

GEOG*3320 FOOD SYSTEMS: SECURITY AND SUSTAINABILITY

Department of Geography, Environment and Geomatics
University of Guelph

Fall 2024 Course Outline

Dr. Lauren Sneyd, Ph.D.

LECTURES: Tues/Thurs 4:00-5:20

EMAIL: lsneyd@uoguelph.ca

Location: MCKN 120

OFFICE HOURS: by appointment

TA: Chloe Zinn

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COURSE DESCRIPTION AND LEARNING OBJECTIVES

Many argue that current food systems are unsustainable and will be unable to provide adequate and appropriate nutrition for the global society in the 21st century. This course will explore this issue by taking a global and historic perspective to understand the structure and functioning of agriculture and food systems. We will pay particular attention to the interaction of farms with social, economic, institutional and environmental forces that combine to shape patterns of agricultural activity. In particular, we will explore ways of assessing the extent to which different kinds of food systems are "sustainable" as well as assess how resilient and robust these food systems are to environmental problems (such as climate change) and economic upheaval. Many argue that current food systems are unsustainable and will be unable to provide adequate and appropriate nutrition for the global society in the 21st century. This course will explore this issue by taking a global and historic perspective to understand the structure and functioning of agriculture and food systems. We will pay particular attention to the interaction of farms with social, economic, institutional and environmental forces that combine to shape patterns of agricultural activity. In particular, we will explore ways of assessing the extent to which different kinds of food systems are "sustainable" as well as assess how resilient and robust these food systems are to environmental problems (such as climate change) and economic upheaval.

From urban slums in the Global South to suburban food deserts in the Global North, experiences of food insecurity and hunger are complex and varied. The juxtapositions are stark: malnutrition and nutrient deficiencies coexist sometimes in the same communities with rampant over-nutrition and obesity. Today, many argue that the dominant approach to producing and supplying food is unsustainable and will be unable to provide adequate and

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appropriate food and nutrition in the context of global environmental change. The course will be organized around the three themes of systems, security and sustainability to help students to understand the structure and functioning of the global food system. We will pay particular attention to the social, political, economic, and environmental forces that impact food systems at different scales. In particular, we will explore ways of assessing the extent to which different parts of the food system adhere to principles of sustainability. It will also aim to enable students to learn how to assess how resilient or robust different aspects of the global food system are to environmental, political and economic change.

Learning objectives:

- 1) Working familiarity with key concepts including food systems, food security, food rights, and sustainability, etc.
- 2) Knowledge of historical and contemporary food systems and to provide a thorough and critical evaluation of the challenge of maintaining global food security over the next generation.
- 3) Ability to identify and discuss the root causes of food insecurity, hunger, and population growth. To critically explore possible solutions and alternatives to major food security challenges.
- 3) To enhance students' ability to critically evaluate popular media on food related issues.

TEXT AND READINGS

It is strongly recommended that students purchase the required text from the University Bookstore or the Campus Co-op. The text is also available as an e-book and from other online sellers.

Required (for class readings and assessment):
Clapp, Jennifer. (2020). *Food*. 3rd Edition Cambridge: Polity Press.

Additional weekly readings from various journal articles, book chapters and technical reports will supplement the text and will be available on Courselink. See the weekly schedule below for the list of readings.

REQUIREMENTS AND ASSESSMENTS

Food systems diagram	20%	Due: 27 September
Book review	25%	Due: 15 November
Discussion board/participation	30%	Throughout
Unessay final	25%	Due: 10 December

COURSE OUTLINE

The following is an outline of the course. The sequence and timing of weekly topics is **NOT** binding and has been presented to give a general idea of the course content and to provide a schedule for completing the required readings. Links to additional news and opinion pieces related to the weekly topics and covered in the lectures will be uploaded to the GEOG*3320 CourseLink page over the course of the term.

Sept 5 Introductions

World Economic Forum. 2015. Why your food choices are a political act: <https://www.weforum.org/agenda/2015/10/why-your-food-choices-are-a-political-act/>

Discussion board prompt:

Quick introduction! For this first prompt please submit a short video (2-3 minutes) to introduce your self to the class. State your name, your year/program and what interested you to enrol in a course on food systems. 2) Reflect on your food choices and how they might be a political act. If you don't think they are political state why and what drives you instead.

