

**GEOG 4390: Seminar in Rural Geography  
(Rural Human-Environment Relationships)**  
**Department of Geography, Environment, and Geomatics, University of Guelph**  
**Instructor:** Dr. Hannah Harrison (hharr@uoguelph.ca)  
**Meets:** Monday, Wednesday, Friday 12:30pm – 1:20pm  
**Room:** Online (for now)  
**Credit:** [.50] **Prerequisites:** GEOG 2260, GEOG 3320

**Office Hours:** Student hours as scheduled, or by appointment.

**Course Notes:** See CourseLink

<b>Assessment:</b>	1. Land ethic short essay	5%
	2. Personal environmental relationship statement	10%
	3. Mini-lecture	10%
	4. Midterm	20%
	5. Annotated Bibliography	15%
	6. Email an Author	5%
	7. Final	20%
	8. Participation	15%
	9. Rural soul	1 pt – EC
	10. Film/Podcast/Book reflection	1 pt – EC
	11. Science Policy	2pt - EC

**NOTICE – this syllabus is subject to change! Please check the syllabus weekly to stay up to date with readings, and before beginning any assignment.**

### **Course Description**

This course surveys themes and issues in human ecology with a focus on human-environment relationships and interactions. Specific attention is given to the contemporary social and ecological challenges facing rural systems in Canada and other developed and developing economies. Themes include human-environmental relationships and interactions, resilience and adaptation, social and environmental justice, and rural-urban / local-global linkages, livelihoods, climate and the Anthropocene, and more. At the core of this course is the student's personal development in understanding their own role and place within social-ecological systems, and developing their ability to critically evaluate the myriad of ways in which human-environmental interactions take place. Our weekly meetings will also attend to the core ecological and social science concepts, frameworks, and theories that comprise the discipline of human ecology. The goal is not to memorize these definitions and frameworks, but to get a critical handle on what it means to talk about human relationships with their environments, as well as to develop a working knowledge of the root causes of contemporary problems related to sustainable social-ecological systems. That is, the student will learn how to ground their thinking about environmental problems in the best available science for decision-making and planning. Appropriate to the subject matter at hand, the course draws on material from the natural and social sciences as well as the liberal and fine arts.

## Anticipated Learning Outcomes

1. Become familiar with different ontological and epistemological ways of understanding and exploring human-environment interactions, including Indigenous perspectives
2. Identify and clarify one's own positionality and values in relation to the environment, including the student's own notion of a land ethic
3. Follow societal debates about the values, interests and controversies involved in human-environmental relationships/interactions, particularly within rural contexts
4. Be able to identify major challenges of rural living and development
5. Be familiar with major concepts and topics in human ecology, including: human populations and living spaces; social-ecological systems; the Anthropocene; perceptions of nature; sustainability resilience and vulnerability; social and ecological justice; food security, sovereignty, and production;

## Course Materials

Books (required): None

Software required: Hypothes.is: (<https://web.hypothes.is/>)

**Create a free account and download the browser extension prior to Week 2.**

All readings, recordings, or other course materials will be shared CourseLink. Updates to the reading list will be shared no later than one week prior to class for which that reading is due.

**Note: Readings should be read PRIOR to the date for which they are listed (Unless otherwise stated)!**

## Course Topics and Schedule (subject to change):

<b>Week 1</b>	<b>Intro to Course and Skills Week</b>
<b>Monday 1/10</b>	Introduction to Instructor
	Introduction to classmates
	Overview and expectations of Course
	<b>Skills topic:</b> Communicating with instructors
<b>Wednesday 1/12</b>	<b>Skills Continued</b>
	<b>Skills topic:</b> Reading an academic article
	<b>Skills topic:</b> Reference managers
<b>Friday 1/14</b>	<b>Skills continued</b>
	<b>Skill topic:</b> Your academic CV vs Resume
	<b>Skill topic:</b> Cover letters

<b>Week 2</b>	<b>Introduction to Human-Environmental Relationships and Rural Issues</b>
<b>Monday 1/17</b>	<b>Readings:</b> none
	<b>Introductory Lecture:</b> Overview of human ecology and rural issues

