UNIVERSITY of GUELPH

CONS*6000 Indigenous Knowledge Systems and Governance Models

Fall 2020

Geography, Environment and Geomatics

Credit Weight: 0.50

Course Details

Calendar Description

Through face-to-face land-based learning and lectures from Indigenous knowledge holders and scholars, students are introduced to the different components of knowledge systems, investigate how western knowledge systems have engaged with Indigenous knowledge, and explore conservation models rooted in Indigenous knowledge and governance.

Pre-Requisite(s): None

Co-Requisite(s): None

Restriction(s): Must be registered as an MCL student or by permission

Method of Delivery: Online and in residency

Instructional Support

Instructor

Dr. Robin Roth and Elder Larry McDermott

Email: robin.roth@uoguelph.ca Larry@plentycanada.com
Telephone: Teams
Office: Guelph
Elder Larry McDermott is Algonquin from Shabot Obaadjiwan First Nation, and is the Executive Director of Plenty Canada, an Indigenous NGO supporting Indigenous solutions to environmental protection and sustainable development. Elder Larry worked with the Canada Pathway to Target 1, conducting the pipe ceremonies that opened and closed the pathway and served as an advisor to the Indigenous Circle of Experts and the National Advisory Panel. In 2019, Elder Larry received an Honorary Doctorate of Laws from the University of Guelph for his contributions to Indigenous rights at the

regional, national and international levels. He is a founding member of the Conservation Through Reconciliation Elder's Lodge and is a member of the International Policy Stream. Elder Larry serves as Indigenous Advisor and lecturer for the University of Guelph Master of Conservation Leadership Program.

Robin Roth is a human-environment geographer with expertise in the political, social and cultural dimensions of conservation governance based at the University of Guelph's Geography, Environment and Geomatics Department. Her research program promotes the critical understanding of biodiversity conservation. She and her students have explored the implications of conservation and development policies in Southeast Asia and the enabling and constraining factors that give rise to effective collaborative, Indigenous-led models of conservation in North America. She is the coordinator of the Master's of Conservation Leadership at the University of Guelph and Associate Editor of the journal Biological Conservation. Dr. Roth is the Principal Investigator for the Conservation through Reconciliation Partnership.

Learning Resources

Required Textbook

Wall-Kimmerer, Robin. Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the teachings of plants.

Course Materials

There are no required materials for this course.

Course Website

CourseLink (powered by D2L's Brightspace) is the course website and will act as your classroom. It is recommended that you log in to your course website every day to check for announcements, access course materials, and review the weekly schedule and assignment requirements.

Ares

For this course, most of the materials will be accessible through the University of Guelph McLaughlin Library. To access these items, select **Ares** on the navbar in CourseLink. Note that you will need your Central Login ID and password in order to access items on reserve.

For further instructions on accessing reserve resources, visit How to Get Course Reserve Materials.

If at any point during the course you have difficulty accessing reserve materials, please contact the e-Learning Operations and Reserve Services staff at:

Tel: 519-824-4120 ext. 53621
Email: libres2@uoguelph.ca
Location: McLaughlin Library, First Floor, University of Guelph

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Learning Outcomes

Course Learning Outcomes

This course will introduce students to the different components of knowledge systems in order to identify similarities and differences across knowledge systems and to think critically about the knowledge system(s) we employ. We will then review the history of how western knowledge systems have engaged Indigenous Knowledge in conservation and discuss the challenges with different frameworks (e.g.Traditional Knowledge, Traditional Ecological Knowledge, Local Knowledge, Indigenous Knowledge systems). Through face-to-face land-based learning and lectures from Indigenous knowledge holders and scholars, students will be introduced to the ways knowledge systems inform governance frameworks and explore a variety of conservation governance models. Emphasis will be placed on those designed in accordance with Indigenous Knowledge Systems and those which are designed to bridge different knowledge systems in the context of conservation.

