

**UNIVERSITY OF GUELPH**  
**College of Social and Applied Human Sciences**  
**Department of Sociology and Anthropology**

**IDEV3100 - WINTER 2022**  
**Achieving Sustainable Development**

Instructor: Karine Gagné  
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Office Hours: by appointment

Time: 11h30am – 12h50pm  
Room: MCKN, Room 229

### **Course Description**

This course explores the environmental, social, and economic dimensions of sustainability and the interrelationships and trade-offs between sustainability and inclusive development. In so doing, it explores alternative approaches for assessing and measuring sustainability. It enables students to reflect and critically assess diverse approaches to promoting inclusive development that is sustainable locally to globally. Key issues include climate change, urbanization, extractive industries, conservation, eco-tourism, waste and sanitation, agrarian issues, and forest and dispossession.

The case studies considered on this course are focusing on South Asia, drawing mainly on case materials from India. **The course assumes no familiarity with South Asia, or any specific discipline.**

### **Learning Outcomes**

By the end of this course, successful students will be able to:

1. Identify and reflect critically on the factors influencing sustainability in the context of inclusive development at the local and global levels.
2. Demonstrate understanding of the links between sustainability and alternative theoretical perspectives on inclusive development and to the wider development landscape.
3. Identify and contrast alternative approaches to achieving inclusive and sustainable development at the local and global levels.
4. Reflect critically on the particular sustainability issues faced by marginalized and disadvantaged groups and these might be addressed in practice.
5. Reflect critically on the use of different research methods for the analysis of sustainability in the context of inclusive development and the impact of related development policies and practices.
6. Summarize and communicate on the analysis of sustainability in the context of inclusive development and the impact of related development policies and practices.

### **Format**

This course is designed around asynchronous and synchronous components. After the first week, the asynchronous sessions will take place on Tuesday and include posting on the discussion board and

watching videos and films. The mandatory synchronous sessions will take place on Thursdays. Students are expected to participate actively to classroom discussions during the synchronous sessions. This means that students are expected to do the weekly readings and come to class prepared with reflections and questions. Student's active participation in the synchronous sessions counts towards 22% of the final grade.

## **Readings**

- All the readings are available on CourseLink

## **Course Requirements and Grades\***

1. Participation in class (22%)
2. Weekly posts on the discussion board (24%)
3. Discussant role (4%)
4. Presentation on PARI (5%)
5. Research Paper Topic Proposal (10%)
6. Final Research Paper - Case Study (35%) (30% for the paper, 5% for the presentation)

### **1. Participation (22%)**

**Due:** Ongoing

A portion of your final grade is based on your contribution to class discussions. For an active participation, please do the readings and be prepared to reflect on them when we meet. Your participation includes taking part in classroom discussions, asking informed questions to your colleagues, and bringing elements for further discussion.

### **2. Weekly posts on the discussion board (22%)**

**Due:** Weekly, on the discussion board on CourseLink, **at 11h59am** the Wednesday before in-person sessions (which are taking place on Thursday). **You also need to bring a print copy of your posts in class on Thursday.**

*\*Exceptionally, for the first week of class, your post is due for 11h59pm on Sunday, January 16. You can bring the print copy of your post in class the following Thursday.*

A portion of your final grade is based on your contribution to class discussions on the discussion board (on CourseLink). You can either make an original post or reply to a student's post. The posts serve as evidence that you have done the reading and are prepared for class. It will help facilitate discussion during the synchronous sessions. A post should be the equivalent of 1-page double-spaced maximum (about 250 words) and should raise **one question provoked by the assigned texts**. If you are articulating your post as a reply to a student's post, you can raise questions provoked by their post, but you nonetheless **need to raise at least one question** provoked by the assigned texts. In your post, you can also refer to the films you are watching as part of this course, but remember that you also **have to engage with the readings (you are expected to engage primarily with the academic texts; academic texts are identified with a \* in the course outline)**. In order to help you articulate your reflections, I will leave a series of questions each week for the readings. You do not have to answer these questions, which are only meant to provoke reflections.

