



PHIL*2070 Philosophy of the Environment

Winter 2020

Section(s): C01

Department of Philosophy

Credit Weight: 0.50

Version 1.00 - January 05, 2020

1 Course Details

1.1 Calendar Description

Environmental Philosophy asks questions such as: How has 'nature' been conceptualized in the Western philosophical tradition, in aesthetics, science, and ethics? What arguments have been offered for the view that humans are superior among creatures? What connections might there be between the ways that nature, humankind, and animals have been conceptualized and the ways that humans have tended to act toward the non-human natural environment? This course may cover such topics as: climate change, resource extraction and justice, biotechnology, obligations to future generations, risk assessment and discount rates, species lost, conservation vs. preservation.

Pre-Requisites: 2.00 credits or (1 of PHIL*1000, PHIL*1010, PHIL*1050)

1.2 Course Description

Since the beginning of human society, "nature" has been characterized in many different ways through narratives from folklore to religion to romanticism to empirical science. Philosophy and economics have especially struggled with clarifying our relationship with the natural world and the natural resources on which human societies are built. In recent decades, natural science is making it increasingly evident that humanity is pushing on the edges of the earth's ecological ability to sustain our species. How did we get here? Could our understanding of nature be implicated in our (in)ability to live within its means? The primary distinction to consider is the difference between "earth" and "world." Earth is the biophysical ecological conditions of our own possibility. World is the manner in which humans interpret and make sense of it.

In this course we examine the ethical and epistemological ways in which humans have tried to understand their place on earth and their relationship with the *biota* and *abiota* around them. From nature as hostile to indifferent to nurturing; from utilitarian to deontological to wise-use conservation to intrinsic value preservation; from deep ecology to social ecology; course participants examine ways of understanding the ways in which conceptions of nature have emerged in different social, economic, political, environmental and temporal conditions and been socially and ecologically functional as well as dysfunctional. We will consider the behavioural, societal, environmental effects and implications of different perspectives on nature from folklore, to natural science to philosophy and ethics.

“The challenge of modernity is to live without illusions and without becoming disillusioned.”

Antonio Gramsci

1.3 Timetable

Lecture

Monday, Wednesday 16:30PM - 17:20 McLaughlin (MCLN) 102 - John Ferguson

Seminars

Brian Gilmour	T01	TH	11:30 - 12:20	MCKN 307
Brian Gilmour	T02	TH	12:30 - 1:20	MCKN 307
Kyle Novak	T03	TH	1:30 - 2:20	MCKN 307

Kyle Novak	T04	TH	2:30 - 3:20	ANNU 306
Kyle Barbour	T05	F	1:30 - 2:20	ROZH 107
Kyle Barbour	T06	F	2:30 - 3:20	ROZH 107

1.4 Final Exam

Exam time and location is subject to change. Please see WebAdvisor for the latest information.

2 Instructional Support

John Ferguson, Course Director (jofergus@uguelph.ca)

Brian Gilmour, GTA (kbarbour@uoguelph.ca)

Kyle Novak, GTA (knovak@uoguelph.ca)

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3 Learning Resources

Required Reading

Environmental Ethics for Canadians, **2nd ed.** Byron Williston, ed. (2019)

Required weekly readings, annotations and interactions ("PRAI"), must be accessed through the link on Courselink under Content/Assessments/Perusall/Week X

1. Open a web browser and navigate to <https://app.perusall.com>.

2. If you do not yet have a Perusall account, create one or log in using a social media account.
 3. After logging in and accepting the Terms of Service and Privacy Policy, click “I am a student” and enter your instructor’s course code to enroll in the course.
 4. The first time you click on the book or on a reading assignment from the book, you will be prompted to purchase it. [It is ~\$14.48 for 180-day online access to text (ISBN 9780199024117)]. Click “Enter an access code” in the top bar and then enter the access code you received to gain access.
 5. ALWAYS enter the reading through correct corresponding link below. This is required to gain proper grade credit for your work. (NEVER go directly to Perusall.)
 6. Read the rubric for Perusall on Courselink. This will explain how to get the highest grades. There is a bonus grade for having gained a 50% grade on your PRAI-ing by Friday night (every week) at 23:59. Readings must be complete by Sunday nights at 23:59 to earn credit. As these are live interactions, no extensions can be granted.
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4 Learning Outcomes

4.1 Course Learning Outcomes

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

1. Course Learning Outcomes

1. *Understand, explain* and assess major historical and/or conceptual developments in environmental philosophy and their application to concrete issues.