<b>Wednesday 1/19</b>	<b>Jig-saw!</b>
	<b>Read (all):</b> ON 360 Policy Paper
	<b>Read (all):</b> 2021 State of Rural Canada Report (see pg. assignments in Courselink)
<b>Friday 1/21</b>	<b>Group Discussion</b>
	<b>Read (all):</b> Is Rural Life Worth Saving? By Dr. Ivan Emke (essay)
	<b>Listen (all): Rural Routes Podcast:</b> The Rural Soul of Canada (podcast)
	<b>Extra credit alert!</b>

<b>Week 3</b>	<b>SES, Sustainability, and Systems Thinking</b>
<b>Monday 1/24</b>	<b>Lecture: Intro to SES and Systems Thinking</b>
	<b>Assignment: Land Ethic short essay (suggested completion date: Friday of week 4)</b>
<b>Wednesday 1/26</b>	<b>Discussion:</b> Land ethics – why, how, and for whom?
	<b>Read (all):</b> The Land Ethic by Aldo Leopold
	<b>Read (Group A):</b> Bosch et al. 2017
	<b>Read (Group B):</b> Game et al. 2013
<b>Friday 1/28</b>	<b>Discussion:</b> Whose Ethic?
	<b>Reading (Group A):</b> Environmentalism's Racist History - Purdy
	<b>Reading (Group B):</b> Kashwan 2020

<b>Week 4</b>	<b>Exploring rural-urban dynamics</b>
<b>Monday 1/31</b>	<b>Guest Lecture: Ashleigh Weeden, PhD Candidate</b>
	Read for <b>MONDAY</b> (ALL): A Global Sense of Place - Massey
<b>Wednesday 2/2</b>	<b>Jigsaw</b>
	<b>Read (Group A):</b> Do you have a right to go to the cottage during the coronavirus pandemic? (Weeden)
	<b>Read (Group B):</b> COVID-19 Accelerated Many Changes (Rich et al.)
<b>Friday 2/4</b>	<b>Student Hour</b>

<b>Week 5</b>	<b>Resilience and Adaptation</b>
<b>Monday 2/7</b>	<b>Mini-lecture:</b> Resilience and Adaptation
	<b>Assignment: Personal Environmental Relationship statement (Due date: Friday of week 6)</b>
<b>Wednesday 2/9</b>	<b>Listen (all):</b> Social FIShtancing – Resilience (podcast)
	<b>Read (all):</b> McManus et al. 2011
	<b>Read (all):</b> Kennedy et al. Why we don't walk the talk (to prep for assignment)
	<b>Read (all):</b> Ison 2018
	<b>Student Hour</b>

<b>Friday 2/11</b>	
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<b>Week 6</b>	<b>Food And Water Issues</b>
<b>Monday 2/14</b>	<b>Guest lecture: Vanessa Cunningham – GEOG Master’s student</b>
	<b>Read:</b> Reynolds et al. 2018
<b>Wednesday 2/16</b>	<b>Jigsaw</b>
	<b>Reading (Group B):</b> Weiler et al. 2017
	<b>Reading (Group A):</b> Wakefield et al. 2014
	<b>Reading (all):</b> Tarasuk et al. 2019
<b>Friday 2/18</b>	<b>Student Hour</b>
	<b>End of 1<sup>st</sup> half of semester – all assignments assigned so far are due!</b>

<b>Week 7</b>	<b>Food and Water Issues Continued</b>
<b>Monday 2/28</b>	<b>Guest lecture: Carson Minor – Lake Erie Commercial Fisherman</b>
	<b>Assigned: Mini-lecture w/partner (Suggested completion date: Monday of Week 9)</b>
<b>Wednesday 3/2</b>	<b>Jigsaw</b>
	<b>Read (Group A):</b> Lowitt et al. 2017
	<b>Read (Group B):</b> Glieck – Right to Water
	<b>Watch (all):</b> Until the Last Drop (Film)
	<b>Read (all):</b> Robidoux et al. 2021
<b>Friday 3/4</b>	<b>Student Hour: Mid-term questions</b>
	<b>MID-TERM DUE</b>

<b>Week 8</b>	<b>Biodiversity, Conservation Management, and Attitudes Toward Nature</b>
<b>Monday 3/7</b>	<b>Lecture:</b> Ontologies of Nature and Conservation – Examples from Salmon Stocking
<b>Wednesday 3/9</b>	<b>Jigsaw</b>
	<b>Read (Group A):</b> Berserth and Matthews 2020
	<b>Read (Group B):</b> Reid et al. 2020
	<b>Read (all):</b> Bennett et al. 2017
<b>Friday 3/11</b>	<b>Guest Lecturer: Mr. Ryan Deska – Municipality of Northern Bruce Peninsula</b>