Posts are worth 2 points each. The grades are accordingly:

**2 points**

- A question provoked by the assigned texts is clearly raised
- The post clearly relates to the material on the course outline for that week
- The language is clear, and the post well-articulated
- The length of the post is respected
- More than 1 text is engaged with

**1 point**

- Needs improvement in any of the areas described above
- Did not engage with any of the readings
- No question raised

**0 point**

post not submitted or does not meet the expectations

\* Increments of 0.5 are possible. Late posts are not accepted.

**3. Discussant role (4%)**

**Due:** Ongoing

Each student is expected to have a discussant role for one of text/film/clip on the outline. The discussant will, in **a maximum of 3 minutes:**

- (1) Highlight the key points of the text/film/clip
- (2) Link the material examined in the text to the topic of sustainable development

*How are texts assigned?* During the first week of class, I will assign students, on an aleatory basis, to a text/film/clip. The information will be posted on Courouselink. All the texts/films/clips are part of the mandatory material for each session. Some texts/films/clips are longer than others, in which case, your presentation will have to focus mainly on the main ideas. For the shorter texts/films/clips, you can also link the material to the broader context of sustainable development and/or refer to some of the readings for that week.

**4. Presentation on PARI (5%)**

**Due:** February 10, during the synchronous session (the link to the story you selected needs to be submitted by February 9, before 11h59pm).

Please visit the website of People's Archive of Rural India (PARI):

<https://ruralindiaonline.org/en/>

There is a section "Things we do." <https://ruralindiaonline.org/en/stories/categories/things-we-do/> You will see that stories are presented. If you scroll down all the way to the bottom, you will see that there are many pages of stories.

Read stories that you find most interesting relating to agriculture and sustainable development. Select one story for a 2-minute presentation. You will be invited to describe why this story/picture represents for you, a story about sustainable development (whether positively or negatively enacted). Do not overthink this. This is a session during which we have great discussions. You are also welcomed to bring your comments and questions on your discoveries on the PARI website to class for further discussion

A shared Google Excel file will be created for the assignment. Please indicate the title and the link of the story you selected by February 9, before 11h59pm. I will need the link to present your selection in class. Students are strongly encouraged to look at the stories selected by their peers so that a diversity of stories are presented in class.

### **5. Research Paper Topic Proposal (10%)**

Due: March 3, 11h59pm, in the Dropbox folder.

*\*\*\*See assignment guidelines for more details\*\*\**

### **6. Final Research Paper – Case Study (30%) + Presentation in Class (5%)**

Paper Due: April 8, 11h59pm, in the Dropbox folder.

Presentation: During the last session, in class.

*\*\*\*See assignment guidelines for more details\*\*\**

*References: for all your assignment, use the Chicago Manual of Style. See the “References Handout” available for download from Course Website.*

## Summary of Themes and Assignments

<b>Week</b>	<b>Theme</b>	<b>Assignments*</b>
Week 1	Introduction + Sustainable Development: Regional Perspective in context and theoretical considerations	
Week 2	Dispossession I – Forests and Indigenous Populations	Discussion post
Week 3	Dispossession II – Forests and Wildlife	Discussion post
Week 4	Animals and Society - Conservation	Discussion post
Week 5	Agrarian Landscapes	PARI Presentations
Week 6	Reading Week	
Week 7	Himalayan Environments I: Climate Change	Discussion post
Week 8	Himalayan Environments II: Sustainable Tourism	Discussion post Research Paper Topic Proposal due on March 3
Week 9	Urban Ecology: The Commons	Discussion post
Week 10	Urban Ecology: Water	Discussion post
Week 11	Waste and Sanitation	Discussion post
Week 12	Sustainable Development and the Anthropocene in South Asia	Discussion post
Week 13	Conclusion	Presentation on the Final Paper, in class on our last session

## LIST OF THE THEMES AND READINGS PER WEEK

### Week 1 Introduction + Sustainable Development: Regional Perspective in Context and Theoretical Considerations

#### January 11, 2022

Meet on Zoom at 11h30am

#### January 13, 2022

##### *Asynchronous Components*

\*Nightingale, Andrea J., Tom Böhler, Ben Campbell, and Linus Karlsson. 2019. "Background and History of Sustainability." In *Environment and Sustainability in a Globalizing World*, 13–34. New York: Routledge.

