

HIS262H1S Canada: A Short History of Here (Winter 2023)

Time: Wednesdays 6 – 8 PM

Location: In-person | Classroom: BL205

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Office Hours: Virtual Tuesdays 5:00 – 6:30 PM <https://utoronto.zoom.us/j/86935877329>

Tutorial Leaders: Cathleen Clark & Amanda Whittaker

Tutorial Schedule: Please Refer to the [Timetable](#) for Details

## COURSE DESCRIPTION

This course is a broad survey of the history of Canada from the beginning to the present focused on changing notions of the country, its territory, and its peoples. We will question widely held beliefs about Canada, both in the past and the present, through deep engagement with primary sources and historiography. Topics will include First Nations/newcomer relations, French/English relations (including Quebec separatism), regionalism, economic history, constitutional developments, and the development of Canadian identity, including common symbols associated with Canada. Students will develop historical research, critical reading, English writing, and other academic skills while researching a Canadian history topic of personal interest for the final essay. Students are expected to participate in the weekly mandatory discussion of readings in tutorials on a diverse range of topics.

## LEARNING OUTCOMES

- Analyze the roots of various cultural, social, and political trends in Canadian history using a variety of media such as newspapers, books, and the internet.
- Analyze the basic evolutionary structure and the major themes, events, and figures of Canadian history from the arrival of the first peoples to the present.
- Distinguish how various trends in Canadian history interact and influence each other over time. Gain a deeper understanding of historiographical debates through critical analysis.
- Describe the Canadian historical experience in the context of global historical developments and human migration.
- Identify how the main trends of Canadian history impact the daily lives of contemporary Canadians and their distinct cultural practices.

## OFFICE HOURS AND EMAIL POLICY

Professor is available for Office Hours Tuesdays & by pre-arranged appointment. When emailing with inquiries or to schedule a meeting, please include the course code in the subject line. Ensure that your name & student number are in the body. Expect a response within 48 hrs.

## COURSE FORMAT AND REQUIREMENTS

In-Person delivery: All students must arrive to class on time and prepared for critical discussion, having read all required texts. All the weekly readings are available online. Please sign-in to the University of Toronto Library online portal using your UTORid and password to access articles

and e-book chapters. This course is designed for non-history students to fill the Society and its Institutions (3) breadth requirement. There is no final exam and no textbook to purchase.

### ASSESSMENT OVERVIEW

Tutorial Participation – 20%  
Secondary Source Analysis – 10%  
Module Exit Quizzes – 5% x 4 = 20%  
Poster Brainstorming – 5%  
Poster Plan and Annotated Bibliography – 10%  
Poster Presentations – 10%  
Capstone Poster Project – 25%

### ASSIGNMENT GUIDELINES

- Tutorial Participation (graded weekly)

The success of a course is largely predicated upon **active and informed discussion**. Not being able to access readings is never an excuse for silence or non-participation. Selected readings are easily accessible online and hyperlinked here. Please come to lectures and tutorials prepared (having read and thought about the materials) to contribute to the discussion. Successful students should be able to articulate their ideas in tutorial discussions in a straightforward manner, support arguments with evidence, distinguish between fact and argument, and make correlations between themes and events. In short, successful students should be focused on critically analyzing readings and contributing their own thoughts. Also, regular attendance is an expectation and should be taken very seriously. Missing class will have an impact on your final grade. If you encounter an emergency and cannot attend one of our sessions, please try to notify tutorial leaders as soon as possible. Vacations, employment, and weather are not acceptable reasons for absence. It is also my expectation that you will be respectful and courteous to your peers and instructors. Listen to your fellow students and respond respectfully to their comments. While interpretative disagreements are a healthy part of learning, personal attacks are not.