<b>Week 9</b>	<b>Climate and Technology</b>
<b>Monday 3/14</b>	<b>Group Discussion</b>
	<b>Read (all):</b> Rural Isolation in a Digital World
	<b>Read (all):</b> Right to Repair
<b>Wednesday 3/16</b>	<b>Jigsaw</b>

	<b>Read (Group A):</b> NPR Climate Change Complicates Census
	<b>Read (Group A):</b> Potterff 2016 Why Rural Communities Need to Talk about Climate Change
	<b>Read (Group B):</b> Harrison et al. 2019
	<b>Read (all):</b> Bennett et al. 2016 Seeds of a Good Anthropocene
<b>Friday 3/18</b>	<b>Student Hour</b>
	<b>Assigned: Annotated Bibliography (Suggested due date: Monday of Week 12)</b>

<b>Week 10</b>	<b>Policy, Regulation, and Relationships</b>
<b>Monday 3/21</b>	<b>Guest Lecture: Dr. Sarah Minnes – Registered Professional Planner/CRRF</b>
<b>Wednesday 3/23</b>	<b>Jigsaw</b>
	<b>Listen (all):</b> Rural Routes Podcast: Rural-Urban Interaction (podcast)
	<b>Watch (all):</b> The rural-urban gun control divide (film)
<b>Friday 3/25</b>	<b>Student Hour</b>

<b>Week 11</b>	<b>Natural resource conflicts</b>
<b>Monday 3/28</b>	<b>Lecture:</b> Attitudes, value, and perceptions in natural resource conflicts
	<b>Assignment: Email an Author</b>
<b>Wednesday 3/30</b>	<b>Jigsaw</b>
	<b>Read (Group A):</b> Harrison and Loring 2020
	<b>Watch (all):</b> Wetland/Waste Land Film
	<b>Read (Group B):</b> Nguyen et al. 2016
<b>Friday 4/1</b>	<b>Student Hour</b>

<b>Week 12</b>	<b>Health and Housing</b>
<b>Monday 4/4</b>	<b>Guest Lecture: Mr. Patrick Petch – Realtor at Grey County Real Estate</b>
<b>Wednesday 4/6</b>	<b>Jigsaw</b>
	<b>Read (Group A):</b> Senese and Wilson 2013
	<b>Read (Group B):</b> Kitchen et al. 2011
<b>Friday 4/8</b>	<b>LAST DAY OF CLASS</b>
	<b>Last day to drop W21 courses!</b>

<b>Week 13</b>	<b>Finals Begin</b>
<b>Monday</b>	<b>ALL ASSIGNMENTS AND EXTRA CREDIT DUE EXCEPT FINAL</b>
<b>4/11</b>	<b>TAKE HOME FINAL is due April 22<sup>rd</sup> at 11:59pm EST ,and must be uploaded to the Courselink dropbox at that time (or other delivery arrangements made IN ADVANCE with instructor).</b>

## Course Assignments

Land ethic short essay [5%]: You are to write a short essay that reflects on the land ethics readings. What is compelling (or not) about this perspective on nature, from your perspective? Critically evaluate it in terms of rights, well-being, equity, and considering the position of the author. There's no right or wrong answers here, just evidence that you're thinking carefully and critically about this. Expected length: 250-350 words

Personal Environmental Relationship statement [10%]: You are to consider and write a personal statement that outlines and describes your own interpretation and connection to the environment – a land ethic of your own. This can include aspects of your habits around where and how you live, including eating, energy consumption, transportation, recreation, material consumption, interactions with the environment (including other people), etc. There are no right or wrong answers, but I expect evidence that you have familiarize yourself with the basic concepts of human-environmental relationships presented thus far in the course. Expected length: 600-800 words.

### Midterm [20%]: Systems Diagram

You will select a system or case study (e.g., a community, conflict, etc.) that includes the following actors: humans, non-human life (inclusive of plants and animals), and the physical environment. Research that system or case study and design a systems diagram that involves 7-10 of those "actors" and shows the relationships between them. Consider relationships around food and water consumption, energy usage and production, services provided, relationships related to well-being. Write a 750-1000 word synopsis describing the case study and the relationships that you've created in your diagram. Include in your discussion your thoughts about the ethics in action, the human-environmental relationships you see, and any suggested changes you would make to improve the system (using your own definition of improvement, which could include equity, sustainability, relationships, etc).