\*Nightingale, Andrea J., Tom Böhler, Ben Campbell, and Linus Karlsson. 2019. "Narratives of Sustainability: Key Concepts and Issues." In *Environment and Sustainability in a Globalizing World*, 35–55. New York: Routledge.

\*Gadgil, Madhav and Ramachandra Guha. 1995. *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*. London: Routledge (Excerpts: Introduction + Chapter 1 (only pp. 34-47) + Chapter 2 + Chapter 3 (only pp. 61-63)).

Whitehead, Mark. 2018. "Sustainable Development." In *Companion to Environmental Studies*, edited by Noel Castree, Mike Hulme, and James D. Proctor, 110–14. London: Routledge.

Go through the following material for background information about India and South Asia (these readings should not serve as:

Read the "India" sheet from Britannica Online Encyclopedia

Read the sheet "South Asia – World Regional Geography"

2. Watch:

Habbouche, M. A. and Hervé Corbière. 2012. *India: Earth on Edge Series*. 54 minutes. (available on Courselink via UofG library).

MOOC | Jeffrey Sachs - The Age of Sustainable Development | Lecture 1, Chapter 1:  
<https://www.youtube.com/watch?v=x7PTbo4ZSW0>

\*Please note that in this course, a section of the asynchronous time is dedicated to watching documentaries and videos. Viewing the weekly visual material is mandatory and you are expected to refer to these sources in your assignments, and discussions on the board and in-class.

3. Post on the discussion board

Exceptionally, for the first week of class, your post is due on the Sunday (January 16) at 11h59pm. The reading identified with a \* should be the focus of the weekly discussions on the board.

## **Week 2**

### **Dispossession I – Forests and Indigenous Populations**

**January 18, 2022**

#### ***Asynchronous Components***

1. This week, read:

\*Kumbamu, Ashok. 2019. “Violence, Neoliberal State and the Dispossession of Adivasis in Central India.” In *Violence in South Asia*, 160-173. Delhi: Routledge India.

\*Sundar, Nandini. 2016. *The Burning Forest: India’s War Against the Maoists*. Delhi: Juggernaut Books. (Chapter 2 – Iron in the Soul)

Hodge, Anthony R. 2018. “Mining and the Environment.” In *Companion to Environmental Studies*, edited by Noel Castree, Mike Hulme, and James D. Proctor, 541–47. London: Routledge.

2. Watch

Karlekar, Abhijay. 2006. *Running Out of Time. Documentary Educational Resources*. 105 mins (available on Courselink via UofG library).

“Looking around, not looking down: What Adivasi lives can teach us” Ted Talk by Nandini Sundar:  
<https://www.youtube.com/watch?v=izn5S4iYQqs>

Optional:

“India’s Forest Tribe Is Silently Being Evicted From Their Home”:  
<https://www.youtube.com/watch?v=fMShQLyptig>

3. Post on the discussion board (due by 11h59am on Wednesday)

**January 20, 2022**

***Synchronous Session***

Meet on Zoom at 11h30am

**Week 3  
Dispossession II – Forests and Wildlife**

**January 25, 2022**

***Asynchronous Components***

1. This week, read:

\*Jalais, Annu. 2005. “Dwelling on Morichjhanpi: When Tigers Became ‘Citizens’, Refugees ‘Tiger-Food.’” *Economic and Political Weekly* 40 (17): 1757–62.

\*Greenough, Paul. 2004. “Bio-Ironies of the Fractured Forest: India’s Tiger Reserves.” In *In Search of the Rain Forest*, edited by Candace Slater, 167–203. Durham: Duke University Press.