- Secondary Source Analysis (February 1<sup>st</sup>)

Critical analysis, reading, and writing skills are fundamental to your success in academia and beyond. Students will write a 2-page (double-spaced) analysis of ONE selected reading, [“White Supremacy, Political Violence, and Community, 1907 and 2017”](#) OR [“Creating the Canadian Mosaic.”](#) You are expected to read the article carefully and assess it using the “W questions” (please refer to Module 1 discussion and handout). You will examine a short article (external examination), understand its meaning (internal examination), place it within its context, and evaluate its significance. You should **not** simply summarize the content but rather engage in a dialogue with the argument. Answer the questions: What do you feel is the overall purpose of this history? What sense of Canada are the writers trying to portray? Your text should follow a **logical progression** and include: an **introduction** (what is the article, author, date, scope); a **development** (contextualization limited to the important elements that are analyzed); and a **conclusion** on the historical significance of the text. **Be specific.**

- Module Exit Quizzes (x4 online, open-book)

An Exit Quiz is required for every module on Quercus. The quizzes are short (about 20 minutes) and open-book. Students will answer THREE short-answer questions of about a paragraph in length each (4 – 5 sentences). Every quiz is based on the course content (lectures and readings) for that module only. The quiz is intended to help you solidify key concepts and knowledge from Modules. The best way to prepare is to have completed all readings and attended both lectures and tutorials. Be sure you have 20 minutes uninterrupted to work on the quiz. It shouldn't take you more than 10 - 15 minutes. Academic integrity applies to this quiz as well. While you can look stuff up in notes and in the modules, you can't share answers with one another nor rely on external sources for the answers. If you need an accessibility accommodation do get in touch.

- Poster Brainstorming (February 15<sup>th</sup>)

The end-of-course project for HIS262 is a scholarly poster on a historical topic of your choice. With this project, you'll have a chance to explore a topic of personal interest to you related to some aspect of Canada's history. To help you get started, a graded survey on Quercus asks you a series of questions to help you develop a topic. By the end of the survey, you will either be able to identify your capstone project or have narrowed in on one of several areas. Comments and feedback from your TA and your professor will direct you to possible sources for the next step: the Plan and Annotated Bibliography. You will receive a 5% grade for completion.

- Poster Plan and Annotated Bibliography (March 8<sup>th</sup>)

This assignment ensures that you will have the basic information and sources that you need for your capstone project. Start with a clearly defined topic that you have developed through brainstorming. You are to submit Two (2) pages. On the first page, describe the topic, include a working title, and draft a paragraph of text you plan to include in the poster (with key details and quotes you will use). On the second page, prepare an annotated bibliography that includes Three (3) general or tertiary sources on your topic & Three (3) secondary sources. A combined total of Six (6) sources are to be listed, according to the Chicago manual of style and annotated with 2-3 sentence summaries of the content for each source. Further details on structure and content are available in the assignment submission guidelines on Quercus.

- Poster Presentations (March 29<sup>th</sup> & April 5<sup>th</sup>)

The presentations will take place in tutorials and are the perfect space to showcase your draft poster and ideas for further improvement. The presentation schedules will be coordinated by your TA and arranged in advance of the expected date. You are expected to clearly introduce your topic; explain why you researched it; what you found; introduce key elements of the poster; and raise questions to generate opportunities for feedback from peers toward finalizing the capstone poster for final submission at the end of the term. Please forward a copy of your presentation slides to your TA in advance of the presentation.

- Capstone Poster Project (April 10<sup>th</sup>)

The purpose of this assignment is to research and produce a poster contribution to public history. Public history extends beyond academia, engages with communities, and aims to raise historical consciousness among the public. The final project for HIS262 is a scholarly poster on a historical topic of your choice that is of personal interest to you and related to some aspect of Canada's history. It could be the history of an event (the Treaty of Niagara, 1764), a person (Terry Fox), a

place (Manitoulin Island) or the study of a broader concept relate to Canadian history, such as Canada/US relations. Your final poster will include a title, a maximum of 800 words about the topic spread over several sections, several images and/or graphics, and a list of sources. It will be a curated history written for a general audience. There is an example in the capstone module so that you can see what a finished product looks like, and a template you can use to create a poster with PowerPoint. Review the materials on Quercus and don't hesitate to consult your teaching team, who will be working with you every step of the way on this learning adventure.