Mini-lecture [10%]: You and a partner will select one concept from the course and prepare a mini-lecture (10-12 minutes max) on any case study related to that concept. You may use PowerPoint or other visual aids, but will be assessed based on appropriateness of the case study selected, presentation quality, equitable division of labor between both presentation partners, and preparedness. You are encouraged to be creative in your presentation, but are reminded to prioritize effectiveness in communicating your main points. It is recommended that you record your mini-lecture on Zoom or some other platform, and submit the final project to the instructor and the TA.

Annotated Bibliography [15%]: You are to select a topic related to the human ecology and human-environment interaction concepts discussed in this class, then select and read between 2-3 peer-reviewed articles, 2-3 white or grey literature pieces, and 2-3 non-academic pieces (such as podcasts, documentaries, etc.) on that topic and compose an annotated bibliography from your selected readings. Be aware that the fewer entries you have in your bibliography, the more in-depth and thorough the annotations are expected to be.

Email an Author or Guest Speaker [5%]: Email the author(s) of at least one assigned reading and/or reading you include in your annotated bibliography to recognize and show appreciation for their work. Choose a reading that genuinely inspired you. In your email, select a quote or concept from the reading that resonated with you or really made you think, and describe your reaction/reflection(s) and how it informed your thinking or will shape your present/future work. Alternatively, you may choose to email a guest speaker from our course. Your email must be professional (grammar, spelling, etc.), and must indicate that you have no expectation for a response; that you are simply writing to recognize their work. You must CC me on the email to receive credit. Remember, the purpose of this assignment is to find appreciation and gratitude within ourselves, and share it with those who inspired it.

Final [20%]: Case Study “Unessay”

For this “UnEssay” assignment, you must produce some information material, be it a factsheet, short video, podcast episode, artistic endeavor, Buzzfeed-style listicle, or some other creative product, building on the topic that you explored in your annotated bibliography. The goal is to fully explore some case study or issue related to human-environmental relationships in the rural context. Remember, the “environment” part does not necessarily only include the “natural” environment – built environments count too! As this assignment forms a large portion of your grade, it is expected that you will do a deep dive into your topic and demonstrate expertise and knowledge about your case. Your presentation should be legible to an informed audience, such as our class. **The course final is due on Friday, April 22<sup>nd</sup> by 11:59pm EST, and must be uploaded to the Courselink Dropbox by that time and date.** Alternative arrangements for delivery of final can be made, in advance of the due date, with the instructor.

Participation [15%]: Participation means engagement, which will look different for each person. Because we value peer-to-peer learning in this course, some of your participation should take place in class meetings, or in collaborative efforts with your peers. Participation can also be taking part in conversations in class by attending synchronous lectures as often as possible, by participating in group discussions via audio or the chat feature, or by leading your reading group’s reports to the class. You will also be expected to use Hypothes.is software to annotate your group’s readings.

Remember, you do not have to agree with the course content in order to participate effectively. Rather, I expect you to demonstrate that you understand and can communicate

the disciplinary perspectives presented in the course materials, and challenge your own thinking and perspectives throughout the course.

Respect for yourself and each other is paramount in this class. Do your best to engage with your peers and the instructor in this course in a way that supports learning, and your participation will be generously counted.

**Extra credit options:** Extra credit points will be added on to your midterm or final grade, whichever is lowest. You can not use extra credit to exceed the normal maximum grade, though of course you are welcome to complete the extra credit assignments for your own intellectual benefit anyway.

**ALL Extra credit is due on April 22<sup>th</sup> by 11:59pm EST.**

**Rural Soul Assignment:** Write 1 paragraph, take a photo and write a short caption, record a sound, or otherwise capture the likeness of an object, place, or phenomenon that you consider to represent the rural soul. Briefly describe why. Worth 1 additional point.

**Film, Podcast, or Book Review:** Write a 1-2 page reflection on one of the **optional** films (you may also suggest a different film/podcast/book that you have not already enjoyed). Identify the main themes of the film, and link them to the central themes we have discussed in this course. Reflect on the content (particularly the positionality of the film maker or podcaster), as well as how the film made you feel, whether you agree or disagree with the opinions or actions of the people featured in the film, and discuss the complex systems you see at work. Worth 1 additional point.