Week 1 Sept 10/12 Food systems and the food economy

Clapp, J. 2021. Chapter One: Unpacking the World Food Economy IN Food 3rd edition. Polity Press.

Clapp, J. & William G. Moseley. 2020. This food crisis is different: COVID-19 and the fragility of the neoliberal food security order, The Journal of Peasant Studies, 47:7, 1393-1417,

FAO, IFAD, UNICEF, WFP and WHO. 2023. The State of Food Security and Nutrition in the World 2023. Urbanization, agrifood systems transformation and healthy diets across the rural-urban continuum. Rome, FAO. <https://doi.org/10.4060/cc3017en>

Discussion board prompt:

Reflect on the arguments presented in the readings this week and present three things that makes food systems so fragile and why and how that is a challenge.

Week 2 Sept 17/19 Food systems: What are food systems and food systems diagrams?
Kneafsey et al. 2021 Introducing Geographies of Food. IN Geographies of Food. Bloomsbury.

Food System Primer. available: <https://www.foodsystemprimer.org/the-food-system/>

What is the food system? Available: <https://www.futureoffood.ox.ac.uk/what-food-system>

Thought Paper: Systems thinking and messy situations. Triarchy Press. (PDF available on courselink)

Discussion board prompt:

During lecture we discussed and saw many different types of food systems diagrams. Reflect on the purpose and talk about three elements that are important to include in a food system diagram (obviously there are more to consider for your diagrams but here let's start thinking, practicing and discussing).

Week 3 Sept 24/26 Food systems: The Rise of a Global Food Market

Clapp, J. 2021. Chapter One: The Rise of a Global Industrial Food Market IN Food 3rd edition. Polity Press.

McMichael, P. 2010. The Power of Food. Agriculture and Human Values. 17-21-33.

Discussion board prompt:

Read this article: <https://www.nationalgeographic.com/culture/article/chef-jose-andres-why-food-is-important-to-me> and reflect on some of the main points and ideas Chef Andres talked about when considering the power of food. Here's his organization: <https://www.worldcentralkitchen.org/> Link these ideas back to the readings.

Week 4 Oct 1/3 Security: Food Security and Nutrition

FAO, IFAD, UNICEF, WFP and WHO. 2023. The State of Food Security and Nutrition in the World 2024. Rome, FAO. <https://www.wfp.org/publications/2024-state-food-security-and-nutrition-world-sofi> s

Winson, A. (2014) Between Producers and Eaters: Shaping Mass Diets. IN **Industrial Diet: The Degradation of Food and the Struggle for Healthy Eating**. Pp. 15-41. UBC Press.

Log in on the Library website: <https://web-s-ebshost-com.subzero.lib.uoguelph.ca/ehost/detail/detail?vid=0&sid=59ce3a36-8681-42b0-8261-e60197a763ae%40redis&bdata=jkF1dGhUeXBIPWlwJnNpdGU9ZWwhvc3QtbGl2ZSZy29wZT1zaXRI#AN=510509&db=e000xna>

UN General Assembly. 2018. Implementation of the UN Decade of Action on Nutrition (2016-2025). <https://www.un.org/nutrition/>
<https://www.unscn.org/en/topics/un-decade-of-action-on-nutrition>

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Discussion board prompt:

Reflect on why and how healthy eating may be a struggle. Consider this idea and link this back to the Decade of Action on Nutrition. Why/how might healthy eating be a struggle?

Week 5 Oct 8/10 Security: Food Rights

De Schutter, O. 2010. Report submitted by the Special Rapporteur on the Right to Food. UN General Assembly A/HRC/16/49. <http://www2.ohchr.org/english/issues/food/docs/A-HRC-16-49.pdf>

De Schutter, O. Special Rapporteur on the right to food: Visit to Canada from 6 to 16 May 2012 - End-of-mission statement. <http://www.ohchr.org/en/NewsEvents/Pages/DisplayNews.aspx?NewsID=12159>

And visit the links below for additional information:

<http://www.ohchr.org/EN/Issues/Food/Pages/FoodIndex.aspx>

<http://www.srfood.org/>

Discussion Board Prompt:

Think about how the Three A framework can be used as a tool for better understanding, organizing ideas and presenting challenges associated with food security, nutrition and sustainability. Reflect on the realization of the right to food and whether or not current food systems realize that right. Use the framework to answer.