1a. *Understand, explain* and assess major historical and/or conceptual developments in moral philosophy, including perspectives on the nature of moral

judgments and different normative frameworks for making moral decisions, and apply them to the treatment of animals and the environment.

1b. *Understand, explain* and assess major historical and/or conceptual developments in environmental philosophy, including theories of justification, scepticism, and social epistemology, and their application to issues in the natural and social sciences, medicine, and the law.

1d. *Understand, explain* and assess major conceptual developments in the history of philosophy, and their implications for issues in environmental philosophy.

2. *Identify and critically evaluate* the practical significance of central issues in environmental philosophy and ethics, feminism, aesthetics, social and political philosophy and existentialism.

3. *Read and comprehend* original source materials in the history and problems of environmental philosophy.

4. *Write* clearly and cogently on basic philosophical concepts and apply them to problems in environmental philosophy.

2. Departmental Learning Outcomes

1. *Be introduced to* the use of key tools for sound justification and rational persuasion.

2. *Be introduced to* the main subfields of philosophy, including moral philosophy, social and political philosophy, metaphysics [the theory of reality], epistemology [the theory of knowledge], and the history of philosophy.

3. *Understand, explain* and assess the significance of basic concepts in philosophy, such as the appearance-reality distinction, the fact-value distinction, validity and soundness, free-will, knowledge, nature and community, and so on.

4. *Present* a philosophical position and engage with others in discussion of the merits of the position.

5. *Argue* competently for one's own view and be able to identify and critically evaluate patterns of argumentative reasoning in the work of others.

6. *Compose* a piece of clear philosophical writing in which basic philosophical problems are supported by arguments.

3. University of Guelph Undergraduate Learning Outcomes

The University's approved Undergraduate Learning Outcomes (December 5, 2012) and Graduate Learning Outcomes (May 31, 2013) along with the 1987 Learning Objectives establish Guelph as a leader in outcomes-based pedagogy, and our academic community continues to engage in initiatives designed to enhance students' learning experiences. The five approved outcomes, both undergraduate and graduate are:

1. Critical and Creative Thinking
2. Literacy
3. Global Understanding
4. Communicating
5. Professional and Ethical Behaviour

<https://www.uoguelph.ca/vpacademic/avpa/outcomes/pdfs/Undergraduate%20Learning%20Outcomes.pdf>

5 Teaching and Learning Activities

5.1 Lecture

Weekly

Topics:

Week 1 (01/06/2020): Introduction to the Course

Week 2 (01/13/2020):

Part One: Moral Standing

Animal Welfarism

Moral Standing and Speciesism
Peter Singer: - "All Animals Are Equal"
Beyond Utilitarianism
Problems with Animal Welfarism and
Animal Citizenship
Sue Donaldson and Will Kymlicka: -
"Animal Citizenship"
Case Study: Sustainabilitarianism and
Eating Beef

Week 3 (01/20/2020):

Biocentrism

Rights for Living Things?
Christopher Stone: - "Should Trees Have
Standing? Toward Legal Rights for
Natural Objects"
Biocentric Egalitarianism
Paul W. Taylor: - "The Biocentric Outlook
on Nature"
Human Superiority and Inter-Species
Conflict
Case Study: Respect for Nature and the
Mount Polley Mine Disaster

Ecocentrism and Deep Ecology

The Land Ethic
Aldo Leopold: - "The Land Ethic"
Going Deep
Arne Naess: - "Identification as a Source
of Deep Ecological Attitudes"
Three Objections and Responses
Case Study: Tallgrass Prairie as an
"Endangered Space"

Week 4 (01/27/2020):

Part Two: Challenges and New Directions

Economics and Ecology

Optimal Thinking
William F. Baxter: - "People or Penguins:
The Case for Optimal Pollution"
The Allure of Cost-Benefit Analysis
Problems with Cost-Benefit Analysis
Dale Jamieson: - "Ethics, Public Policy,
and Global Warming"
Case Study: Aquaculture and the
Economic Growth Imperative

Week 5 (02/03/2020):

Environmental Pragmatism

Two Problems with Intrinsic Value
Value Pluralism: Reclaiming the Land
Ethic
Anthony Weston: - "Before Environmental
Ethics"
The Importance of Building Consensus
Jennifer Welchman: - "Environmental
Pragmatism"
Case Study: Protecting Canada's
Freshwater Resource

