



ENVS*2070 Environmental Ethics and Perspectives

Fall 2023

Section: DE01

School of Environmental Sciences

Credit Weight: 0.50

Course Details

Calendar Description

This course provides an interdisciplinary approach to environmental issues that focus on normative questions of human perspective and choice. Students will investigate the ethical issues that arise from the impact of our actions on the natural world. The course will analyze and assess various influential approaches to developing a normative understanding, including those of philosophers, economists, indigenous communities, feminists, artists, and scientists. Students will develop the necessary intellectual skills to be able to understand and engage fruitfully in normative debates about the environment.

Pre-Requisite(s): None

Co-Requisite(s): None

Restriction(s): None

Method of Delivery: Distance Education (asynchronous online)

Final Exam

There is no final exam in this course

Instructional Support

Instructor

Mathew Glass

Email: mglass02@uoguelph.ca

I have lived in Ontario for a considerable time, though I am originally from California. I have taught environmental ethics and other courses focused on human contests over the environment for a long number of years, at several universities in the States as well as here in Ontario. Prior to my move to Canada, I was associate professor of philosophy and religion at South Dakota State University. Most recently, I have taught Aboriginal Law in the Faculty of Law at Western. My research over the years has focused on cultural and political conflicts over land between North American indigenous nations and settler states. In addition to teaching, I have done consulting for First Nations and indigenous NGOs striving to preserve their rights to treaty and traditional lands. I am in the finishing stages of a book on Canada's duty to consult with First Nations on the use of treaty and traditional lands. On a personal note, I enjoy hiking, backpacking, fishing, and telemark skiing with my family; reading history and fiction (especially spy novels, lately), and playing fiddle and other stringed instruments.

Office Hours via Zoom : Students may send an email for an appointment. Please note that further details will be posted in the **Announcements**. See also **Communicating with Your Instructor**.

Teaching Assistant(s)

Name: TBD

Email: TBD

Learning Resources

Required Textbooks

Title: Environmental Ethics for Canadians

Author(s): Bryon Willison (Ed.)

Edition / Year: 2016

Publisher: OUP Canada 2nd edition

ISBN: 9780199014491

Title: How to Blow Up a Pipeline: Learning to Fight in a World on Fire
Author: Andreas Malm
Edition / Year: 2021
Publisher: Verso
ISBN: 978839760259

You may purchase the textbook at the [Guelph Campus Co-op Bookstore](#) or the [University of Guelph Bookstore](#). Please note that DE textbooks are located in the Distance Education section of the University of Guelph Bookstore.

<https://bookstore.coop/>

<http://www.bookstore.uoguelph.ca/>

Additional required readings and videos are listed below under each week's schedule. The schedule indicates their availability as either on Ares [A], or included within the CourseLink unit's content [C]. These CourseLink materials are either linked, or contained within the unit's text.

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.

<https://courselink.uoguelph.ca>

Ares

For this course, you may be required to access course reserve materials 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

<https://www.lib.uoguelph.ca/find/course-reserves-ares>

Learning Outcomes

Course Learning Outcomes

This updated interdisciplinary approach to environmental issues focuses on normative questions of human perspective and choice. In short, it concerns the investigation of ethical issues arising out of the impact of our actions on the natural world. We will analyze and assess various influential approaches to developing a normative understanding, including those of philosophers, economists, indigenous communities, artists, and scientists. Our goal is to enable you to develop the necessary intellectual skills to be able to understand and engage fruitfully in normative debates about the environment.

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

1. Distinguish the fundamental approaches to moral reflection
2. Explain the range of influential alternatives to addressing the environment as a moral problem
3. Examine the fundamental assumptions of value and obligation found in environmental discourse
4. Advance and develop more refined and persuasive normative positions to guide your personal contributions to environmental discourse
5. Evaluate research to express evidence-based opinions on environmental topics in written and verbal formats

Teaching and Learning Activities

Method of Learning

Welcome to Environmental Perspectives and Human Choices. As the title indicates, this course will focus on perspectives and choices regarding the environment. Our aim, therefore, is not really to acquaint you with information obtained primarily through scientific research, or to familiarize you with the range of methods and theories that scientists have developed in order to increase their understanding of the physical and biological processes that govern our world. These are concerns that you can best meet in other courses offered within SES.

Instead, we will examine a variety of influential approaches to thinking and speaking about our actions regarding the environment. Our concerns will be more qualitative than quantitative, more normative than descriptive. That is, in order to get at questions of “perspectives” and “choices,” we will seek to discover and analyze the underlying assumptions – primarily matters of value and obligation -- that animate our public discourses about the environment, and also shape our personal courses of life.

