



FARE*4210 World Agriculture, Food Security and Economic Development

Fall 2020
Section(s): C01

Department of Food, Agricultural and Resource Economics
Credit Weight: 0.50
Version 1.00 - August 25, 2020

1 Course Details

1.1 Calendar Description

This course examines the role of agriculture in determining food security within developing countries and in promoting overall processes of economic development. The course uses economic concepts to understand the inter-relationships between agriculture system and access to food, including the supply of food and the livelihoods of those engaged in the agri-food system. Analyses of economic policies and programs in developing countries and their effect on poverty, food security and economic development are conducted.

Pre-Requisites: 10.00 credits including (FARE*1040 or ECON*1050),
ECON*1100

1.2 Course Description

This course focuses on the critical intersection between agriculture and food security in low and middle-income countries and the implications for nutrition. Through analysis of policies and programs aimed at promoting food security in diverse contexts, the courses reflects on progress and challenges in achieving food and nutrition security for all across the globe. Some of the topics to be covered include:

- The nature of food security.
- The current status of food security globally.
- Linkages between agriculture and food security.
- The processes of agricultural development.
- Food security and the wider agri-food system.
- Integrating food security into agricultural development and wider development

strategies.

In exploring these issues we will be looking at the real experiences of a number of low and middle-income countries. Throughout, you will be asked to reflect on the issues being discussed and to consider the implications for efforts to promote food security into the future.

This course aims to be of relevance and accessible to students with diverse interests. It employs economic concepts, but does not assume that anyone has anything beyond an introductory knowledge of economics. Furthermore, the content and structure of the course is premised on the principle that analysis of agriculture and links to food security must have a global perspective.

1.3 Timetable

We will have two back-to-back meetings each week. It is expected that you will come prepared and participate in both of these sessions.

Firstly, a 50 minute lecture at which the main issues related to the subject matter of the week will be overviewed. This will be from 7.00pm to 7.50pm every Thursday.

Secondly, a discussion and question and answer session from 8.00pm to 8.50pm every Thursday. At this session, we will discuss a topic related to the subject matter of the week. These sessions also provide you with an opportunity to raise issues that will be of general interest to the class. You should come to this session having prepared and being able to participate in the discussions.

All of these meetings will be remote and held via Zoom. There is a link to each weekly session on Zoom in the course calendar in Courselink.

1.4 Final Exam

There is no final examination.

2 Instructional Support

2.1 Instructional Support Team

| | |
|----------------------|---|
| Instructor: | Spencer Henson |
| Email: | shenson@uoguelph.ca |
| Telephone: | 519-824-4120 (x53134) |
| Office Hours: | Office hours will be 11.00am to 1.00pm every Friday. All meetings will be via Zoom. If you wish to meet with me, please connect to Zoom. There will be a waiting room in operation and you will be let in when the previous student meeting is finished. There is a link to the Zoom meeting in the |

course calendar on Courselink.

Courselink site: The course link site for the course has a calendar of all meetings and office hours. The site also has links to all readings and resources, and details of all assignments.

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.

Discussion forum: Use the discussion forum in Courselink 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.

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 attempt to respond to your email within one business day.

Video Call: If you have an urgent complex question you would like to discuss with your instructor, you may book a video meeting on Zoom. Please email the instructor to request a call. Video meetings depend on availability and are booked on a first come first served basis.

3 Learning Resources

3.1 Required Resources

Readings for the course (Article)

All of the required readings for the course are from articles and reports. Links to all of these are on the Courselink site, organised by week.

3.2 Courselink site

The key resource for the course is Courselink. This provides a copy of the course outline, a detailed outline of the course week-by-week, details of all assessments, links to data sources, etc.

The Courselink site also has links to the class Zoom meetings including lectures, question

and answer sessions and office hours.

By using Courselink, you agree to comply with the University of Guelph's Access and Privacy Guidelines. Please visit the D2L website to review the Brightspace privacy statement and Brightspace Learning Environment web accessibility standards:

<http://www.uoguelph.ca/web/privacy/> <https://www.d2l.com/legal/privacy/>
<https://www.d2l.com/accessibility/standards/>

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

<http://spaces.uoguelph.ca/ed/system-requirements/>
<https://courselink.uoguelph.ca/d2l/systemCheck>

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

Email: courselink@uoguelph.ca

Tel: 519-824-4120 ext. 56939 Toll-Free (CAN/USA): 1-866-275-1478

Support Hours:

Monday thru Friday: 8:30 am–8:30 pm

Saturday: 10:00 am–4:00 pm

Sunday: 12:00 pm–6:00 pm

3.2 Library Access

As a student, you have access to the University of Guelph's library collection, including both physical and electronic materials. For information on checking out or couriering physical library items, accessing electronic journals and returning items to the library, visit the library's website.

If you are studying off campus and would like to access the library's electronic resources, use the Off Campus Login and login using your Single Sign On credentials or using your last name and library barcode:

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

<https://www.lib.uoguelph.ca/campus-login>

3.2 Zoom

This course will use Zoom for lectures. Check your system requirements to ensure you will be able to participate.