\*Vannini, Phillip. 2018. “Wilderness.” In *Companion to Environmental Studies*, edited by Noel Castree, Mike Hulme, and James D. Proctor, 136–40. London: Routledge.

2. Watch:

Grant, Thomas, D. K. Bhaskar. 2017. *Elephants in the Coffee*. 60 minutes. (available on Courselink via UofG library).

“At the epicentre of human-elephant conflict in Karnataka, mobile alerts are saving lives”:

<https://www.youtube.com/watch?v=Sb6nXWEasUg>

West Bengal’s ‘Tiger Widows’ unite to protect the endangered Sundari mangrove tree:

<https://www.youtube.com/watch?v=nIB-AZAXXZA&t=2s>

3. Post on the discussion board (due by 11h59am on Wednesday)

**January 27, 2022**

***Synchronous Session***

Meet in class at 11h30am (\*meeting in person on campus will be contingent on the University’s Covid related guidelines)

**Week 4**  
**Animals and Society - Conservation**

**February 1, 2022**

1. This week, read:

\*Mathur, Nayanika. 2021. *Crooked Cats: Beastly Encounters in the Anthropocene*. Chicago: University of Chicago Press (Introduction)

\*Hussain, Shafqat. 2000. "Protecting the Snow Leopard and Enhancing Farmers' Livelihoods." *Mountain Research and Development* 20 (3): 226–31

\*Sandbrook, Chris. 2018. "Conservation." In *Companion to Environmental Studies*, edited by Noel Castree, Mike Hulme, and James D. Proctor, 17–21. London: Routledge.

2. Watch:

A Shepherd's Life – Conversations with a Himalayan Shepherd:  
<https://www.youtube.com/watch?v=n0oxT5G4drk>

Scaling up Snow leopard conservation in Pakistan: <https://www.youtube.com/watch?v=hYaztpAYkzk>

Snow Leopard Project: Trinity College Professor Shafqat Hussain:  
<https://www.youtube.com/watch?v=D43AHWW1uZg>

3. Post on the discussion board (due by 11h59am on Wednesday)

**February 3, 2022**

Meet in class at 11h30am

**Week 5**  
**Agrarian Landscapes**

**February 8, 2022**

***Asynchronous Components***

\*Aga, Aniket. 2021. *Genetically Modified Democracy: Transgenic Crops in Contemporary India*. New Haven: Yale University Press. (Introduction)

\*Patel, Raj. 2013. "The Long Green Revolution." *Journal of Peasant Studies* 40 (1): 1–63.

2. Watch:

Kamphuisen, Hilbert and Tom Deiters. 2011. *Toxic Tears*. DUS Films. 26 minutes. (available on Courselink via UofG library).

Bansal, Varun. 2016. 1000 Feet Under. 47 minutes:  
<https://www.youtube.com/watch?v=bPaIJD6OcMI>

Eco India: How can farmers thrive without using chemical fertilisers?  
[https://www.youtube.com/watch?v=NCyNPwD\\_MNQ](https://www.youtube.com/watch?v=NCyNPwD_MNQ)

3. Post on the discussion board (due by 11h59am on Wednesday)

**February 10, 2022**

***Synchronous Session***

Meet in class at 11h30am

\* Student presentations (3 minutes maximum) on PARI

**Week 6  
NO CLASS, NO READING**

**Week 7  
Himalayan Environments I: Climate Change**

**February 22, 2022**

***Asynchronous Components***

1. This week, read:

\*Taylor, Marcus. 2018. "Adaptation." In *Companion to Environmental Studies*, edited by Noel Castree, Mike Hulme, and James D. Proctor, 8–12. London: Routledge.

\*Nightingale, Andrea Joslyn, Siri Eriksen, Marcus Taylor, Timothy Forsyth, Mark Pelling, Andrew Newsham, Emily Boyd, et al. 2020. “Beyond Technical Fixes: Climate Solutions and the Great Derangement.” *Climate and Development* 12 (4): 343–52.