Whatever your own course of life has included thus far, I am sure you will be able to make connections between your interests, training, and experiences, and the themes of this course.

To bring crucial issues of value and obligation into the foreground, we will draw chiefly on the literature of what has come to be known as “environmental ethics.” Admittedly, much of this literature is the creation of philosophers, and may seem remote from those of you studying science. However, much of this literature is also the creation of scientists, clergy, policy makers, citizens, activists, journalists, novelists, and pop culture figures. Confronted with what might seem like a cacophony of voices, and constrained by the peculiar limits of our online mode of communication (in this course, perhaps, but more broadly as well) we might well conclude that making sense out of, or fruitfully contributing to, our talk about values and obligations regarding the environment is an impossible task. This course will provide you an opportunity to read broadly, consider carefully, and write thoughtfully about how we should make choices regarding the environment. My goal is to encourage you to conclude that this normative exploration is a worthwhile undertaking. I look forward to our joint effort.

Although this online course employs the tools of modern communication, we will rely upon them primarily to advance a method as old as western philosophy itself, and found as well in the practices of many other cultures, likely far older. We will engage in dialogue, conversing back and forth in search of understanding, clarity, and truth regarding our senses of value and obligation to the environment. Unlike the upbeat pacing of face-to-face dialogue, or the blitz commentary arising out of internet news cycles, in our dialogue we will have the opportunity to reflect carefully on our consideration of other points of view, and the development and expression of our own.

At each point in the course, you will have the opportunity to interact with your colleagues and with me, and to shape the focal points and direction of our common effort. The various assignments build upon each other, and will provide you the opportunity to expand your ability to consider normative questions regarding the environment. Assignments progress from careful responses to the weekly readings, to discussions aiming to analyze and synthesize our varying points of view, to a small group effort to make a normative argument regarding environmental policy, and finally, to sustained, critical interaction with the recent work of a provocative intellectual figure. This cumulative, though not necessarily linear, approach will enable you to develop your own competence in addressing normative environmental questions at a pace that should be comfortable, and in a setting that will be as encouraging as it might be challenging.

Course Structure

The course is divided into the following units of study:

- Unit 01: Moral Relativism, Science and Moral Reflection
- Unit 02: The Moral Status of Animals
- Unit 03: The Moral Status of Life

- Unit 04: The Moral Status of Ecological Systems
- Unit 05: Economics and Obligations to the Environment
- Unit 06: Nature, Aesthetics, and Morality
- Unit 07: First Nations and the Environment
- Unit 09: Climate Change
- Unit 08: Population and Consumption
- Unit 10: Biodiversity
- Unit 011: The Precautionary Principle
- Unit 12: Conclusions

What to Expect for Each Unit

Each unit in the course is presented as a long scrolling page. That means everything you need for the online content for each unit is on a single page. This makes it easier to navigate the course if you are using a tablet or phone. Each unit contains the following main sub-sections:

- Introduction: a brief overview of the unit
- Learning Outcomes: the unit's learning outcomes
- Instructor's Commentary: content created by the instructor to help guide your learning
- Summary: a review of key unit concepts

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: Moral Relativism, Science and Moral Reflection

Week 1 - Thursday, September 7 to Sunday, September 17

Readings and video

- Chapter: Introduction
- Jonathan Merritt "The Death of Moral Relativism" *The Atlantic* 25 March, 2016 [C]
- Video: TED Talk -- Sam Harris "Science Can Answer Moral Questions" (2010) [C]

Activities

- Familiarize yourself with the course website by selecting **Start Here** on the navbar.
- Review **Outline** and **Assessments** on the course website to learn about course expectations, assessments, and due dates
- Confirm your access to the course reserve materials by selecting **Ares** on the navbar
- Complete the **Introduction** discussion
- Attempt all Digging Deeper self-guided activities in preparation for Online Discussion #1

Assessments

- Online Discussion #1
To be completed by Sunday, September 17 at 11:59 PM ET

Unit 02: The Moral Status of Animals

Week 2 - Monday, September 18 to Sunday, September 24

Readings and video

- Chapter 1
- Selections from Aquinas, Kant and Bentham [C]
- Video: "Should We Avoid Eating Anything With A Face?" [C]

Activities

- Attempt all Digging Deeper self-guided activities

Assessments

- Quiz #1

Opens: Friday, September 22 at 8:00 AM ET

Closes: Sunday, September 24 at 11:59 PM ET

Note: You are encouraged to take the course quizzes during the CourseLink Support service hours.