By the end of this course, you should be able to:

1. Identify main components of knowledge systems and the main differences between Indigenous and Western systems; students should be able to appreciate that Indigenous worldviews and epistemologies are place-based, rooted in the empathy and spirit embedded in multi-generational relations/histories, and vary from nation to nation. **Assessments** #1, 2, 3

2. Describe different approaches to bringing Indigenous Knowledge Systems and Western Science Systems into relationship to achieve shared conservation goals **Assessments** #2

3. Develop a reflexive practice for working with Indigenous communities, including governments, organizations and other civil society groups **Assessments** #1, 4

4. Identify why and how partnerships between conservation organizations and Indigenous communities have been challenged in the past and how new approaches to governance may help to avoid or overcome them in the future. **Assessments** #1, 2

5. Understand the differences between mainstream state-led conservation governance and Indigenous conservation governance **Assessments** #3, 4

Teaching and Learning Activities

Method of Learning

This year, the learning will happen both in the virtual classroom and on the land. Both the land in and around your home and work and the landscape of Niagara where we will hold the residency. In all instances, we seek to uphold principles of two-eyed seeing and ethical space. As such we provide opportunities for both verbal and written reflection and seek to cultivate active co-learning.

Course Structure

The first three Units are online, followed by a 3 day residency (Unit 3). The final two units are delivered online at the end of the semester.

What to Expect for Each Unit

Units 1-3 are run as conventional graduate seminars. Students are expected to read/watch resources prior to the zoom seminar and come prepared to discuss the material, ideas and concepts in an open and genuine way. Unit 4 will be in Niagara, 9-5 each day and is designed to allow a deeper, experiential learning experience that helps to sharpen our understanding of the material from Units 1-3. Units 5-6 will return to the online format and is meant to move us towards the future and potential of Indigenous led conservation in Canada.

Schedule

It is strongly recommended that you follow the course schedule provided below. The schedule outlines what you should be working on each week of the course and lists the important due dates for the assessments. By following the schedule, you will be better prepared to complete the assessments and succeed in this course.

Unit 01: Introduction to Indigenous Conservation - ONLINE

Week 1 – Thursday, September 10

Readings

Mulrennan 2015 – Aboriginal peoples in relation to resource and environmental management," in Resource and environmental management in Canada: Addressing conflict and uncertainty, 5thed., B. Mitchell, Ed. Toronto: Oxford University Press, 2015, pp. 56–79.

Richard Schuster, Ryan R. Germain, Joseph R. Bennett, Nicholas J. Reo, Peter Arcese. Vertebrate biodiversity on indigenous-managed lands in Australia, Brazil, and Canada equals that in protected areas. Environmental Science & Policy, 2019; 101: 1 DOI: 10.1016/j.envsci.2019.07.002

We will also review the three articles on relevant   topics you read in CONS 6100: McGregor 2009; Latuilippe 2015 and Behensky and Maru 2011, so you may want to look at your notes.

Activities

- Attend the Zoom meeting on Thursday from 4-6pm ET.

    o 4-4:30 – Overview of course objectives and rationale, including illustration of challenges and opportunities via an exploration of Blackfoot Territory

    o 4:30-5:00 – Discussion of the challenges and opportunities for Indigenous Conservation in Canada

    o 5:00-6:00 – Discussion of treaty, rights and responsibilities.

Unit 02: Knowledge Systems – ONLINE

Week 2 – Sunday, September 14 to Saturday September 19

Readings

Crawford and Verghese (forthcoming) A cultural framework for Indigenous, Local and Science knowledge systems in ecology and natural resource management

Wall-Kimmerer, R. 2013. Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants. Chpt 1: Planting Sweetgrass.

[Traditional Ecological Knowledge: A conversation with Deb McGregor and Danika Littlechild.](#)

Activities

Attend Virtual Launch of MCL (if possible) 3:30-5pm Thursday the 17th

Seminar with Elder Larry and Robin TBD to discuss: What is a Knowledge System? What is an Indigenous Knowledge System and how are they different from Western Science Knowledge Systems? Conventional approaches to engaging IKS and their drawbacks. How is IKS related to Indigenous conservation governance?

Week 3 – Sunday, September 20 to Saturday, September 26

Readings

Bartlett, C., Marshall, M., & Marshall, A. (2012). Two-Eyed Seeing and other lessons learned within a co-learning journey of bringing together indigenous and mainstream knowledges and ways of knowing. *Journal of Environmental Studies and Sciences*, *2*(4), 331–340.

Watch: [Video on the Iinnii Initiative](#)

Activities

Attend Seminar with guest Elder Paulette Fox, Kainai First Nation, Elder Larry and Robin. Thursday 23rd 4-6 pm ET. Discuss multiple approaches to recognizing diverse knowledge systems, two-eyed seeing and explore some concrete examples of employing multiple knowledge systems to meet conservation goals.