\*Chakraborty, Ritodhi, Mabel D Gergan, Pasang Y Sherpa, and Costanza Rampini. 2021. “A Plural Climate Studies Framework for the Himalayas.” *Current Opinion in Environmental Sustainability* 51 (August): 42–54.

2. Watch:

Fries, Patrick. 2011. Revealed: The Himalayan Meltdown. United Nations Development Program and Arrowhead Films: <https://www.youtube.com/watch?v=A4Qd6BqLwZ4>

Wangchuk, Sonam. 2015. The Monk, The Engineer, The Artificial Glacier: [https://www.youtube.com/watch?v=WC\\_JPSIoTPc&t=324s](https://www.youtube.com/watch?v=WC_JPSIoTPc&t=324s)

3. Post on the discussion board (due by 11h59am on Wednesday)

**February 24, 2022**

***Synchronous Session***

Meet in class at 11h30am

**Week 8**  
**Himalayan Environments II: Sustainable Tourism**

**March 1, 2022**

***Asynchronous Components***

1. This week, read:

\*Spoon, Jeremy. 2013. “From Yaks to Tourists: Sherpa Livelihood Adaptations in Sagarmatha (Mount Everest) National Park and Buffer Zone, Nepal.” In *Continuity and Change in Cultural Adaptation to Mountain Environments: From Prehistory to Contemporary Threats*, edited by Ludomir R. Lozny, 319–39. Studies in Human Ecology and Adaptation. New York, NY: Springer.

\*Fletcher, Robert. 2018. “Ecotourism.” In *Companion to Environmental Studies*, edited by Noel Castree, Mike Hulme, and James D. Proctor, 591–94. London: Routledge.

Jenkins, Mark. 2013. “Maxed Out on Everest.” *National Geographic* 223 (6): 84–102.

Mandelbaum, Billie. 2015. “Exploiting the Sherpas.” *Washington University Political Review* (blog). 2015. <https://www.wupr.org/2015/02/09/exploiting-the-sherpas/>.

Sherpa, Pasang Yangjee. 2021. "Mountain as Metaphor: A Future of Multiple Worldviews." *Alpinist Magazine* 75 (Autumn): 49–50.

2. Watch:

Watch Peedom, Jennifer dir. 2015. *Sherpa*. 90 min. Felix Media. (availability to be confirmed)

Everest Clean Up: Guides clean up mountain after tourists leave

<https://www.youtube.com/watch?v=qsM1nlBEjQ4>

An eco-tourism model that focuses on forest conservation and building the local economy:

<https://www.youtube.com/watch?v=PL6tk110iI>

3. Post on the discussion board (due by 11h59am on Wednesday)

**March 3, 2022**

***Synchronous Session***

Meet in class at 11h30am

\* Research Paper Topic Proposal due by 11h59 pm.

**Week 9**  
**Urban Ecology: The Commons**

**March 8, 2022**

***Asynchronous Components***

1. This week, read:

\*Francis, Robert A. 2018. "Urban Ecology." In *Companion to Environmental Studies*, edited by Noel Castree, Mike Hulme, and James D. Proctor, 471–76. London: Routledge

\*Baviskar, Amita. 2011. "Cows, Cars and Cycle-Rickshaws: Bourgeois Environmentalists and the Battle for Delhi's Streets." In *Elite and Everyman*, 291-418. Delhi: Routledge India.

\*Baviskar, Amita. 2019. *Uncivil City: Ecology, Equity and the Commons in Delhi*. Delhi: SAGE Publishing (Introduction)

\*Gidwani, Vinay, and Amita Baviskar. 2011. "Urban Commons." *Economic and Political Weekly* 46 (50): 42–43.