Week 6 17 October**Gather Film**

Please watch the film and check out the videoing guide on CourseInk.

Please watch the film and reflect on how the themes covered on Indigenous food security help you to understand food systems. What does it mean to colonize a food system? How is a food system colonized? What is decolonizing a food system?

Week 7 October 22/24 Security: Food Riots and other Disruptions

Sneyd, L. Q., A. Legwegoh, and E. D.G. Fraser. 2013. Food riots: Media perspectives on the causes of food protest in Africa. *Food Security*. 5:485-497.

Burk, Sara. *A World in Protest* in Hossain, Naomi and Scott-Villiers, Patta (2017) *Food Riots, Food Rights and the Politics of Provisions*. Routledge. Chapter 2

Sneyd, Lauren 'We eat what we have, not what we want': The policy effects of food riots and eating after the 2008 Crisis in Cameroon in Hossain, Naomi and Scott-Villiers, Patta (2017) *Food Riots, Food Rights and the Politics of Provisions*. Routledge. Chapter 5.

The two readings above are available open access: <https://www.taylorfrancis.com/books/oa-edit/10.4324/9781315175249/food-riots-food-rights-politics-provisions->

[naomi-hossain-patta-scott-villiers?context=ubx&refId=26048535-fa3e-4dc3-a0ab-2501208ede9e](https://www.ids.ac.uk/publication/delicious-disgusting-dangerous-eating-in-a-time-of-food-price-volatility)

Optional:

Hossain, N., R. King, A. Wanjiku Kelbert, P. Scott-Villiers, N. Chisolm (2015) Delicious, Disgusting and Dangerous: Eating in a Time of Food Price Volatility. IDS and Oxfam.

<http://www.ids.ac.uk/publication/delicious-disgusting-dangerous-eating-in-a-time-of-food-price-volatility>

Read Pg. 7-39; and any other chapter that interest you (scroll through and take a look at the photos).

Discussion board prompt:

Reflect and write on disruptions to food systems. Read this piece in Nature on Seven Priorities to End Hunger: <https://www.nature.com/articles/d41586-021-02331-x> Given what you know in the course so far, what do you think about these priorities? Are they enough? Do you have any ideas to add or build on the arguments made?

Week 8 Oct 29/31 Sustainability: Population and Food

Case Study: Power, global obesity and the nutrition transition

Nestle, M. (2015) The Soda Industry and How It Works. IN Soda Politics Taking on Big Soda (and Winning). Pp. 86-130 Oxford: Oxford

Nutrition Transition

Popkin, B. M., C. Corvalan, and L. M. Grummer-strawn. 2020. Series Double Burden of Malnutrition 1 Dynamics of the double burden of malnutrition and the changing nutrition reality. The Lancet 6736 (19):1-10.

Junk food, processed food and ultra-processed food and impacts on health and the environment

https://omny.fm/shows/nourishing/dr-phillip-baker-unprocess-your-diet?fbclid=IwAR3vnldJ6wFztNQQZnWWygck_Hh1sAV4GcJEsQ2YiojMmljqt7iPARZyf-U

Discussion board prompt:

Check out this site from Our World in Data on food supply: <https://ourworldindata.org/food-supply>. What do you see as being the most stark example of a caloric imbalance globally? Also, what are the data that you found most compelling?

Week 9 Nov5/7 Sustainability: Climate Change and Food

Food docu-series: Kiss the Ground

Mann, A. 2021. We Didn't Start the Fire. Food in a Changing Climate. Emerald Publishing.

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UN General Assembly. 2017. Report of the Special Rapporteur on the right to food. Human rights council. Agenda Item 3. <https://daccess-ods.un.org/TMP/2484670.72844505.html>

<https://www.theguardian.com/environment/2017/mar/07/un-experts-denounce-myth-pesticides-are-necessary-to-feed-the-world>

Visit the link below, click around and read the site. Download the EAT - Lancet Report: <https://eatforum.org/eat-lancet-commission/>

Discussion board prompt:

Let's return to Our World in Data and investigate the food production and greenhouse gas emissions: <https://ourworldindata.org/food-ghg-emissions> Reflect on some of the largest emitters and link these ideas back to the readings above.