Unit 03: The Moral Status of Life

Week 3 – Monday, September 25 to Sunday, October 1

Readings

- Chapter 2

- Albert Schweitzer “The Ethic of Reverence for Life” [C]

Activities

- Attempt all Digging Deeper self-guided activities

Assessments

- Online Discussion #2
To be completed by Sunday, October 1 at 11:59 PM ET

Unit 04: The Moral Status of Ecological Systems

Week 4 – Monday, October 3 to Friday, October 6

Note: This is a shortened learning week because of Fall Study Break. Please note any due dates carefully.

Readings and video

- Chapter 3
- Video: “Green Fire: Aldo Leopold and a Land Ethic for Our Time” (2015) [C]

Activities

- Attempt all Digging Deeper self-guided activities

Assessments

- Quiz #2

Opens: Wednesday, October 4 at 8:00 AM ET
Closes: Friday, October 6 at 11:59 PM ET

Unit 05: Economics and Obligations to the Environment

Week 5 – Wednesday, October 11 to Sunday, October 15

Readings

- Chapter 4
- Sagoff, M. (1981). “At the Shrine of Our Lady Fatima or why political questions are not all economic.” *Arizona Law Review*, 23(4), 1283-1298

Activities

- Attempt all Digging Deeper self-guided activities

Assessments

- Online Discussion #3 (the video-based discussion)
To be completed by Sunday, October 15 at 11:59 PM ET

Unit 06: Nature, Aesthetics, and Morality

Week 6 – Monday, October 16 to Sunday, October 22

Readings and video

- Chapter 7
- Ralph Waldo Emerson from *Nature* [C]
- Video: “Where the Universe Sings: The Spiritual Journey of Lawren Harris” (2106) [C]

Activities

- Attempt all Digging Deeper self-guided activities

Assessments

- Quiz #3

Opens: Friday, October 20 at 8:00 AM ET

Closes: Sunday, October 22 at 11:59 PM ET

Unit 07: First Nations and the Environment

Week 7 – Monday, October 23 to Sunday, October 29

Readings

- Chapter 8

Activities

- Attempt all Digging Deeper self-guided activities

Assessments

- Book Critique Due: Sunday, October 29 at 11:59 PM ET
- Online Discussion #4
To be completed by Sunday, October 29 at 11:59 PM ET

Unit 08: Population and Consumption

Week 8 – Monday, October 30 to Sunday, November 5

Readings

- Chapter 12
- Garrett Hardin (1974). Lifeboat ethics: the case against helping the poor. *Psychology Today*, September [A]
- Amartya Sen (1994). Population: delusion and reality. *New York Review of Books*, September [A]

Activities

- Attempt all Digging Deeper self-guided activities

Assessments

- Quiz #4

Opens: Friday, November 3 at 8:00 AM ET

Closes: Sunday, November 5 at 11:59 PM ET

Unit 09: Climate Change

Week 9 – Monday, November 6 to Sunday, November 12

Readings

- Chapter 11

Activities

- Attempt all Digging Deeper self-guided activities

Assessments

- Online Discussion #5

To be completed by Sunday, November 12 at 11:59 PM ET

Unit 10: Biodiversity

Week 10 – Monday, November 13 to Sunday, November 19

Readings

- Chapter 13

Activities

- Attempt all Digging Deeper self-guided activities

Assessments

- Quiz #5

Opens: Friday, November 17 at 8:00 AM ET

Closes: Sunday, November 19 at 11:59 PM ET

Unit 11: The Precautionary Principle

Week 11 – Monday, November 20 to Sunday, November 26

Readings

- World Commission on the Ethics of Scientific Knowledge and Technology. (2005). *The Precautionary Principle*. Geneva: UNESCO
- Martin Peterson (2007). The precautionary principle should not be used as a basis for decision-making. *EMBO Reports* [C]

Activities

- Attempt all Digging Deeper self-guided activities

Assessments

- Online Discussion #6
To be completed by Sunday, November 26 at 11:59 PM ET

Unit 12: Conclusions

Week 12 – Monday, November 27 to Friday, December 1

Readings

- Boan, J.J., Malcolm, J.R., Vanier, Mallory D., Euler, D., Moola, F.M. (2018). From climate to caribou: How manufactured uncertainty is affecting wildlife management. *Wildlife Society Bulletin*, June 42(2), 366-381 [C]

Activities

- Attempt all Digging Deeper self-guided activities

Assessments

- Online Discussion #7
To be completed by Friday, December 1 at 11:59 PM ET

Position Paper (Course final assignment)

Due: Friday, December 8 by 11:59 PM ET

Assessments

The grade determination for this course is indicated in the following table. A brief description of each assessment is provided below. Select **Content** on the navbar to locate **Assessments** in the table of contents panel to review further details of each assessment. Due dates can be found under the Schedule heading of this outline.

