy assignments from students who took the course before. We can tell, and all that will do is earn you (at least) a 0 on the assignment and a note on your record. If you do it twice, your ENTIRE individual assignment mark will be zero, making your highest possible course mark 75%.
Group Assignments: 20%

<table>
<thead>
<tr>
<th>Component</th>
<th>Due Date</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Join a Group</td>
<td>May 21</td>
<td>5%</td>
</tr>
<tr>
<td>Site, Source &amp; Research Question</td>
<td>May 28</td>
<td>15%</td>
</tr>
<tr>
<td>Public Write-Up</td>
<td>June 11th</td>
<td>40%</td>
</tr>
<tr>
<td>Technical Write-Up</td>
<td>June 19th</td>
<td>40%</td>
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</tbody>
</table>

The goal of the group assignments will be to write a short guide to a story from the economic history of Victoria. This process is broken down into four steps. Details of these steps will be posted on Coursespaces. The first two steps are very short, and are mostly intended as milestones to keep you on track.

*Note: Requirements listed below are preliminary and subject to change. Please refer to the relevant assignment handout for the final version of the requirements for each step.*

**Midterm (June 7): 15%**

The midterm covers everything on or before June 1, and takes the place a week later, on June 7. This is by design, so you have enough time to study all the material that you will be tested on. Questions are expected to be of the ‘True, False and Why?’ variety.

*What if I miss the midterm?*

If you have a valid excuse (medical, family crisis, etc.) then you will of course be accommodated upon the instructor’s receipt of appropriate information or documentation. If you do NOT have a valid excuse (e.g. you slept through the midterm), the standard penalty will be to assign a mark of zero to the midterm. **In no case will missing the midterm for non-valid reasons lead to accommodation as generous as that for a valid, documented reason.**

**Required Textbook**

The required course pack is available only through the university bookstore. It is sold for the cost of printing, plus $5. That $5 goes directly toward helping to pay for an economic history walking tour.

I don’t mind if you photocopy part of the course pack, or share yours with another student, but please do **NOT** put any part of the course pack online.
On Plagiarism and Academic Integrity (or, ‘So, what counts as cheating?’)

UVic Policy on Plagiarism

A student commits plagiarism when he or she:

- submits the work of another person as original work
- gives inadequate attribution to an author or creator whose work is incorporated into the student’s work, including failing to indicate clearly (through accepted practices within the discipline, such as footnotes, internal references and the crediting of all verbatim passages through indentations of longer passages or the use of quotation marks) the inclusion of another individual’s work
- paraphrases material from a source without sufficient acknowledgement as described above

Students who are in doubt as to what constitutes plagiarism in a particular instance should consult their course instructor.

The University reserves the right to use plagiarism detection software programs to detect plagiarism in essays, term papers and other assignments.

(Source: http://web.uvic.ca/calendar2017-05/undergrad/info/regulations/academic-integrity.html)

All ECON 321 students are required to read and become familiar with the Policy on Academic Integrity detailed at the URL cited in the box above. A brief summary is at http://www.uvic.ca/library/research/citation/plagiarism/index.php.

UVic Guideline on Plagiarism in Assignments

Multiple instances of inadequate attribution of sources should result in a grade of zero for the assignment. A largely or fully plagiarized assignment should result in a grade of F for the course.

While plagiarism detection software is not currently used in ECON 321, the instructor reserves the right to use it without notice. Students should complete their assignments as if such software were in use.
Some consequences of breaches of Academic Integrity

A breach of academic integrity (including plagiarism) will result in a mark of zero on the lecture attendance, assignment or final exam in which it is detected. A second breach of academic integrity in the same category will result in a mark of zero for the entire category (attendance or assignment mark). Additional penalties may also apply.

When taking attendance, signing in for another student is considered a breach of academic integrity. When taking the final exam, use of unauthorized materials counts as a breach of academic integrity.

Each assignment and the final exam will require the student to agree to a basic honor code. Violating this honor code will be considered a breach of academic integrity.

Give credit where credit is due

As far as this course is concerned, the rules are simple: if you use someone else’s work, you should give them credit. It doesn’t matter whether it’s a classmate, a textbook writer, an internet forum poster, the host of a TV show or a relative. If you used their insights, they deserve a tip of the hat.

For example, let’s say you’ve been trying to solve an assignment question for days, without much progress. You run a web search on related topics, and come across a five-year-old forum post by Haxxorz1337 that contains a clever, original way to perform one of the required calculations. If you end up using that method in your assignment answer, you should add a line like the following: “Economic lifetime calculation method courtesy of Haxxor1337. (Source: <url> )” (but preferably use APA style).

If you use someone else’s words, you should ALWAYS put them in quotation marks and add a note saying where you’ve taken them from. The citation should make it possible for someone reading your work to find the original source and see it for themselves. For example, “The cold never bothered me, anyway.” (Source: ‘Let it go,’ Disney’s Frozen, lyrics available at <url>), or preferably the APA style equivalent.

When in doubt, point it out

There are some sources you don’t need to cite, because it is assumed that you are using them. These include lecture notes, the required textbook and the assignment or exam questions themselves. If you quote directly from them, then you should write a citation acknowledging that those specific words aren’t yours, but it’s okay to take general concepts and solution methods from them.