2. Watch:

In space-strapped Mumbai, citizens are using a Japanese technique to create green cover:  
<https://www.youtube.com/watch?v=uTY6nvA7fZY>

Eco India: Meet the guardians of Delhi's green spaces  
<https://www.youtube.com/watch?v=WnuclJISPhoU>

3. Post on the discussion board (due by 11h59am on Wednesday)

**March 10, 2022**

***Synchronous Session***

Meet in class at 11h30am

**Week 10  
Urban Ecology: Water**

**March 15, 2022**

***Asynchronous Components***

1. This week, read:

\*Anand, Nikhil. 2011. "Pressure: The PoliTechnics of Water Supply in Mumbai." *Cultural Anthropology* 26 (4): 542–64.

\*Jepson, Wendy, Jessica Budds, Laura Eichelberger, Leila Harris, Emma Norman, Kathleen O'Reilly, Amber Pearson, et al. 2017. "Advancing Human Capabilities for Water Security: A Relational Approach." *Water Security* 1 (July): 46–52.

2. Watch:

Mustafa, Fahad and Deepti Kakkar. 2013. *Powerless*. Globalistan Films. 80 minutes (you can watch the short version or the long version). (available on Courselink via UofG library).

How a people's movement is helping slum dwellers gain formal access to water:  
<https://www.youtube.com/watch?v=-fgeY7Zq5RM&t=30s>

Treating sewage water to make it drinkable could hold the answer to Delhi's water woes:  
[https://www.youtube.com/watch?v=zhkO\\_hchlpw](https://www.youtube.com/watch?v=zhkO_hchlpw)

3. Post on the discussion board (due by 11h59am on Wednesday)

**March 17, 2022**

***Synchronous Session***

Meet in class at 11h30am

**Week 11  
Waste and Sanitation**

**March 22, 2022**

***Asynchronous Components***

1. This week, read:

\*Truelove, Yaffa, and Kathleen O'Reilly. 2021. "Making India's Cleanest City: Sanitation, Intersectionality, and Infrastructural Violence." *Environment and Planning E: Nature and Space* 4 (3): 718–35.

\*Dewan, Camelia. 2020. "Living with Toxic Development: Shipbreaking in the Industrializing Zone of Sitakunda, Bangladesh." *Anthropology Today* 36(6): 9-12.

2. Watch:

An environmental disaster: The true cost of cheaply dismantling ships in India:

<https://www.youtube.com/watch?v=dSL6HuqM0Yc>

A Mumbai-based company is ensuring that the least amount of garbage is sent to landfills:

<https://www.youtube.com/watch?v=haPRnlFERlw>

Eco India: How a start-up in New Delhi has been processing 70% of India's formal e-waste:

<https://www.youtube.com/watch?v=4JYtUKujZfY>

3. Post on the discussion board (due by 11h59am on Wednesday)

**March 24, 2022**

***Synchronous Session***

Meet in class at 10am

**Week 12**  
**Sustainable Development and the Anthropocene in South Asia**

**March 29, 2022**

***Asynchronous Components***

1. This week, read:

McNeill, John. R., and Peter Engelke. 2016. *The Great Acceleration: An Environmental History of the Anthropocene Since 1945*. Cambridge: Harvard University Press (Introduction and Chapter 2).

Morrison, Kathleen. 2015. "Provincializing the Anthropocene," *Seminar*, 673: 75-80,

Maslin, Mark A. 2018. "The Anthropocene." In *Companion to Environmental Studies*, edited by Noel Castree, Mike Hulme, and James D. Proctor, 144–51. London: Routledge.

2. Watch:

Watch this five-minute film that will help us consider the meaning of the term Great Acceleration:  
<https://www.youtube.com/watch?v=dL7mVD9g0rU>

Eco India: Seaweed farms in Tamil Nadu are helping Indians fight climate change  
<https://www.youtube.com/watch?v=fvYyYNixXuo&t=7s>

Eco India: How an army of women in Vellore resurrected a river that once served as their lifeline  
<https://www.youtube.com/watch?v=DCNvcs3fVkg>

3. Post on the discussion board (due by 11h59am on Wednesday)

**April 31, 2022**

***Synchronous Session***

Meet in class at 11h30am

**Week 13**  
**Presentations**

**April 5, 2022**

***Asynchronous Components***

1. This week, there is no reading. For your discussion post, please discuss the film in relation to any reading from this semester.