#### REQUIRED TEXTS – FREE OPEN ACCESS E-BOOKS

Belshaw, J.D. (2015). *Canadian History: Pre-Confederation*. Victoria, B.C.: BCampus.

<https://opentextbc.ca/preconfederation/>

Belshaw, J.D. (2016). *Canadian History: Post-Confederation*. Victoria, B.C.: BCampus.

<https://opentextbc.ca/postconfederation/>

Daniel Ross ed. (2019). *Confronting Canadian Migration History*. Toronto, ON: BCampus, [Confronting Canadian Migration History – Simple Book Publishing \(pressbooks.pub\)](https://www.pressbooks.pub/confronting-canadian-migration-history/).

#### WEEKLY READING SCHEDULE

### MODULE 1

#### Week 1 January 11 Introductions and Syllabus Review

Overview and Academic Skills Workshop – Please read “[How Not to Plagiarize](#)”

#### Week 2 January 18 – Canada? On Theory, practice, and Methodology

Read: Belshaw, *Canadian History: Pre-Confederation*

[1.1 Introduction](#) | [1.2 The Writing of History](#) | [1.3 Making Histories](#) | [1.4 The Current State of Historical Writing in Canada](#) | [1.5 Summary](#)

Read: Ryan McKenney and Benjamin Bryce, “[Creating the Canadian Mosaic](#),” in Daniel Ross ed., *Confronting Canadian Migration History*.

#### Week 3 January 25 – Aboriginal Peoples and First Contact

Read: Belshaw, *Canadian History: Pre-Confederation*

[2.1 Introduction](#) | [2.2 History without Archives](#) | [2.3 The Aboriginal Americas](#) | [2.4 The Millennia Before Contact](#) | [2.5 Languages, Cultures, Economies](#) | [2.6 Summary](#) | [5.2 The Columbian Exchange](#)

Open-book Module 1 Quiz

### MODULE 2

#### Week 4 February 1 – Fur Trade Society

Secondary Source Analysis

Read: Belshaw, *Canadian History: Pre-Confederation*

[8.1 Introduction](#) | [8.2 Northerners](#) | [8.3 Intrusions During the 17th Century](#) | [8.4 Commerce, Collusion, and Conflict in the 18th Century](#) | [8.5 The Montrealers Versus the HBC](#) | [8.6 The Fur](#)

[Trade Wars](#) | [8.7 Cultural Change on the Plains](#) | [8.8 Fur Trade Society and the Metis](#) | [8.9 Community and Crisis at Red River](#) | [8.10 The HBC and the New Nation to 1860](#) | [8.11 Environmental Apocalypse](#) | [8.12 Summary](#)

## **Week 5 February 8 – Pre-Confederation**

Read: Belshaw, *Canadian History: Pre-Confederation*

[11.1 Introduction](#) | [11.2 Politics, 1818-1860](#) | [11.3 Upper and Lower Canada](#) | [11.4 The Tory Oligarchy](#) | [11.5 Ultramontanism and Secularism](#) | [11.6 Republicanism in Canada](#) | [11.7 The Press](#) | [11.8 Labour and its Discontents](#) | [11.9 Early Reformism and Reformers](#) | [11.10 Rebellions, 1837-38](#) | [11.11 Durham and Union](#) | [11.12 Responsible Government](#) | [11.13 Seats of Government](#) | [11.14 The 1850s](#) | [11.15 Aboriginal Politics at Mid-Century](#) | [11.16 Summary](#)