*DamNation:* A film by Patagonia (the clothing company) about hydropower and dams in the United States.

Link: <https://www.youtube.com/watch?v=laTlbNVDQN8&t=33s>

*Losing Ground – Urban Sprawl Documentary:* A film by the American Angus Association about the impacts of urban sprawl on rural America, particularly agriculture.

Link: <https://www.youtube.com/watch?v=UAEKCl2eis&t=1862s>

*Oxyana:* An independent film about the opioid epidemic told through personal narratives in West Virginia. **PLEASE NOTE:** This film contains images and discussion of drug use, suicide, poverty, and illness that some viewers may find disturbing. This film is NOT mandatory to the class. Please view at your own discretion.

Link: [https://www.youtube.com/watch?v=X5xAu1csU\\_c\](https://www.youtube.com/watch?v=X5xAu1csU_c\)

**Canadian Science Policy Centre Award Proposal:** Using the forms found on in the “Extra Credit Materials” folder on Courselink, create a policy proposal related to what you have learned about rural issues in this course. The policy should follow the provided application directions and the application should be filled out in full. Your proposal should demonstrate evidence of your learning about rural challenges, and should show creativity and synthesis of the issues we have discussed in class in how you describe and propose to



solve your target challenge. Worth 2 additional points. **Note: The CSPC Award of Excellence Youth Category opens their competition in the summer, with applicants due sometime in September (usually). You can (and should!) use this assignment to build an application toward the real thing!**

### **General Policy on Late Assignments / Make-up Tests**

**Note: Due to the conditions we are all coping with during the COVID19 pandemic, there will be no firm due dates for assignments during the course. Dates listed on the syllabus should be considered goal dates for submission. All assignments assigned in the first half of the semester will be due by mid semester (February 18, 2021), and all assignments assigned in the second half of the semester will be due by the last day of class. All assignments must be uploaded to the Courselink dropbox no later than 11:59pm on the final due date.**

That said, I strongly recommend you attempt to follow the timeline of the course in order to not bog yourself down with work at the end of the semester. Begin your writing assignments early so that you have plenty of time to organize your submissions to the Courselink dropbox. That said, when you find yourself unable to meet the expectations of the course because of illness or compassionate reasons, please inform the course instructor and the teaching assistant by way of email or in person with as much notice as possible prior to the end of the course. I am only able to make accommodations if I am aware of your situation, so please keep the lines of communication open as early and often as possible.

### **Participation and Classroom Discussion Guidelines**

*What is participation?*

Beyond expressing your own relevant thoughts and experiences, participation means listening to, responding to, and leaving room for others in the discussion. People have many different ways of making sense of what they are learning. Everyone participates differently.

Some people don't know what they think until they have what they say. While they can provoke creative thoughts in their listeners, sometimes they can go on, at length, without making much of a point. Others need to clarify the object of inquiry by asking fundamental questions. They remind us that what may seem obvious at first is often worthy of some profound thought. Another type of participator offers concise summary observations, keeping the discussion on track. All these different styles make important contributions to a class, and it is expected that we will afford attention and respect to each of them.

Respect for others is the key ingredient for participation. The goal of participating in discussion is to talk through interesting ideas, not criticize people's mistakes and weaknesses in expressing themselves.

**Key Hints to Prepare for Discussion of Course "Texts"**  
**(Texts can be articles, books, reports, multimedia etc.).**

*Critical Reading or viewing:* This is more than a quick skim! You need to figure out whether you agree with the author or speaker. This involves two stages: 1.) a summary that ensures that you understand and remember what you have read, 2.) a critique where you bring your own ideas and reasoning to bear on the material.

*Summary:* Read each paragraph (or view sections) and note the main idea. Make notes on the whole piece and cross out those ideas that are repetitious. Look for clues in the author's text that point you to what the authors thinks is important (e.g. A major argument, "To summarize..."). Try to use your own words and style to summarize the major points. Then, summarize the article in no more than one paragraph.