Week 10 Nov 12/14 Sustainability: Local Food

Case study: Local Food in the Yukon

Food Docu-series: Sovereign Soil

Hou, S. Sneyd, L. 2020. The Right to Food in Canada's North: Food Security and Sustainability in Yukon Territory. SURG: 12(1). <https://journal.lib.uoguelph.ca/index.php/surg/article/view/5438>

Genest, Miche. 2018. Extreme Measures: The All-Local Dawson City Diet. Up Here. <https://www.uphere.ca/articles/extreme-measures-all-local-dawson-city-diet>

Become familiar with Suzanne Crockers website: <https://firstweeat.ca>

Suzanne also has a documentary on her experience eating only local Yukon food for a year: First We Eat.

Government of Yukon. 2010. Yukon Nutrition Framework. Government of Yukon. 2018. Yukon Performance Plan.Group.

Hammond, K. 2017. The Cost of Healthy Eating in Yukon 2017.Hammond, K. 2018. Living Wage in Whitehorse, Yukon: 2018.

Optional:

Michael Leibovitch Randazzo & Michael A. Robidoux (2018): The costs of local food procurement in a Northern Canadian First Nation community: an affordable strategy to food security?, *Journal of Hunger & Environmental Nutrition*,

Struzik, E. 2016. Food Insecurity: Arctic Heat Is Threatening Indigenous Life. Yale Environment 360.

<https://e360.yale.edu/features/arctic-heat-threatens-indigenous-life-climate-change>

Vadzaih: Cooking caribou from antler to hoof. Old Crow: Vuntut Gwitchi Government. (PDF available to download online).

Discussion board prompt:

What are your thoughts about eating only local for a year. Would you attempt it? What might some of the challenges be? Some of the benefits? Reactions?

Week 11 Nov 19/21 Ways forward: Resistance

Clapp, J. 2021. Chapter Six: Justice and Sustainability in the World Food Economy? IN Food 3rd Edition. Polity Press.

Mann, A. 2021. Resilience through Resistance.. Food in a Changing Climate. Emerald Publishing.

Please visit and read Michael Pollan's website on Cooking
<http://michaelpollan.com/resources/cooking/>

Discussion board prompt:

This week let's focus on local food and climate and reflect on how the climate is impacting food systems. Also, what are the local organizations in your community that are working on issues related to food? What are they working on? How does their work relate to climate change or the environment? How can people get involved?

Week 12 Nov 26/28 Conclusions - Solutions: Learning to Lead

Read whatever you missed and reflect on and study that content.

Hertz, J. 2020. Learning to Lead and Afterward: Taking Action to Create Change. In K. De Master & S. Jayaraman (Eds.), Bite Back: People Taking On Corporate Food and Winning (1st ed., pp. 1-12). University of California Press.

Discussion board prompt:

Check out the chapters from Bite Back on Learning to Lead. What are three key take aways for you from these readings to bring about greater food security and sustainability? AND What are three key takeaways from the course that you would like to remember and carry forward with you over the next few years?

REQUIREMENTS AND ASSESSMENTS

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Food Systems Diagram 20%

Systems Diagram: You will construct a systems diagram (based on one of several introduced approaches) that details your understanding of some food system challenge. This should seek to identify issues such as feedbacks, dependences, and illustrate the role of scale. There are readings and links in the reading list and on CourseLink for you to use as resources. We will also have an in class session on food systems diagrams.