Table 1: Course Assessments

Assessment Item	Weight	Learning Outcomes
Quizzes	15%	1,2, and 5
Discussions	30%	1, 2, 3, 4, and 5
Book Critique	25%	3, 4, and 5
Position Paper	30%	3, 4, and 5
Total	100%	

Assessment Descriptions

Quizzes

There are 5 quizzes in the course. Each quiz will consist of mixture of multiple-choice and true/false questions. There are approximately 10-15 questions per quiz. You will have 15 minutes to complete each quiz.

Discussions

During this course you will complete a number of online discussions. The discussions will elicit dialogue on the unit readings with your classmates and instructor. Most of the discussion will be completed via text on the discussion boards. One discussion requires you to use the video feature of the discussions tool. Of the seven discussions, your lowest mark will be dropped.

Book Critique

You will undertake a book critique, which is an assessment of the full complexity of an author's position. To complete this assessment, you will respond to Andreas Malm's *How to Blow Up a Pipeline*, which is an argument supporting the use of violence to prevent environmental catastrophes. In this way you can exercise and strengthen your own developing perspective on the themes of this course, as well as your abilities to seriously read and reflect on a complex argument.

Position Paper

The position paper assessment will enable you to develop a course-related normative argument in-depth; gather academic, peer-reviewed sources related to your argument; write a paper that demonstrates the morally-relevant aspects of a given environmental situation or condition, and provides a strong normative argument in support of one form of action or another. **Note:** the Position Paper is your final assignment in this course.

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).

<https://opened.uoguelph.ca/student-resources/system-and-software-requirements>

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

Zoom Requirements

This course may use **Zoom** as a video communication tool. A Webcam, headphones/speakers may be needed. Review the [Zoom information for students \(uoguelph\)](#) to ensure that your computer meets the technical requirements.

<https://support.opened.uoguelph.ca/students/courselink/tools/content/zoom>

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** (including the video recording features of the tool), and **Grades** (the instructions for this are given in your course);
- Access, navigate, and search the Internet using a web browser (e.g., Firefox, Internet Explorer); 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](#), 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 48 to 72 hours (M-F).
- **Online meeting:** If you have a complex question you would like to discuss with your instructor, you may book an online meeting. Online 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;
- Sharing your username and password; and
- Recording lectures without the permission of the instructor.

Submission of Assignments to Dropbox

All written 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](#).

<https://support.opened.uoguelph.ca/contact>

Late Policy

If you choose to submit your individual assignments to the **Dropbox** tool late, the full allocated mark will be reduced by 5% per day after the deadline for the submission of the assignment to a limit of six days at which time access to the **Dropbox** folder will be closed.

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](#) (using your U of G central ID). Open Learning program students should log in to the [OpenEd Student Portal](#) to view their final grade (using the same username and password you have been using for your courses).

<https://www.uoguelph.ca/webadvisor>

<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>

Turnitin Originality Check

In this course, your instructor will be using Turnitin, integrated with the CourseLink **Dropbox** tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All individual assignments submitted to the **Dropbox** tool will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that you will be able to educate and empower yourself in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

University Standard Statements

University of Guelph: Undergraduate 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 [Undergraduate 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/undergraduate/current/>

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

Email Communication

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

When You Cannot Meet Course Requirements

When you find yourself unable to meet an in-course requirement due to illness or compassionate reasons, please advise your course instructor **in writing**, with your name, ID number and email contact.

University of Guelph Degree Students

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

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

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

Students will have until the last day of classes to drop courses without academic penalty. [Review the Undergraduate Calendar for regulations and procedures for Dropping Courses](#).

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Open Learning Program Students

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

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

Copies of Assignments

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

Accessibility

University of Guelph Degree Students

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

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability

is required; however, interim accommodations may be possible while that process is underway.

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

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

For more information, contact Accessibility Services at 519-824-4120 ext. 56208, [email Accessibility Services](mailto:accessibility@uoguelph.ca) or visit the [Accessibility Services website](https://wellness.uoguelph.ca/accessibility/).

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 Open Learning program Counsellor](#). 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 Open Learning program Counsellor](#) 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.

counsellor@OpenEd.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.

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.

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

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<https://www.lib.uoguelph.ca/about/policies/fair-dealing-policy>

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, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the [COVID-19 website](#) and circulated by email.

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

Illness

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

Covid-19 Safety Protocols

For information on current safety protocols, follow these links:

[How U of G Is Preparing for Your Safe Return](#)

[Guidelines to Safely Navigate U of G Spaces](#)

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

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

<https://news.uoguelph.ca/return-to-campus/spaces/#ClassroomSpaces>