Week 6 (02/10/2020):

Ecofeminism

Sexism and Naturism: Making the

Connection
Karen J. Warren: - "The Power and the Promise of Ecological Feminism"
Overcoming Dualisms
Ecofeminism Now
Patricia Glazebrook: - "Ecofeminists Without Borders: The Power of Method"
E Conclusion
Case Study: Dioxin in Breast Milk and Women as Frontline Environmentalists

Environmental Aesthetics

Beauty and Duty: Mapping the Terrain
Allen Carlson: - "Aesthetic Appreciation of Nature and Environmentalism"
The Dispositive Character of Natural Beauty Judgments
Ronald Moore: - "The Moral Dimensions of Natural Beauty"
Aesthetic Weight and the Preservationist's Dilemma
Glenn Parsons: - "Aesthetic Preservation"
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Case Study: Nunavut and the Reciprocity Thesis

Week 7 (02/24/2020):

First Nations' Perspectives

The Circle
Georges Sioui: - "The Sacred Circle of Life"
Confronting Myths of the Ecological Amerindian
Bruce Morito: - "The 'Ecological Indian' and Environmentalism"
Traditional Ecological Knowledge
Case Study: Language, Land, and the Residential Schools

Environmental Virtue Ethics

Human Excellence and the Environment
Thomas E. Hill, Jr.: - "Ideals of Human
Excellence and Preserving Natural
Environments"
Epistemic Environmental Virtues
Byron Williston: - "Epistemic Virtue and
the Ecological Crisis"
Two Objections and Responses
Case Study: Three Canadian
Environmental Exemplars

Week 8 (03/03/2020):

Social Ecology and Environmental Activism

Bookchin's Social Ecology
The Importance of Activism
Nir Barak and Avner de-Shalit: -
"Environmental Political Activism"
The Problem of Domination
Integrity and Stewardship
Laura Westra: - "Ecological Integrity:
Between Ethics and Law"
Case Study: Fighting Hierarchy through
Access to Knowledge

Week 9 (03/10/2020):

Part Three: Environmental Issues

Climate Change

Confronting Climate Change Denial
Responsibility for Climate Change
Martin Schönfeld: - "American
Disenlightenment, or Climate Change
Made in the USA"

The Problem of Political Inertia
Stephen M. Gardiner: - "Saved by
Disaster? Abrupt Climate Change,
Political Inertia, and the Possibility of an
Intergenerational Arms Race"
Case Study: Canada, Climate Change, and
Bullshit

Week 10 (03/17/2020):

Population and Consumption

Malthus's Challenge
Reverend Thomas Robert Malthus: - "An
Essay on the Principle of Population"
The Economist's Retort
Julian Simon: - "Can the Supply of Natural
Resources Really Be Infinite? Yes!"
Peak Oil and the Tar Sands
Case Study: Making Space for Grizzlies

The Biodiversity Crisis

Species or Individuals?
The Nature of Biodiversity
David Suzuki: - "The Power of Diversity"
The Value of Biodiversity
David Ehrenfeld: - "Why Put a Value on
Biodiversity?"
Species Preservation: The Challenge of
Climate Change
Ronald L. Sandler: - "Global Climate
Change and Species Preservation"
Case Study: Biodiversity and the Decline
of Pollinators

Week 11 (03/24/2020):

Sustainability

Sustainability and Human Needs
 Robert F. Litke: - "The Concept of
 'Sustainability'" *
 Sustainability and Substitutability
 Sustainability and the City
 Ingrid Leman Stefanovic: - "Sustainability
 and Sense of Place" *
 Case Study: Nuclear Power:
 Unsustainable Train to the Future?

Week 12 (03/31/2020):

Review

6 Assessments

The "ICE"-ing

Be guided by the "ICE Framework." "I.C.E." stands for "Ideas, Connections, Extensions."
 It is a general overall rubric for the course.

Ideas

Think of **ideas** presented in the course materials. Learn to describe them accurately and explain them to others.

Connections

Think of how these ideas **connect** with other ideas. Learn to make **connections** with other relevant ideas in ways that advance your understanding of them. Practice describing and explaining these **connections** between ideas to others.

Extensions

Think of how these ideas and connections you have made can be **extended**. Learn to make extensions to other relevant ideas in ways that advance your understanding of them. Practice describing and explaining these **extensions** of **ideas** and **connections**.