	Poor – under 9	Average – 9-15 points	Excellent – 16-20 points
Quality of preparation	Little evidence that time was taken (e.g., problems with spelling, grammar, haphazard presentation, hard to read)	Nicely organized/ arranged	Polished product, few or no errors
Thoughtfulness of diagram	The assignment doesn't show an attempt to "dig in" to a food/sustainability topic	Assignment clearly tries to use the diagram to tease apart complexity in the topic	Evident that the student is thinking deeply about how systems play into the topic
Thoughtfulness of description	Not much here other than re-stating what is in the diagram	The discussion makes clear some of the key aspects of the diagram	The description effectively uses ideas discussed in class to explain, clarify, or exemplify their systems diagram

Book Review

Review essay worth 25%:

For this assignment students will produce a scholarly review of **Food** 3rd edition by Jennifer Clapp. To develop a critical analysis of the text students should draw extensively on concepts and approaches covered in the required readings and in the lectures. We are reading some of the chapters as part of the weekly reading requirements and the remainder of the chapters are the students' responsibility to read. DO NOT omit the unassigned chapters, they are still required reading as part of the review essay assignment. Do make time to read the entire book.

The paper should be no longer than 1500-2000 words. It should be typed, double-spaced and edited for spelling and grammar. The review should include a clear, original argument statement or thesis, and the essay should be organized or structured to defend the thesis.

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Students are expected to produce review essays that explicitly identify their argument and address counter-arguments to their positions. Essays must include a title page and a list of works cited or references. The reference page should list all sources that were consulted, and students should properly document sources using a consistent documentation style throughout the paper (i.e. one of MLA, Harvard, APA or Chicago). A workshop on the review essays will be presented during one of our class sessions. A guide that will assist you in writing this assignment is below. Please note that this is a guide to assist you in structuring and writing your review assignment. It may also be useful to have a peer review your assignment.

Evaluation:

Does not meet expectations	Meets expectations	Exceeds expectations
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<ul style="list-style-type: none"> - Paper does not address a topic relevant to the assigned text - Paper does not sufficiently provide a social science context for the issues presented - Paper does not develop a clear argument - Argument is descriptive or preferential in nature - Paper does not use sufficient evidence - Evidence is out of date, low quality, or not relevant - Paper does not demonstrate an understanding of food issues - Paper does not adequately connect to course content - Paper does not engage with, or show an understanding of, course themes 	<ul style="list-style-type: none"> - Paper addresses a topic relevant to the course on food systems, security and sustainability - Paper provides a social science context for the issues presented - Paper develops a clear argument - Argument demonstrates critical thinking - Paper uses evidence in support of the argument - Evidence is timely, high quality, and relevant - Paper demonstrates an understanding of food issues - Paper connects to the course content - Paper addresses and develops course themes 	<ul style="list-style-type: none"> - Paper’s argument shows a sophisticated understanding of the assigned text - Paper’s argumentation and evidence provide new insights to the course themes and content - Paper represents an exhaustive search for and analysis of relevant literature on the chosen topic - Paper demonstrates a nuanced understanding of course content and themes
<ul style="list-style-type: none"> - Paper is not well organized - Paper is not properly referenced - Paper has many spelling or grammar errors - Paper is significantly longer or shorter than 2,000 words 	<ul style="list-style-type: none"> - Paper is well organized - Paper is referenced properly - Paper is free from major spelling and grammar errors - Paper is approximately 2,000 words 	

Discussion Board/Participation 30%

As this course will be conducted in lecture and seminar format with a focus on the assigned readings it will entail intensive weekly discussions and in-class, active learning in small groups. We will also have an active discussion board for comments, reflections and insights on the weekly themes. Please post something from the readings you would like to know more about, something that made you think and reflect, or something shocking. **Students must make ten posts throughout the semester and two comments on other’s posts.** This is with the intention of engaging in a conversation with your peers about food systems. Attendance and informed participation by all will be expected.

Final unessay

Our final class session will present details about the unessay assignment. This is your opportunity to get creative about food systems and your ideas for ways forward for security and sustainability. Please read the link below for more information.