## **Week 6 February 15 – Post-Confederation**

### **Poster Brainstorming Survey**

Read: Belshaw, *Canadian History: Pre-Confederation*

[14.1 Introduction](#) | [14.2 Considering Confederation](#) | [14.3 Confederation as a Cure-all](#) | [14.4 Crafting a Constitution](#) | [14.5 Atlantic Canada and Confederation](#) | [14.7 On the Brink of Industrialization](#) | [14.8 Summary](#) | [2.1 Introduction](#) | [2.2 Nova Scotia's Second Thoughts](#) | [2.3 British Columbia and the Terms of Union](#) | [2.4 Prince Edward Island](#) | [2.5 Canada Captures the West, 1867-70](#) | [2.6 Canada and the First Nations of the West](#) | [2.7 Rebellion 1885](#) | [2.8 Making Sense of 1885](#) | [2.9 The Railway](#) | [2.10 The North](#) | [2.14 Summary](#)

### **Open-book Module 2 Quiz**

## **READING WEEK - FEBRUARY 22 - NO CLASSES**

## **MODULE 3**

### **Week 7 March 1 – Culture and Social Reform**

Read: Belshaw, *Canadian History: Post-Confederation*

[3.8 Early Women's Movement\(s\) in Canada](#) | [3.9 The Great War and the General Strike](#) | [7.1 Introduction](#) | [7.2 Social Reform](#) | [7.5 Women's Organizations and Reform](#) | [7.6 Social Gospel](#) | [7.7 Temperance and Prohibition](#) | [7.8 Eugenics](#) | [7.9 Reform Politics: 3rd Parties](#) | [7.12 Summary](#)

Read: Laura Ishiguro and Laura Madokoro, "[White Supremacy, Political Violence, and Community, 1907 and 2017](#)," Daniel Ross ed., *Confronting Canadian Migration History*.

### **Week 8 March 8 – War, Economy, and Society**

#### **Poster Plan & Annotated Bibliography**

Read: Belshaw, *Canadian History: Post-Confederation*

[6.1 Introduction](#) | [6.2 Borden vs. Borden](#) | [6.3 The Great War](#) | [6.4 Assessing Canada's War](#) | [6.5 Suffrage and Prohibition](#) | [6.6 The Interwar Years](#) | [6.7 The Natural Governing Party: The King Years](#) | [6.12 Status Indians and Military Service in the World Wars](#) | [8.4 Economic Cycles](#) | [8.5 The Great Depression](#) | [6.9 The Road to WWII](#) | [6.10 Canada Goes to War](#) | [6.13 Canada Between the UK and the US](#) | [6.14 Global War](#) | [6.15 The Home Front](#) | [6.16 Enlisted Women, Conscription, and the Zombie Army](#) | [6.18 From V-E to V-J](#) | [6.19 Summary](#)

## **Week 9 March 15 – Post-War Years**

Read: Belshaw, *Canadian History: Post-Confederation*

[8.11 Fashioning a Post-War Economy](#) | [8.15 The Boom Years, the Bust Years](#) | [9.13 Cold War Society: Cities and Suburbs](#) | [9.16 The 1960s Counterculture](#) | [9.17 The Sexual Revolution](#) | [9.9 Cold War Quebec](#) | [9.10 The October Crisis](#) | [9.11 Quebec and the ROC](#) | [5.11 Post-War Immigration](#) | [6.17 Japanese Canadians in the Second World War](#)

Read: Stephanie Bangarth, “[Canada’s Complicated History of Refugee Reception](#),” Daniel Ross ed., *Confronting Canadian Migration History*.

**Open-book Module 3 Quiz**

## **MODULE 4**

### **Week 10 March 22 – From Indian Act to Idle No More**

Read: Belshaw, *Canadian History: Post-Confederation*

[11.1 Introduction](#) | [11.3 Natives by the Numbers](#) | [11.5 Aboriginal-Newcomer Relations since Confederation](#) | [11.6 Living with Treaties](#) | [11.7 From Agricultural Training to Residential School](#) | [11.8 WWI to 1970](#) | [11.10 Canada and the Colonized, 1970-2002](#) | [11.11 Residential Schools](#) | [11.12 Idle No More](#) | [11.13 Summary](#)