If you use any other source to obtain results or knowledge you could not have found on your own, then you should point it out. If you’re not sure whether you need to cite them or not, that’s probably a sign that you should do so.
The meme test

These guidelines can all be boiled down to treating others like you would like to be treated. Let’s say you came up with a really clever saying, or a new, cool way to solve a common problem. How would you feel if a few weeks later, your phrase or idea went viral, and everyone was talking about it… but everyone thought it was someone else’s, because the person who made it popular didn’t cite you? I’m guessing you wouldn’t be very happy.

What about my grade? If I cite my sources, does that mean I won’t get credit?

Not at all. The way it works is very much like the end credits in a movie. Ghostbusters: Answer the Call is a recent film directed by Paul Feig. Hundreds of other people worked on the movie, and they’re all credited at the end, in a list that takes several minutes to scroll by. The list not only gives their names, but also states what they contributed to the movie – everything from acting to catering. Despite the fact that all of these contributors are clearly cited, Age of Ultron is still considered to be Joss Whedon’s movie, and he gets the bulk of the credit (or blame) for how it turned out.

The same is true of your work. As long as you’re not taking the answer wholesale from another source, you’re still the one responsible for putting together all your different sources and using them in a way that adds up to a solution.

You’ll get credit for building an original solution, even if you do so using blocks made by someone else. Another example: if you build a castle out of Lego, it doesn’t matter that the Lego Company made the bricks; it’s still your castle, and you’ll get credit for the originality and effort that went into its design and construction… Unless the castle is built following an existing blueprint designed by someone else, in which case all you did was follow that person’s instructions. In either case, claiming that the Lego bricks were your own invention, or implying it by not pointing out they were Lego bricks, would be wrong and a bit of a brick move.

What about my classmates? Can I use their work if I cite them?

The answer is almost always ‘no’. All of you are here to learn, and as the instructor I’d like to avoid a situation where a small number of people do all the work and everyone else just ‘adapts’ it.

The only exception is group assignments, where you are allowed to work with your study group and are indeed expected to submit the same answer as other students in your group. These assignments will be clearly labeled as such. If an assignment is not so labeled, then you are to work on it independently.

This doesn’t mean that you can’t study together, or help each other out with assignments – it just means that such collaboration should stop short of something that would absolutely require citation, such as a direct quote or a duplicate, non-obvious solution method.
Good idea:

You: “Hey, Sam. I’m stuck on Question 6. I tried using the method in the lecture notes, but my answer’s too small and the sign is wrong.”

Sam: “Did you convert all the costs to annual values? I got the same mistake until I did that.”

You: (several minutes later) “You’re right! That fixed it. Thanks, Sam.”

Bad idea:

You: “Hey, Sam. I’m stuck on Question 6. I tried using the method in the lecture notes, but my answer’s too small and the sign is wrong.”

Sam: (hands over a paper) “Here, take a look at my answer. I had that mistake, too, but then I fixed it.”

You: (after going over Sam’s solution line by line, you cross out your old answer and write a new one using the same method) “Thanks, Sam. That worked. You can have your assignment back.”

UVic Statement on the Course Experience Survey

I value your feedback on this course. Towards the end of term you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience.

The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to http://ces.uvic.ca.

You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. I will remind you nearer the time, but please be thinking about this important activity, especially the following three questions, during the course.

1. What strengths did your instructor demonstrate that helped you learn in this course?

2. Please provide specific suggestions as to how the instructor could have helped you learn more effectively.

3. Please provide specific suggestions as to how this course could be improved.
How can I get help?

I’m stressed and overloaded!

I’m always happy to meet with students to talk about their concerns. ECON 321 is just a course – your health, including mental health, comes first. You may send me an e-mail at willmore@uvic.ca, see me during office hours or make a private appointment either by e-mail or by seeing me after class.

You don’t have to go through this alone. I’m here to help, and I care about making sure that your course experience is healthy and productive. If you contact me, I’ll listen carefully to what you have to say, and work with you to find a solution.

If you don’t feel comfortable talking to the instructor about your situation, that’s okay! The university has a number of resources available to help students who are stressed. You may find a list of them here: https://www.uvic.ca/mentalhealth/undergraduate/finding-help/index.php

Lecture Material

- Read optional readings cited in lecture notes
- Contact the instructor during Office Hours (1:30 to 2:20, Mon & Thu, BEC 390)
- Talk to the instructor after class
- E-mail the instructor (willmore@uvic.ca)

Individual Assignments

- Read the posted Sample Answers
- Read any optional readings cited at the end of the assignment
- Contact the instructor during Office Hours (1:30 to 2:20, Mon & Thu, BEC 390)
- Talk to the instructor after class
- E-mail the instructor (willmore@uvic.ca)

Group Assignments

- Use the Group Project forums on Coursespaces
  - Read other groups’ posts for inspiration
  - Post your own work (required) and ask for feedback
- Schedule a Skype chat between your group and the instructor
- Contact the instructor during Office Hours (1:30 to 2:20, Mon & Thu, BEC 390)
- Talk to the instructor after class
- E-mail the instructor (willmore@uvic.ca)

Midterm/Final

- Keep up with readings, do the assignments and ask questions.
- Contact the instructor during Office Hours (1:30 to 2:20, Mon & Thu, BEC 390)
- Talk to the instructor after class
- E-mail the instructor (willmore@uvic.ca)