<https://people.uleth.ca/~daniel.odonnell/Teaching/the-unessay>

Final Unessay Rubric

	Excellent	Above Average	Average	Poor
Presentation/Format	The presentation has an evident structure and narrative suited to the topic and goal. The final project is polished and of high quality. The thesis / goal / priority of the work is clear.	The presentation was good, but some additional design forethought would have helped. The presentation's structural and formal elements seem appropriate to the project's goals.	The presentation fails to provide all information necessary and/or the chosen medium seems ill-fit for the project and its goals. The project feels hastily-assembled with little polish	Lacks any serious effort to develop a final exam-worthy project. Little to no evidence of preparation or attention to detail
Concepts	A critical and active engagement with the course material and concepts that shows insight and creativity and demonstrates time and effort.	Meaningfully engages course material and shows an effort to be creative. There is conceptual coherence but some unclear points.	This shows some level of engagement with the course material but it is unsustainable.	There is little to no connection with the concepts, theories, and issues discussed in the course.
	3 points	2 points	1 point	
Creativity	A very creative product	Some attempt was made to add style or creativity	A standard presentation	

ADDITIONAL COURSE INFORMATION FOR GEOG*3320**Courselink**

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The course will make use of CourseLink, particularly for posting slides, assignments, grades, and announcements as required. Written assignments will be submitted on CourseLink. Please check CourseLink regularly for relevant information.

Written Assignments

All course assignments are discussed in detail in the assignments guides available on CourseLink. Please download them and review.

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.
- Assignments must be submitted on CourseLink on the day they are due, otherwise they will be considered late.
- Emailed assignments or assignments dropped off in the main GEG 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.

Artificial Intelligence (AI) will not be used in this course

Unauthorized student use of AI systems (ex. ChatGTP) undermines student learning, the achievement of learning outcomes and **violates the University's academic misconduct policies.**

The University is committed to ensuring that the use of AI in teaching and learning complies with existing policies and regulations that govern academic and scholarly integrity. We continue to engage the University community, including students, as we work to refine academic integrity policies and their intersection with AI tools. We affirm the following:

Students' work must reflect their unique intellectual capacity and demonstrate the application of critical thinking and problem solving. Unauthorized use of AI to complete assessments violates the fundamental intellectual purposes of the University and does not demonstrate student achievement of course learning outcomes.

Submission of materials completed by AI, without permission of the instructor, constitutes an offence under the University's academic misconduct policies, either as a form of plagiarism or the use of unauthorized aids.

Submitting a paper that has been written with AI will result in a grade of zero and an academic misconduct report will be filed with the offices of the Dean and the Chair of Geography, Environment and Geomatics. Only submit your own work.

Courselink

Course materials, including assignment instructions, will be posted on Courselink. I also post my slides there as PDF. Some administrative information will be posted on Courselink, including Teaching Assistant contacts and office hours. **You are encouraged to check Courselink for new handouts and other information regularly.**

Teaching Assistants and Emailing

I do not reply to emails that should be addressed to a Teaching Assistant. The duties of Teaching Assistant include assisting you with questions about course content, assignments and disputed grades. They also mark your assignments. The TA will be available by appointment for consultations each week if necessary. Their contact information will be posted on Courselink in the beginning of the semester.

If you have a general question about an assignment, post it in the appropriate Discussion section of the course website – do not email me and do not email the Teaching Assistant directly. If you email us with a general question, we will reply telling you to post it online.

- When you post, put your question (or the theme of the question) in the subject heading.
- If you have a question about an assignment, make sure you check to see if it has already been answered before posting it. I do not respond to repeat questions.

Disputing a Grade

If there is an addition error, please let me know via email. Otherwise, we do not discuss marks over email or in class. Please schedule a meeting.

If you seek to appeal your grade, university policy requires that you speak with the TA who graded your paper before you speak with the professor. The TA who graded your paper will put their initials in brackets at the end of the grade line on courselinek. If you want the paper re-graded, please write the TA 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.

The TA is empowered to raise your grade should they find your argument compelling. If you remain unsatisfied at the end of that appeal, you can appeal to the professor in writing. 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.

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Extra Credit

There are no opportunities for extra credit in this course.

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, Teams chat, etc. A respectful learning environment also includes the appropriate use of laptops and other kinds of electronic devices in class.

Attendance and Note-taking

As material discussed in class 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 REGARDING COURSES (UNDERGRADUATE)

(Or here: <http://www.uoguelph.ca/vpacademic/avpa/checklist/>)

E-mail Communication

As per university regulations, all students are required to check their <mail.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

The deadline to drop one-semester courses without academic penalty is the last day of classes. The deadline to drop two-semester courses will be 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.

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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 book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: 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 detailed 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.

Online Behaviour

From Cate Dewey, the Assistant Vice Present, Academic: 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