6.1 Assessment Details

Lecture Attendance, Participation & Engagement (LAPE) (10%)

Date: Mondays & Wednesdays, McLaughlin (MCLN) 102

Lectures

Since attentiveness, participation and engagement in lectures and seminars is foundational to success in the course, it will be rewarded.

Full credit requires punctual arrival at class and focused physical presence for the full 50 minute lecture.

Arrive at class no later than 16:30.

To put it another way: "Be there or be... circular." (i.e. '0'). Earning full credit for APE requires wearing your name tag (in seminar) and submitting a written "reflection" in every class. Reflections vary but can include short quizzes, paraphrasing something that stood out for you in class and providing a written explanation of how it connects to course material(s).

Only those actually physically in class are permitted to submit. Attempting to submit and gain credit while absent would violate academic integrity.

Perusall Readings Annotations and Interactions (PRAI) (25%)

Date: Weekly, perusall.com

Perusall Readings, Annotations, Interactions (PRAI)

You will gain credit based on your on-line Perusall reading, annotations and interactions (PRAI) with others while doing the weekly readings (at perusall.com). There is a full rubric for how your PRAI-ing will be assessed. Your success depends on reading and understanding this before you begin (i.e. after our first class).

Your PRAI-ing will enhance your reading and writing skills while ensuring solid preparation for lecture. While you are reading, make note of any thoughts, clarifications, questions, resolved or unresolved issues or questions/reflections on Perusall. Bring these to lecture and your Seminars. This is where you can clarify points of view and respond to any questions about the readings or annotations and comments made by you or others.

You should start each weekly PRAI session as soon as you can after Wednesday's class. You must enter through the relevant link to the reading on Courselink under "Assessments/Perusall" to begin PRAI-ing. It is preferable to break your PRAI-er sessions up into smaller sessions. This will ensure richer discussions and interactions for all. It will also maximize your grade on your PRAI-ers. PRAI-ers should begin early in the week must be completed (at the very latest) on Sunday's before 23:59.

We will all strive to ensure that all our interactions with each other (whether on line or in person) meet the following requirements:

1. Timely and Punctual. (Bonus for completing weekly readings by Fridays before at 23:59)
2. Polite.
3. Respectful.
4. Encouraging.
5. Thoughtful.
6. Creative.
7. Clearly articulated in your own words.
8. Grammatically correct.
9. Logical.
10. Cogent.
11. Include relevant, well-explained external support including properly-referenced evidence and/or examples and/or analogies. [You are welcome to use examples from personal experience, topical news stories, as long as they are relevant, trustworthy sources and provide valid support for your point(s)].

Environmental Ethics for Canadians, **2nd ed.** Byron Williston, ed. (2019)

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3. After logging in and accepting the Terms of Service and Privacy Policy, click "I am a student" and enter your instructor's course code to enroll in the course.
4. The first time you click on the book or on a reading assignment from the book, you will be prompted to purchase it. [It is ~\$14.48 for 180-day online access to text (ISBN 9780199024117)]. Click "Enter an access code" in the top bar and then enter the access code you received to gain access.
5. ALWAYS enter the reading through correct corresponding link below. This is required to gain proper grade credit for your work. (NEVER go directly to Perusall.)
6. Read the rubric for Perusall on Courselink. This will explain how to get the highest grades. For full credit PRAI-ing needs to be completed by Friday night before 23:59. Beyond that credit is available at a discounted rate until Sunday nights at 23:59. As these are live interactions, no extensions can be granted.

Seminar Attendance, Participation and Engagement (SAPE) (15%)

Date: Weekly Seminar, Various

Seminars

You have a perspective and an vital contribution to make to our world! Your contribution makes this a richer experience for all. The value of this class depends very much on our collective will to help inform each other.

Since attending Seminars is a foundation to successfully completing the course, SAPE will be rewarded. (To put it another way: "Be there or be... circular (i.e. '0')".

Seminars and Lectures are an opportunity to be fully present, listen, participate, engage and discuss course materials, Perusall activities, themes, questions and responses. Participation will be its own reward by helping you understand course materials more fully and achieving your academic, personal and spiritual goals. Your active participation is very important to your success in the course. We have much to learn from one another's perspectives. Your perspective is very important to all of us. It is through sharing our perspectives and insights that we will develop and grow.

SAPE assessments are based on your contribution to enriching class and course activities. This means completing the assigned materials each week and contributing to discussions, answering questions, presenting material etc.