Unit 04: RESIDENCY

Readings

- Borrows 1997. Wampum at Niagara: The Royal Proclamation, Canadian Legal History, and Self-Government

Day 1 Sept 30

AM:WELCOME AND INTRODUCTIONS: 13,000 Years of Indigenous Inhabitation; history of Niagara in the archaeological and historical record; ecology of the area and the Niagara Escarpment Biosphere Reserve

PM: RECONCILIATION PARTNERSHIPS IN ACTION, How Memorials and Public Artworks were established through strategy, leadership, and cooperation. HAUDENOSAUNEE EMPATHIC TRADITIONS and concepts of 'conservation' - discussion 'in situ'.

DAY 2 OCT 1

INDIGENOUS NIAGARA LIVING MUSEUM TOUR

Day 3 OCT 2

AM: NIAGARA PARKS COMMISSION

PM: LAURA SECORD LEGACY TRAIL

ASSESSMENTS:

Knowledge Systems Assignment   Part 125%

Part 1: Based on assigned readings and understanding acquired through the second residency, write a short (1000 word) paper or an 8-12 minute audio/video presentation outlining key features of Indigenous knowledge systems and Western knowledge systems. In your response reflect on how Indigenous worldviews and epistemologies are place-based, rooted in the empathy and spirit embedded in multi-generational relations/histories, and vary from nation to nation. Oct 9th (1 week after the residency ends)

BREAK FOR CONS 6010

UNIT 05: COLLABORATIVE GOVERNANCE – WHAT WORKS, WHAT DOESN'T

Week 5 Sunday, November 22 – Saturday, November 28
Readings
- TBD

Activities
- TBD

Assessments

Personal Reflection on Land Based Learning   25%

1000 word reflection or an 8-12 minute audio/video presentation on learning on and with the land. Base your reflections on your own practice of reflecting on what you learn from the land and nature around you and on the experience in the 'living museum' of Niagara. Instructors will provide a guiding question at the end of residency allowing students to reflect on how what they are learning fits into their learning plans and leadership aspirations. Due November 28th

Week 6 – Sunday, November 29ᵗʰ – Saturday December 5th

Readings

- TBD

Activities

- TBD

Assessments

Indigenous and Collaborative Governance in Conservation Organizations   25%

Using what you have learned in this course, inclusive of readings, advise your current organization of what they should be thinking about, especially in the realm of governance, as we all move into an era of Indigenous led conservation in Canada. Write a 1000 paper which includes a synthesis of what you have learned in terms of what constitutes collaborative governance, different approaches to engaging Indigenous peoples and a series of considerations for your organization. **Dec 10ᵗʰ**.

Unit 07: Virtual Residency

Specified times during the Week of Dec 14-18.

Knowledge Systems Assignment   Part 2   15%

Part 2: Using what you have learned about knowledge systems, analyze the provided case study(ies) to draw out strengths and weaknesses of the attempted collaboration. You will present a table of your findings to your peers and instructors in a 5 minute online presentation during the virtual residency in December.

 Discussion of Braiding Sweetgrass   10%

Read the entirety of Braiding Sweetgrass and come prepared to a 1.5 hour virtual dialogue to discuss your impressions of Robin Wall-Kimmerer's book. You will be provided with guiding questions to help you prepare and you will be assessed on your ability to demonstrate a) that you read the book and b) that you thought deeply about the book.

Table 1: Course Assessments

Personal Reflection on Learning on and from the Land	25%	Learning Objectives 1, 3 and 4
Knowledge System Assignment Part 1	25%	Learning Objectives 1, 2, and 4
Knowledge System Assignment Part 2	15%	Learning Objectives 1, 2, and 4
Discussion of Braiding Sweetgrass	10%	Learning Objectives 1 and 5
Indigenous and Collaborative Governance in Conservation Organizations	25%	Learning Objectives 3 and 5

Assessment Descriptions

1. Personal Reflection on Land Based Learning   25%

1000 word reflection or an 8-12 minute audio/video presentation on learning on and with the land. Base your reflections on your own practice of reflecting on what you learn from the land and nature around you and on the experience in the 'living museum' of Niagara. Instructors will provide a guiding question allowing students to reflect on how what they are learning fits into their learning plans and leadership aspirations. November 28th

2. Knowledge Systems Assignment   Part 1   25%

                                                                                      Part 2   15%

Part 1: Based on assigned readings and understanding acquired through the second residency, write a short (1000 word) paper or an 8-12 minute audio/video presentation outlining key features of Indigenous knowledge systems and Western knowledge systems. In your response reflect on how Indigenous worldviews and epistemologies are place-based, rooted in the empathy and spirit embedded in multi-generational relations/histories, and vary from nation to nation. Oct 9th (1 week after the residency ends)

Part 2: Using what you have learned about knowledge systems, analyze the provided case study(ies) to draw out strengths and weaknesses of the attempted collaboration. You will present a table of your findings to your peers and instructors in a 5 minute online presentation during the virtual residency in December.