2. Watch:

John, Shaju. Wounded Hills: A documentary on the environmental issues of the Western Ghats. The Hindu. 20 minutes. <https://www.youtube.com/watch?v=rTV-56QagQM>

3. Post on the discussion board (due by 11h59am on Wednesday)

**April 7, 2022**

***Synchronous Session***

Meet in class at 11h30am – the oral presentations will take the entire class.

## **ADDITIONAL COURSE INFORMATION FOR SOAN3380**

### **Note that extensions are not possible**

- You know the due dates of assignments from the first day of classes – it is your responsibility to plan your time so that you meet those dates. Time management is one of the objectives of this class.
- Emailed assignments or assignments dropped off in the main SOAN office or under the door of my office WILL NOT be accepted.
- Computer problems are not sufficient for an extension. **MAKE SURE YOU BACK UP YOUR WORK.**
- The exception to the late assignment/make-up exam policy is if you have a documented medical or recognized reason (in other words, only medical and compassionate reasons are recognized). Final decisions about extensions are at my discretion (i.e. documentation does not automatically equal an extension). You are responsible for contacting me in a timely manner (within one week) if you have a documented medical/family/compassionate emergency.

### **Courselink**

Course materials, including assignment instructions, will be posted on Courselink. I also post my Power Point slides there. You are encouraged to check Courselink for new information regularly.

### **Disputing a Grade**

If there is an addition error, bring the assignment to me during my office hours.

We do not discuss marks over email or in class.

If you seek to appeal your grade, please write 100 words explaining why you feel a higher grade is deserved. The means you have to explain why you think your assignment deserves more marks based on the quality of your work and the assignment guidelines/expectations.

Please note that, on appeal, your grade can go up, down, or stay the same. We do not accept assignments for re-consideration with 24 hours of the assignment being handed back. No appeals will be accepted more than one week after the submission date.

### **Respectful Learning Environment**

Students are expected to adhere to all University policies regarding respectful conduct in all aspects of this course. This includes classroom conduct and online conduct through social media, message boards, etc.

### **Attendance and Note-taking**

As material discussed in class (synchronous sessions) will differ from the text material, attending class is important. If you miss a class, it is strongly recommended that you obtain the notes from another student. You are not required to tell me that you have missed class.

### **Standard Statements - UNDERGRADUATE** ([AVPA office](#))

#### Email Communication

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

#### When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for [Academic Consideration](#).

#### Drop Date

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

#### Copies of Out-Of-Class Assignments

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

#### Accessibility

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

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

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

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

More information: [www.uoguelph.ca/sas](http://www.uoguelph.ca/sas)

## Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The [Academic Misconduct Policy](#) is outlined in the Undergraduate Calendar.

## Recording of Materials

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

## Resources

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

## Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

## Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

## COVID-19 Safety Protocols

For information on current safety protocols, follow these links:

- <https://news.uoguelph.ca/return-to-campus/how-u-of-g-is-preparing-for-your-safe-return/>
- <https://news.uoguelph.ca/return-to-campus/spaces/#ClassroomSpaces>

Please note, that these guidelines may be updated as required in response to evolving University, Public Health or government directives.

## Online Behaviour

**Inappropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include:**

- Posting inflammatory messages about your instructor or fellow students
- Using obscene or offensive language online
- Copying or presenting someone else's work as your own
- Adapting information from the Internet without using proper citations or references
- Buying or selling term papers or assignments
- Posting or selling course materials to course notes websites
- Having someone else complete your quiz or completing a quiz for/with another student
- Stating false claims about lost quiz answers or other assignment submissions
- Threatening or harassing a student or instructor online
- Discriminating against fellow students, instructors and/or TAs
- Using the course website to promote profit-driven products or services
- Attempting to compromise the security or functionality of the learning management system
- Sharing your user name and password

- Recording lectures without the permission of the instructor