### **Week 11 March 29 – Cold War Canada**

**Tutorial Poster Presentations**

Read: Belshaw, *Canadian History: Post-Confederation*

[8.16 The New World Economic Order](#) | [8.17 Post-Industrial Canada](#) | [9.12 The 1980s](#) | [12.3 Postmodern Politics](#) | [12.4 Political Recalibrations](#) | [12.2 The End of the Cold War](#)

### **Week 12 April 5 – What is Canada?**

**Tutorial Poster Presentations**

Read: Belshaw, *Canadian History: Post-Confederation*

[12.1 Introduction](#) | [12.3 Postmodern Politics](#) | [12.4 Political Recalibrations](#) | [12.5 Identity Politics](#) | [12.6 Building a National Identity](#) | [12.7 Queer and Other Histories](#) | [12.8 The Art of War](#) | [12.9 The Historical Record in the Born-Digital Age](#) | [12.10 Digital Histories](#) | [12.11 Oral History: The Stories Our Grandmothers Tell Us and More](#) | [12.12 Monuments and Memory](#) | [12.13 Summary](#)

**Open-book Module 4 Quiz**

**CAPSTONE POSTER FINAL SUBMISSION DUE APRIL 10**

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## **CLASS POLICIES**

In-Person delivery: All students must arrive to class on time and prepared for critical discussion, having read all required texts. For virtual office hours, sign up for a UT Zoom account using your UTORid and password (Web Portal Login: <https://utoronto.zoom.us>).

Attending virtual office hour and pre-arranged appointments will require a laptop, phone or tablet that can run the Zoom app. The device should have a microphone, camera, and an internet connection. Connection to Zoom by phone land line or cell phone is not recommended because long distance phone charges will apply. The library also has computers for online meetings.

Quercus Information

Students are required to check our course Quercus site regularly at [q.utoronto.ca](http://q.utoronto.ca) for announcements, course handouts, lecture information, assignments, and other communications. Marked assignments also will be returned on Quercus.

University Policies and Public Health Guidelines Related to the Pandemic  
Following university policies and public health guidelines is mandatory. Wearing masks and a green Ucheck are no longer required. Please social distance whenever possible. For more information and current updates, see [www.utoronto.ca/utogether](http://www.utoronto.ca/utogether).

### **Required Assignment Format & Drop Date**

**All assignments and quizzes should be submitted online to Quercus in typed, 12-point font, and double spaced in Microsoft Word (.doc or .docx), Powerpoint (pptx.) or Adobe PDF formats. Instructors cannot read Apple Pages documents.**

**Drop Date for this course is March 19<sup>th</sup>, 2023.**

### Assignment Submission Method

All written assignments must be submitted electronically via upload to Quercus for marking. Please keep all of your notes and drafts in case I ask to see them.

“Normally, students will be required to submit their course essays to the University’s plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool’s reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).”

### Required Citation Style

The required citation style for assignments and take-home tests is the Chicago style.

[http://www.chicagomanualofstyle.org.myaccess.library.utoronto.ca/tools\\_citationguide.html](http://www.chicagomanualofstyle.org.myaccess.library.utoronto.ca/tools_citationguide.html)

### Late Assignments and Missed Class Policy

If you miss class due to reasons beyond your control, such as a failed UCheck or an urgent personal circumstance like illness, accident, family emergency, personal emergency, or commuting problems, please declare your absence on ACORN (<https://acorn.utoronto.ca/>).

Please also inform the professor and TA. You do not have to share the reason. Then do a make up exercise of one page (300-350 words) of written comments about the assigned readings that you submit in the format preferred by your TA.

There is a late penalty of 2% per day (including weekends) for assignments, essays, and take-home tests. The instructor will waive the late penalty for situations beyond your control if applicable, or if the lateness resulted from a missed class declared on ACORN. No details are required. If you miss or are delayed in completing the take-home test because of a situation reported on ACORN, please contact your College Registrar to file a request for permission to defer writing the final exam. If a late assignment or deferred test can no longer be submitted on Quercus, please submit it to professor via email.