3. Discussion of Braiding Sweetgrass   10%

Read the entirety of Braiding Sweetgrass and come prepared to a 1.5 hour virtual dialogue to discuss your impressions of Robin Wall-Kimmerer's book. You will be provided with guiding questions to help you prepare and you will be assessed on your ability to demonstrate a) that you read the book and b) that you thought deeply about the book and c) you can extend its teachings to contemporary and future conservation contexts.

4. Indigenous and Collaborative Governance in Conservation Organizations   25%

Using what you have learned in this course, inclusive of readings, advise your current organization of what they should be thinking about, especially in the realm of governance, as we all move into an era of Indigenous led conservation in Canada. Write a 1000 paper which includes a synthesis of what you have learned in terms of what constitutes collaborative governance, different approaches to engaging Indigenous peoples and a series of considerations for your organization. Dec 4th.

Course Technology Requirements and Technical Support

CourseLink System Requirements

You are responsible for ensuring that your computer system meets the necessary [system requirements](#). Use the [browser check](#) tool to ensure your browser settings are compatible and up to date. (Results will be displayed in a new browser window).

http://spaces.uoguelph.ca/ed/system-requirements/

https://courselink.uoguelph.ca/d2l/systemCheck

 Zoom Requirements

This course uses **Zoom** as a video communication tool. You are responsible for downloading a free copy of Zoom from www.zoom.us. A Webcam, a microphone to record audio, and headphones/speakers to play back the recording are also needed.

System Requirements:

1. An internet connection – broadband wired or wireless (3G or 4G/LTE)

2. Speakers and a microphone – built-in or USB plug-in or wireless Bluetooth

3. A webcam or HD webcam - built-in or USB plug-in

Technical Skills

As part of your online experience, you are expected to use a variety of technology as part of your learning:

- Manage files and folders on your computer (e.g., save, name, copy, backup, rename, delete, and check properties);

- Install software, security, and virus protection;

- Use office applications (e.g., Word, PowerPoint, Excel, or similar) to create documents;

- Be comfortable uploading and downloading saved files;

- Communicate using email (e.g., create, receive, reply, print, send, download, and open attachments);

- Navigate the CourseLink learning environment and use the essential tools, such as **Dropbox**, **Quizzes**, **Discussions**, and **Grades** (the instructions for this are given in your course);

- Access, navigate, and search the Internet using a web browser (e.g., Firefox, Chrome); and

- Perform online research using various search engines (e.g., Google) and library databases.

Technical Support

If you need any assistance with the software tools or the CourseLink website, contact CourseLink Support.

CourseLink Support
University of Guelph
Day Hall, Room 211
Email: courselink@uoguelph.ca
Tel: 519-824-4120 ext. 56939
Toll-Free (CAN/USA): 1-866-275-1478

Walk-In Hours (Eastern Time):
Monday thru Friday: 8:30 am–4:30 pm

Phone/Email Hours (Eastern Time):
Monday thru Friday: 8:30 am–8:30 pm
Saturday: 10:00 am–4:00 pm
Sunday: 12:00 pm–6:00 pm

Course Specific Standard Statements

Acceptable Use

The University of Guelph has an [Acceptable Use Policy](https://www.uoguelph.ca/ccs/infosec/aup), which you are expected to adhere to.

https://www.uoguelph.ca/ccs/infosec/aup

Communicating with Your Instructor

During the course, your instructor will interact with you on various course matters on the course website using the following ways of communication:

- **Announcements:** The instructor will use **Announcements** on the Course Home page to provide you with course reminders and updates. Please check this section frequently for course updates from your instructor.

- **Ask Your Instructor Discussion:** Use this discussion forum to ask questions of your instructor about content or course-related issues with which you are unfamiliar. If you encounter difficulties, the instructor is here to help you. Please post general course-related questions to the discussion forum so that all students have an opportunity to review the response. To access this discussion forum, select **Discussions** from the **Tools** dropdown menu.

- **Email:** If you have a conflict that prevents you from completing course requirements, or have a question concerning a personal matter, you can send your instructor a private message by email. The instructor will respond to your email within 24 to 72 hours.