Listening and speaking are crucial skills. One of our learning objectives is to become more comfortable, confident and effective with sharing ideas in a public forum (public listening and speaking).

Earning credit for SAPE will require you to be an attentive listener who speaks during

each Seminar and who demonstrates politeness, and respectfulness of the views of others (including the time available for each participant to speak). Your assessment is based on respectfully and thoughtfully listening to and responding to classmates in each and every class. We all benefit from helping to ensure that all participants have a chance to listen and speak and in welcoming and encouraging environment. Arrive at all Seminars and Lectures fully prepared to discuss the prominent themes and points made in your own PRAI-ers.

We are exploring a most fascinating and complex topic: Philosophy of the Environment. What are the arguments and evidence in the readings? What arguments and evidence (agreeing or disagreeing) can you add from your own experience, research, examples? What are the implications of course materials for your own life? Human nature? Social relations? Public Policy? Our global future? What can you bring to the discussion to enlighten, improve or act on the situation? How can we use techniques of critical thinking, theories, ideas, developments, information and course materials to help us determine and actualize a better world?

SAPE is assessed on the extent to you actively and thoughtfully,

- attend.
- arrive on time.
- focus (avoid distractions or disruptions).
- respectfully encourage, listen and logically, cogently respond and contribute (and strive to speak at least once in each and every Seminar).
- include relevant, well-explained external support including properly-referenced evidence and/or examples and/or analogies.
- use examples from personal experience, topical news stories, as long as they are relevant, trustworthy sources and provide valid support for your point(s).

SAPE depends on,

1. punctual presence at the full Seminar while,
2. wearing your name tag and,
3. submitting a signed and dated "reflection" card in your name tag at the end of your seminar.

Punctual Presence

Arrive on time and don't leave early.

Name Tags

1. Form part of your SAPE assessment.
2. Use a wide marker to print your first name very visibly and LARGE so that it is legible from across the room. Print your last name with a ballpoint pen (much smaller).
3. Pick it up at the beginning of each Tutorial Seminar and wear it PROUDLY and VISIBLY.
4. Return it at the end of each Seminar.

Quote/Reflection Cards

Earning credit for attendance will require the submission of a (signed and dated) "Reflection Card" at the end of each Seminar. Blank "Reflection Cards" will be handed out at the beginning of Tutorial Seminar. You are to quote or paraphrase something you heard in your seminar that struck you as particularly interesting and explain why and how it connects to course material(s). Full credit requires that you go well beyond simply describing a few things that happened in class. (Partial APE in Seminar will be assessed on a pro rated basis.)

1. Pick up a Reflection Card at the beginning of class.
2. Put your name and the date on it.
3. Write (quote or paraphrase) something you heard or thought of in Seminar that is related to course content that you found especially interesting. High quality reflections go well beyond a description of class content.
4. Explain why you thought it was interesting and how it relates to course content.
5. Slip it inside your name tag and hand it in at the end of seminar.

Courselink Photo

Posting a head & shoulders photo of yourself on your Courselink profile is encouraged and appreciated.

Seminar Leader Presentation (SLP) (20%)

Date: Seminar

Lead a Seminar

Starting in the third Seminar (January 20, 21, 22) you will lead your Seminar with a short 5-10 minute presentation. You summarize and then critically reflect on the points of view, arguments, themes and evidence presented during your Perusall readings and interactions. Specifically connect them to the ethical and environmental concepts, principles and arguments presented in the readings.

An important learning objective associated with this assignment is to develop your public presentation skills by leading, informing and engaging the class in the assigned course material-readings for that class.

Your fellow seminar members will be a welcoming and encouraging audience. We are all here to help each other practice, learn and improve.

Although you are encouraged to highlight important aspects of the Perusall readings and interactions, you are expected to go well beyond summarizing. You are encouraged to expand on key issues within the material and interpolate them with external evidence, examples, personal experiences, etc. You can include multi-media links, written, sound and/or video bytes. A few slides, hand-outs etc. might be helpful.

You decide how you will best lead the discussion and engage classmates in the topic through activities. Engage with your topic and your classmates in critically reflective ways. What struck you most about the discussion and readings? Why? What was discussed? What points, issues, arguments, and/or themes preoccupied people? Be philosophical. Ask deep critical questions. Use active learning activities to engage your classmates and encourage everyone to critically reflect on how the issues, points, problems, etc. you are highlighting affect each of us in our daily lives. You and your classmates should encourage each other in active reflections, considerations, comparisons, contrasts, concurrence, dissent, argument, etc.