*Critique:* Learn something about the author/creator of the work. How might his/her disciplinary orientation shape her/his approach to the issue? Evaluate the work at it stands and in relation to other work in the field. Does it fulfill the promises made? What did you find valuable, interesting, challenging? What biases or beliefs could you identify in the text and in yourself as the reader? In terms of summarizing, what was hard to understand? Were there any gaps? Did you understand the examples? Did the text give enough evidence to support its claims and its thesis? Were there absences that were unaccounted? Overall, did you like the text? Was it full of jargon? Where does it fit with material on the same issue?

### **What should I expect in a class discussion?**

The following are suggestions for creating a participatory, supportive and open context for our class discussions. These suggestions are intended to help you structure your contributions, both verbally in class and in the online discussion forums.

- 1) Take your fair share of time for speaking but leave room for others.
- 2) When reading/activity groups are asked to report back to the class, allow different group members to take a turn summarizing the group discussion.
- 3) Don't pressure others to speak, but also don't cut them off when they start a sentence. Remember that there are different styles of participation.
- 4) Respect is a key ingredient for effective participation. Respect the contributor and the people being spoken of or for. Be inclusive and modest in your statements. Remarks that stereotype other people or express prejudices by gender, ethnic background, national origin, ability, age etc. are objectionable and should be challenged.
- 5) Be patient with one another and tolerant of slip-ups. We all have false assumptions and exhibit unintentionally hurtful opinions at times. If something offends or puzzles you, ask for clarification first, before you challenge it. Give everyone the benefit of the doubt.

- 6) Anticipate being challenged sometimes. Potentially contentious social categories can be so fundamental to understandings of our world that we are never going to be absolutely perfect. The way to challenge objectionable remarks is to question the viewpoint or analysis, not label the contributor. People can re-think statements more easily when they are not identified by what has been said or labeled as racist, sexist or homophobic etc.
- 7) Understand that everyone has a different level of comfort in sharing their personal opinions and experiences and respect their position. Please do not discuss others' personal stories outside of class unless you do so in such a manner that there is no way the person can be identified.
- 8) Accept that everyone speaks and acts only for themselves. Don't expect others to give 'official' opinions of groups with which they are identified, and don't attempt to give 'official' opinions for anyone but yourself.
- 9) Expect that you will make mistakes. Everyone else will too, including the instructors. Mistakes are often the key points for learning.
- 10) Express respectful disagreement with anything you feel should be questioned, including things put forward by the instructors. Try to frame your interjections in the form of a question.
- 11) Be courteous – arrive on time, excuse yourself when you leave, give your full attention to the person speaking.
- 12) Bring your sense of humour to the class. Use it!

### **Academic Integrity Statement**

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.

For the purposes of this class, plagiarism is defined as the theft of the intellectual creation of another person without proper attribution. It is the use of someone else's words or ideas or data without proper documentation or acknowledgment. Quotations must be clearly marked, and sources of information, ideas, or opinions of others must be clearly indicated

in all written work. This applies to paraphrased ideas as well as to direct quotations. A student must acknowledge and fairly recognize any contributions made to their personal research and scholarly work by others, including other students.

- Any direct copy of text, beyond 4-6 consecutive words, is considered plagiarism
- Uncited use of photos or drawings or other visual materials is considered plagiarism
- Presenting an idea, concept, or theory as your own, even if in your own words, when it clearly was pulled from someone else's work, is also plagiarism.

To combat plagiarism it is best to practice "generous scholarship", which seeks to err on the side of caution in giving people credit for their work. Your work is stronger, not weaker, if it is heavily cited.

There are many resources on campus to assist you with proper citation and paraphrasing. Please see the instructor for help with these. These include the software TurnItIn, which we will not use for final assignments, but you are free to use in order to check your work.

When in doubt about a citation requirement or your approach to paraphrasing, ask your librarian or your course instructor or your academic supervisor for assistance.