- **Skype:** If you have a complex question you would like to discuss with your instructor, you may book a Skype meeting. Skype meetings depend on the availability of you and the instructor, and are booked on a first come first served basis.

Netiquette Expectations

For distance education courses, the course website is considered the classroom and the same protections, expectations, guidelines, and regulations used in face-to-face settings apply, plus other policies and considerations that come into play specifically because these courses are online.

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; and

- Sharing your username and password.

Submission of Assignments to Dropbox

All assignments for this course should be submitted electronically via the online **Dropbox** tool. When submitting your assignments using the **Dropbox** tool, do not leave the page until your assignment has successfully uploaded. To verify that your submission was complete, you can view the submission history immediately after the upload to see which files uploaded successfully. The system will also email you a receipt. Save this email receipt as proof of submission.

Be sure to keep a back-up copy of all of your assignments in the event that they are lost in transition. In order to avoid any last-minute computer problems, your instructor strongly recommend you save your assignments to a cloud-based file storage (e.g., Google Docs), or send to your email account, so that should something happen to your computer, the assignment could still be submitted on time or re-submitted.

It is your responsibility to submit your assignments on time as specified on the Schedule. Be sure to check the technical requirements and make sure you have the proper computer, that you have a supported browser, and that you have reliable Internet access. Remember that **technical difficulty is not an excuse not to turn in your assignment on time.** Don't wait until the last minute as you may get behind in your work.

If, for some reason, you have a technical difficulty when submitting your assignment electronically, please contact your instructor or CourseLink Support.

http://spaces.uoguelph.ca/ed/contact-us/

Late Policy

You are encouraged to ask for an extension should life and work intervene significantly in your ability to hand an assignment in on time. If you choose to submit your individual

assignments to the **Dropbox** tool late and without an extension, the full allocated mark will be reduced by 5% per day.

Extensions will be considered for medical reasons or other extenuating circumstances. If you require an extension, discuss this with the instructor as soon as possible and well before the due date. Barring exceptional circumstances, extensions will not be granted once the due date has passed. These rules are not designed to be arbitrary, nor are they inflexible. They are designed to keep you organized, to ensure that all students have the same amount of time to work on assignments, and to help to return marked materials to you in the shortest possible time.

Obtaining Grades and Feedback

Unofficial assessment marks will be available in the **Grades** tool of the course website.

Your instructor will have grades posted online within 2 weeks of the submission deadline, if the assignment was submitted on time. Once your assignments are marked you can view your grades on the course website by selecting **Grades** from the **Tools** dropdown menu on the navbar. Your course will remain open to you for seven days following the last day of the final exam period.

University of Guelph degree students can access their final grade by logging into [WebAdvisor](https://webadvisor.uoguelph.ca) (using your U of G central ID). Open Learning program students should log in to the [OpenEd Student Portal](https://courses.opened.uoguelph.ca/portal/logon.do?method=load) to view their final grade (using the same username and password you have been using for your courses).

https://webadvisor.uoguelph.ca

https://courses.opened.uoguelph.ca/portal/logon.do?method=load

Rights and Responsibilities When Learning Online

For distance education (DE) courses, the course website is considered the classroom and the same protections, expectations, guidelines, and regulations used in face-to-face settings apply, plus other policies and considerations that come into play specifically because these courses are online.

For more information on your rights and responsibilities when learning in the online environment, visit [Rights and Responsibilities](http://opened.uoguelph.ca/student-resources/rights-and-responsibilities).

http://opened.uoguelph.ca/student-resources/rights-and-responsibilities

University Standard Statements

University of Guelph: Graduate Policies

As a student of the University of Guelph, it is important for you to understand your rights and responsibilities and the academic rules and regulations that you must abide by.

If you are a registered **University of Guelph Degree Student**, consult the [Graduate Calendar](#) for the rules, regulations, curricula, programs and fees for current and previous academic years.

If you are an **Open Learning Program Student**, consult the [Open Learning Program Calendar](#) for information about University of Guelph administrative policies, procedures and services.

https://www.uoguelph.ca/registrar/calendars/graduate/current/

http://opened.uoguelph.ca/student-resources/open-learning-program-calendar

Email Communication

University of Guelph Degree Students

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.

Open Learning Program Students

Check your email account (the account you provided upon registration) regularly for important communications, as this is the primary conduit by which the Open Learning and Educational Support will notify you of events, deadlines, announcements or any other official information.