You will follow up with a written version of your Seminar Leader Presentation (Powerpoint file with notes pages, citations, etc.) submitted through the Courselink drop box.

Seminar Leaders,

1. Outline and explain what struck you about the readings.

2. Highlight and explain prominent **ideas**, points and questions raised in the Perusall interactions.

3. Specifically **connect** them to the ethical and environmental concepts, principles and arguments presented in the readings.

4. **Extend** these points by providing further information (evidence, examples etc.)

5. provide your perspective with examples and implications of this information for the discussion question and beyond. [What examples can you provide from your own experience? How might the perspectives expressed inform and/or change your personal policy (daily behaviour) or public policy?]

6. engage your classmates in an activity related to your content. [Possible class engagement tools can include some combination of a brief presentation, handouts, quizzes (e.g. Kahoot, etc.), class discussion, etc.

The Seminar Leader assignment is worth 20% of your course grade (10% for the presentation and 10% for the accompanying written submission) and is assessed on the basis of clarity, resonance with the Perusall interactions and course materials (including readings and lectures), provision of data or supporting material, relevance of examples, class engagement.

Final Examination (30%)

Date: , TBA

The Final exam will consist of multiple choice, true/false and written (essay) response questions.

Consider how confident you feel in responding to the following.

Recommend and evaluate an individual practice, private or public sector policy that you feel would make a significant contribution to sustainability. Compare the strength of the four normative frameworks in justifying it. Which normative framework provides the best foundation for justification?

Some topic areas for a policy include,

Transportation production and/or consumption practices

Energy production and/or consumption practices (e.g. energy conservation, nuclear energy, renewable energy)

Food production and/or consumption practices

Waste production and/or reduction practices

Carbon sequestration

Biodiversity conservation

Wilderness conservation and/or preservation

7 Course Statements

7.1 Course Requirements

Time and Mortality

We are mortals. The time we have to live is finite and precious. Best use of it requires anticipation and foresight and planning. Planning ahead (a redundant expression since planning behind is impossible) means more time to "pay yourself" with the things you love to do best. That is why we use phrases like "spend our time..." "Pay yourself first!"

is crucial advice (some might say "a blinding flash of the obvious!") from David Chilton (a.k.a. "The Wealthy Barber"). Here is how you can do benefit. Learn the skills of anticipation and foresight. You will not only "spend" your time but "*invest it*" in a way that best-enriches your life and that of those around you.

Education

The bumper sticker says, "If you think education is expensive, try ignorance." Ignorance is undoubtedly more expensive than education. Ignorance is an expense. Education is an "investment." Canadians enjoy an education system where the majority of economic costs are invested in us by other Canadians. We are the beneficiaries of great gifts from others. Others have trusted us to improve the world. Your education will result in incalculable benefits to you and our world. Let us express our gratitude by realizing our fullest potential in the time we have.

Success

Success in university is directly proportional to the ability to focus scarce and very valuable time on course materials. Attentive and engaged reading, listening and contributing skills are vital. Earning participation grades requires full focus and attention. Distractions cost us all dearly. Multiply a 10 second interruption by 30 students and you have robbed the world of 6 minutes that cannot be retrieved. We owe it to ourselves and others to stay on topic and task in our short time together. To ensure we respect this for the greater good of all, private conversations, cell phone use, or attending to anything other than course materials by any means will result in dismissal and forfeiture of participation grades.

Communication

Receiving - You are required to read your University of Guelph E-mail daily.

Sending - Check the Course Outline before asking. Put the Course number and Title of your query in the Subject line (e.g. "PHIL 2070 W20 - Seminar Leader Presentation question." Check your tone. Express yourself respectfully, politely. Proofread and revise before sending. These are very important and transferable skills.

Courselink

Monitor Courselink daily for topical, relevant items, announcements, required and

supplementary materials (including links, audio, video, etc.) actively added and available on Courselink throughout the term.

Download the "Pulse" App (from Brightspace - the makers of Courselink) for your phone. You can set notifications that will give you immediate notice of changes to the Courselink site (including grade releases) for the course.

<https://www.d2l.com/products/pulse/>

Recording

Taking notes in class is encouraged. Recording of any other kind requires prior written permission of the instructor.

Assignments

Students are required to keep reliable back-ups of assignments. It is best to save frequently and finally before uploading anything to an on-line domain such as Courselink.