Before you submit any written work, review it against the following checklist:

- ☐ I have acknowledged the use of all ideas with accurate citations.
- ☐ I have used the words of another author, instructor, information source, etc., and I have properly acknowledged this and used proper citation.
- ☐ In paraphrasing the work of others, I have put the idea into my own words and did not just change some words or rearrange the sentence structure.
- ☐ I have checked my work against my notes to be sure that I have correctly referenced all quotes or ideas.
- ☐ When using direct quotations I have used quotation marks (or other means to clearly identify the quoted text) and provided full citations.
- ☐ Apart from material that is a direct quotation, everything else in the work is presented in my own words.
- ☐ When paraphrasing the work of others I have acknowledged the source or the central idea.
- ☐ I have checked all citations for accuracy (e.g. page numbers, journal volume, dates, web page addresses).
- ☐ I have used a recognized reference style (i.e. APA, MLA, Chicago etc.) consistently throughout my work.
- ☐ My list of references/ bibliography includes all of the sources used to complete the work.
- ☐ I have accurately and completely described any data or evidence I have collected or used.
- ☐ I fully understand all of the content (e.g., terms, concepts, theories, data, equations, ideas) of the work that I am submitting.
- ☐ The content of the work has not been shared with another student, unless permitted by the instructor.
- ☐ The content of the work reflects wholly my own intellectual contribution or analysis and not that of another student(s), unless the instructor approved the submission of group or collaborative work.
- ☐ If another person proofread my work it was for the sole purpose of indicating areas of concern, which I then corrected myself.
- ☐ This work has not been submitted, whole or in part, for credit in another course or at another institution, without the permission of the current course instructor(s).

## **Student Accessibility Services**

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. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services as soon as possible. For more information, contact SAS at 519-824-4120 ext. 56208 or emailcsd@uoguelph.ca or see the [website](#).

## **Sharing content from this course**

All content from this course such as slides and audio recordings were developed for this course by the instructor, and is their intellectual property. Likewise, video content, slides and audio recordings developed for this course by enrolled students are their intellectual property. Students are welcome to cite them in assignments and discuss them with classmates and other students. However, video content, slides and audio recordings developed for this course are not intended for circulation outside of the course and permission is not granted for students to permanently save, post or publicly share them. If you want to share something from this course to outside audiences, please ask the instructor! Chances are we can reach an agreement for you to share.

## **Communication with the instructor or TA**

Please check your university email account and the 'news' section of the Courselink page frequently (ideally at least once every 1-2 days). Any important information arising throughout the semester will be communicated by these means and the university mandates that students must check them. The instructor and TA will do their best to respond to emails within 2 working days. Emails sent after 3pm on Friday will not be responded to until at least the following Monday. Double check that the syllabus doesn't answer your question before reaching out to your instructor or TA.

## **E-mail Communication for 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.

## **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](#). Remember, I am here to help you succeed in this course! By communicating early and often, we can find a way to accommodate your needs.

### **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. All work in this course will be submitted electronically, so keep a backup of your computer files.

### **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.

### **Sick Policy**

If you are unwell (physically, mentally, emotionally), please do not come to an in-person class meeting. Your health is more important than class attendance. Take time to recover, and communicate with me ASAP about your absence. We will work together to get you caught up.

### **Bereavement and Loss Policy**

Loss is a significant experience that deserves respect and time for healing. If you experience a loss that is significant to you, please let me know ASAP. You can choose to divulge as much or as little as you want. You can just call it a "family emergency" if you want and leave it at that. I will not make you turn in a funeral program or prayer card or any other proof. I will believe you and won't press for details; I do need to know, however, not to drop you if you stop attending class.

When you are able, we will come up with a plan *together* to get you back on track. Each loss or bereavement is different. We will talk about what work you can do and by when, and we will revisit the plan if it is not working. Above all, PLEASE do not ghost the course altogether if a loss occurs. There can be serious consequences to your financial aid & standing at the college if you are dropped from a course for a lack of attendance. My goal is to see you recover from your loss, and support you in that process.

### **Gratitude**

Many of the policies, readings, and spirit of learning incorporated in this syllabus have been inspired by other scholars. I want to give credit and thanks to Haliehana Alağum Ayagaa Stepetin (<https://www.haliehana.com/>) at the University of California Davis, Dr. Max Librion at Memorial University (<https://maxliboiron.com/>), Dr. Jaime Levine Daniel at Indiana University/Purdue University, Dr. Sarah Martin at Memorial University (<https://www.mun.ca/political-science/people/sarah-martin/>), Dr. Catherine Denial at Knox College (<https://catherinedenial.org/>), Dr. Shoshana Jacobs (<http://www.shoshanahjacobs.ca/>) and Dr. Philip Loring, both at the University of Guelph

(<http://www.conservationofchange.org/>). These scholars have inspired my approaches to teaching and learning, and this class benefits greatly from their work.

I also want to thank you, the students in this class, for choosing to learn with me this semester.