Please feel free to contact the instructor if you have questions about the material that was covered during your absence. Please also notify your professor as soon as possible if a serious illness, quarantine, or other concern is affecting your ability to keep up with the course. It is also wise to contact your college registrar if you are experiencing academic and personal difficulties.

### Re-Marking Policy

If you feel that an error has been made in the marking of an assignment, you may petition for the item to be re-marked. All petitions must be submitted in writing along with a copy of the assignment/test in question. In the petition, please discuss the evidence that suggests a marking error or mark calculation error may have occurred. A petition for re-marking for a particular assignment may be submitted any time for two weeks after the item is returned. Re-marking an assignment restarts the marking process for it: a mark may go up, down, or stay the same.

### Academic Integrity Policy

The code of academic conduct disallows the following: - 'to represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism; to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere The University of Toronto takes academic honesty very seriously. Suspected cases of plagiarism will be investigated. For information on 'How not to plagiarize' see <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>. Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

Potential offences include, but are not limited to:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor in all relevant courses
- Making up sources or facts
- Obtaining or providing unauthorized assistance on any assignment
- Misrepresenting your identity

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please reach out to me. Note that you are expected to seek out additional information on academic integrity from me or from other institutional resources (for example, the University of Toronto website on Academic Integrity, <http://academicintegrity.utoronto.ca/>)



### Accessibility Policy

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs. Students with diverse learning styles and needs are welcome in this course. If you have a disability that may require accommodations, please feel free to approach me and/or the Accessibility Services office at [disability.services@utoronto.ca](mailto:disability.services@utoronto.ca) or <http://studentlife.utoronto.ca/accessibility>.

### Equity, Diversity and Inclusion:

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

### Online Communication Policy

Communication with students will be through their utoronto.ca email address, Quercus, Zoom for office hours, and in-person. Email communications should be brief and courteous. Please do not expect an immediate reply to your email, but every effort will be made to get back to you within 48 hours (weekends not included). In the case of questions regarding lecture content, you are welcome to contact the course instructor directly, but questions may be taken up in the following lecture—if you have a question, it is more than likely that others do too. Individual attention is available during office hours or by appointment. **ALL EMAIL CORRESPONDENCE SHOULD HAVE HIS262 CLEARLY IDENTIFIED IN THE SUBJECT HEADING.**

### Class Will Be Recorded

This course, including your participation, may be recorded on video, and made available to students in the course for viewing remotely and after each session. Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation are protected by copyright. You may be permitted to download session videos and materials for your own academic use, but you should not copy, share, or use them for any other purpose without the explicit permission of the instructor. For questions about the recording and use of videos in which you appear, please contact your instructor.

### Religious Observances

The University provides reasonable accommodation of the needs of students who observe religious holy days other than those already accommodated by ordinary scheduling and statutory holidays. Students have a responsibility to alert members of the teaching staff in a timely fashion to upcoming religious observances and anticipated absences and instructors will make every reasonable effort to avoid scheduling tests, examinations or other compulsory activities at these times. Please reach out to me as early as possible to communicate any anticipated absences related to religious observances, and to discuss any possible related implications for course work.

### Family Care Responsibilities

The University of Toronto strives to provide a family-friendly environment. You may wish to inform me if you are a student with family responsibilities. If you are a student parent or have family responsibilities, you also may wish to visit the Family Care Office website at [www.familycare.utoronto.ca](http://www.familycare.utoronto.ca).

### Copyright

If students wish to audio record, video record, photograph, or otherwise reproduce lecture presentations, course notes or other similar materials provided by instructors, they must obtain the instructor's written consent beforehand. Otherwise, all such reproduction is an infringement of copyright and is prohibited. In the case of private use by students with accommodation needs, the instructor's consent will not be unreasonably withheld, but the student must have registered for the accommodation through Accessibility Services.

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