Group Work

"One for all and all for one!" Human life requires team work and collaboration. Group projects are vital to teaching and learning. Each member is required to make a *full* contribution toward the success of the project and the group. A component of your assessment is based on your group members' assessment of your contribution. If your group members feel that each group member contributed conscientiously, respectfully and completely, each will evaluate themselves and the others accordingly. Mutual triumph and success will be enjoyed. If a member does not make a full contribution, others need to let them know that a more complete contribution is required. In any case, the group will need to forge forward to the successful completion of the assignment. Group members are jointly and severally liable for their submissions.

Due Dates

Late fees = 10% of the assignment course weight per day (or part thereof). For example, 1 day late on an assignment worth 10% would mean a grade of 8/10 would

become 7/10.

Asking for an extension for an assignment takes valuable and scarce time you could have invested elsewhere (most obviously, in completing it!). It imposes a temporal and psychic cost on yourself and the recipients of your request. Think about it. You have to write an email, explain your situation, send the email, someone has to read the email, consider the request, make a decision. respond to you to approve or deny your request. Before asking for an extension, ask yourself: Might all that time be better invested in completing the assignment and getting better organized for the next one?

Request for extensions are usually related to the following.

1. Preventative, foresighted, anticipatory thinking, planning and working ahead (a piece at a time over time) (i.e. "project management skills") have been neglected. One of the course learning objectives is to develop project management skills. In this case, you don't need an extension on the assignment, you need an extension to developing project management skills. Now there are two things for which you will be overdue! Getting an extension is likely to lead to the need for an extension on the next assignment that is due. This causes anxiety and is likely to compromise all assignments moving forward. In this case, you should not waste your (or anyone else's) time asking for an extension. Take the penalty. Move on to the next assignment. Preventative, foresighted, anticipatory thinking leads to much less anxiety, and much more success. Invest in and learn this early and every assignment you do will achieve higher rewards.

2. Hardship *might* justify an extension. However, it would have to be of a durable sort. (It would be much more than something that happened within a few days of the due date. A request to extend a deadline must come in advance (and certainly not after the due date).

Contact the course director in writing immediately and as far ahead of time as possible. You must include,

1. a subject line that includes the course number, assignment number and description.

2. your full name
3. work completed so far (as an attachment *and* uploaded to the assignment dropbox)
4. the reason(s) for the need for the extension.
5. the specific new date on which you pledge to complete it.

See the undergraduate calendar for information on regulations and procedures for Academic Consideration.

Grades

Grades are evaluations students earn for your work toward the completion of a course. When you enter the course you begin at "0" and work your way up. Students might not earn as high a grade as they would have liked but they never "lose marks."

You are welcome to ask for a better understanding of your grades. Effort and hard work is encouraged and usually the foundational pre-requisite for success. However, it is not graded.

1. Think about your assignment and the grade in light of the feedback provided. Look closely these and try to understand why you think it should be different.
2. Think about it for at least 48 hours.
3. Write a clear explanation of why you feel the assignment is worth more (or less!) with specific references to the assignment, your submission and the rubric. Support your reasoning with evidence.

4. Re-read and revise your explanation. Think about the tone and make sure it is clear, logical, polite and respectful.

5. When you are sure, send it by email to your TA (with a subject line that includes the course number, name, assignment number and description).

6. Wait for a reply. Your TA who will provide you with more information. They may request to meet with you.

7. If you are still concerned, you may ask that your submission be *formally* reassessed (with the possibility of receiving a lower grade). Appealing beyond your TA is an extraordinary measure reserved for wide divergence and highly weighted assignments.

8 University Statements

8.1 Email Communication

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

8.2 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. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals

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

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions

<https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml>

8.3 Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of

Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses

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

Graduate Calendar - Registration Changes

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>

Associate Diploma Calendar - Dropping Courses

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

8.4 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.

8.5 Accessibility

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

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

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

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance and not later than the 40th Class Day.

For Guelph students, information can be found on the SAS website

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

For Ridgetown students, information can be found on the Ridgetown SAS website

<https://www.ridgetownc.com/services/accessibilityservices.cfm>

8.6 Academic Integrity

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 encourages academic integrity. 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.

Undergraduate Calendar - Academic Misconduct

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

Graduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

8.7 Recording of Materials

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

8.8 Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars

<https://www.uoguelph.ca/academics/calendars>