When You Cannot Meet Course Requirements

When you find yourself unable to meet an in-course requirement due to illness or compassionate reasons, please advise your course instructor (or designated person such as a teaching assistant) **in writing**, with your name, ID number and email contact.

University of Guelph Degree Students

Review the Graduate Calendar for information on regulations and procedures for [Academic Consideration](#).

https://www.uoguelph.ca/registrar/calendars/graduate/current/

Open Learning Program Students

Please refer to the [Open Learning Program Calendar](#) for information on regulations and procedures for requesting Academic Consideration.

http://opened.uoguelph.ca/student-resources/open-learning-program-calendar

Drop Date

University of Guelph Degree Students

The last date to drop one-semester courses, without academic penalty, is indicated in the Schedule of Dates section of the Graduate Calendar. [Review the Graduate Calendar for regulations and procedures for Dropping Courses](#).

https://www.uoguelph.ca/registrar/calendars/graduate/current/

Open Learning Program Students

Please refer to the [Open Learning Program Calendar](#).

http://opened.uoguelph.ca/student-resources/open-learning-program-calendar

Copies of Out-of-Class Assignments

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

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment.

University of Guelph Degree Students

Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Accessibility Services as soon as possible.

For more information, contact Accessibility Services at 519-824-4120 ext. 56208, [email Accessibility Services](#) or visit the [Accessibility Services website](#).

accessibility@uoguelph.ca

https://wellness.uoguelph.ca/accessibility/

Open Learning Program Students:

If you are an Open Learning program student who requires academic accommodation, please [contact the Academic Assistant to the Executive Director](#). Please ensure that you contact us before the end of the first week of your course (every semester) in order to avoid any delays in support. Documentation from a health professional is required for all academic accommodations. Please note that all information provided will be held in confidence.

If you require textbooks produced in an alternate format (e.g., DAISY, Braille, large print or eText), please [contact the Academic Assistant to the Executive Director](#) at least two months prior to the course start date. If contact is not made within the suggested time frame, support may be delayed. It is recommended that you refer to the course outline before beginning your course in order to determine the required readings.

The provision of academic accommodation is a shared responsibility between OpenEd and the student requesting accommodation. It is recognized that academic accommodations are intended to "level the playing field" for students with disabilities.

jessica.martin@uoguelph.ca

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.

The Academic Misconduct Policy is detailed in the Graduate Calendar.

https://www.uoguelph.ca/registrar/calendars/graduate/current/

Copyright

All content within this course is copyright protected. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course, or have been copied under an exception or limitation in Canadian Copyright law.

The fair dealing exemption in Canada's Copyright Act permits students to reproduce short excerpts from copyright-protected materials for purposes such as research, education, private study, criticism and review, with proper attribution. Any other copying, communicating, or distribution of any content provided in this course, except as permitted by law, may be an infringement of copyright if done without proper license or the consent of the copyright owner. Examples of infringing uses of copyrighted works would include uploading materials to a commercial third party web site, or making paper or electronic reproductions of all, or a substantial part, of works such as textbooks for commercial purposes.

Students who upload to CourseLink copyrighted materials such as book chapters, journal articles, or materials taken from the Internet, must ensure that they comply with Canadian Copyright law or with the terms of the University's electronic resource licenses.

For more information about students' rights and obligations with respect to copyrighted works, review Fair Dealing Guidance for Students.

http://www.lib.uoguelph.ca/sites/default/files/fair_dealing_policy_0.pdf

Graduate Student Responsibilities

From the choice of Advisor, choice of research project and through to degree completion, graduate students must recognize that they carry the primary responsibility

for their success. The responsibilities assigned to Advisors, Advisory Committees and Departments provide the framework within which students can achieve success. Students should take full advantage of the knowledge and advice that the Advisor and Advisory Committee have to offer and make the effort to keep the lines of communication open. The Graduate Student Responsibilities are located in the Graduate Calendar.

https://www.uoguelph.ca/registrar/calendars/graduate/current/

General Regulations

Graduates students are expected to be familiar with the General Regulations in the Graduate Calendar, including those related to university-wide policies on admission, registration, graduation, theses, fees and other subjects of importance to graduate students.

https://www.uoguelph.ca/registrar/calendars/graduate/current/

Plagiarism Detection Software

Students should be aware that faculty have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion from the University can be imposed.

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.

Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website and circulated by email.

https://news.uoguelph.ca/2019-novel-coronavirus-information/

Illness

The University will not require verification of illness (doctor's notes) for the Fall 2020 or Winter 2021 semesters.