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

4 Learning Outcomes

4.1 Course Learning Outcomes

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

1. Recognize the role of agriculture in overall economic development and food and nutrition security within the context of low and middle-income countries
 2. Apply relatively simple applied economics concepts and approaches to understand agricultural development processes and contributions to overall economic development and food security.
 3. Undertake critical assessment of contemporary agricultural development strategies and issues and implications for overall economic development and food security.
 4. Define, measure, and analyze changing patterns of agriculture and food security in low and middle-income countries, and identify the key drivers of these changes.
 5. Assess critically the importance of agricultural development within food security and development strategies and policies.
 6. Communicate effectively through written and oral means on agricultural development and food security.
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5 Teaching and Learning Activities

Course Schedule and Readings

5.1 Lecture

Thu, Sep 10

Topics: **What is food security?**

We start the course this week by exploring the concept of food security. Whilst most of you will probably have some idea of what is meant by the term 'food security', it is important that we all have a common understanding of the various dimensions of this concept as we proceed through the semester.

Readings:

Week 1 Readings 1 and 2 on the Courselink site.

Thu, Sep 17

Topics: **Measuring food security**

One of the readings from Week 1 touched on the subject of measuring (in)food security.

This week we delve into this issue in more detail. In particular, we explore the various ways in which food insecurity can be measured and the challenges that are associated. Reliable and robust measurement of food insecurity is important for the design and implementation of interventions aimed at addressing malnutrition. It is also a political issue, given that there are agreed international targets to reduce food insecurity under the Sustainable Development Goals (SDGs).

Readings:

Week 2 Readings 1 and 2 on the Courselink site.

Thu, Sep 24**Topics: World food security situation**

This week we are reviewing the current state of global food insecurity. We will be looking at the aggregate numbers - how many people are food insecure in the world - and where in the world we find the major food insecurity 'hot spots'. Dynamics are also important, so we will be looking at where the food insecurity situation is getting better/worse.

Whilst food insecurity is particularly a problem in poorer countries, this does not mean that everyone is food secure in the rich world. Thus, we will also be looking at food insecurity in Canada, both in the medium term and during the COVID-19 pandemic.

Readings:

Week 3 Readings 1, 2 and 3 on the Courselink site.

Thu, Oct 1**Topics: Food crises**

This week we examine food crises; significant and often localised instances of severe food insecurity. Whilst food crises account for a relatively small proportion of the food insecurity in the world, their causes and the needed national and international responses are distinct. Furthermore, the depth of food insecurity in these contexts tends to be particularly severe, and they can have long-term consequences that extend well beyond the original crisis.

Readings:

Week 4 Readings 1 and 2 on the Courselink site.

Thu, Oct 8

politics of food security and the challenges this presents for implementing policy change in this area.

Readings:

Week 11 Readings 1 and 2 on Courselink.

Thu, Nov 26

Topics: **Synthesis and reflections**

During this final week we reflect on whether we have 'got things right' with respect to the dominate strategies towards agricultural development and food security? In so doing, we recognise that the preoccupation of agricultural development in the last two to three decades, at least, has been the expansion of production. We ask the question, why has this been so and is this appropriate moving forwards?

Readings:

Week 12 Reading 1 on Courselink.

6 Assessments

The assessment of the course is outlined below:

| Assignment | Deadline | Proportion |
|--|---|-------------------|
| Weekly video reflections | 5pm Monday following the week on which the video provides reflections | 36% |
| Country Food Security and Agriculture Review | 5pm Friday 30h October 2020 | 24% |
| Experiences in Promoting Food Security in Low and Middle-Income Countries: A Comparative Case Study Analysis | 5pm Friday 4th December 2020 | 40% |

6.1 Assessment Details

Weekly Video Reflections (36%)

Learning Outcome: 1, 2, 3, 4, 5, 6

At the end of each week, you must prepare a three-minute video that reflects on the concepts and issues that have been covered in the most recent topic.

Your video should highlight the concepts and issues that you consider to be most important and the reasons why. Your presentation is an opportunity for you to demonstrate your understanding of the subject matter, including the lecture and the readings, and your ability to reflect critically on this. Use of examples from the lecture and/or readings (and optimally that have not been covered in the course) can be used as illustration and to demonstrate understanding. The linking of concepts and issues across the course more generally would serve to demonstrate a more thorough and systematic understanding.

Here is some guidance for the recording of your video:

1. The video can be recorded directly using the virtual video tool within Courselink.
2. Make sure that you communicate clearly and that your video is coherently structured.
3. Check the sound and video quality before submission.
4. Common problems to avoid are speaking too quickly, poor light quality, and not looking at the camera.
5. Keep to time; maximum of three minutes.
6. Select two or three key points that you want to highlight; you cannot expect to cover more at an adequate depth in three minutes.

The grade for each video will be based on:

1. Completeness of coverage of concepts and issues (30%).
2. Depth of analysis and reflection (30%).
3. Quality of the presentation (20%).
4. Structure of the presentation in terms of coherence and flow (20%).

Each weekly video is worth 3% of the total assessment for the course. **You should submit your video reflection by 9am on the Monday following the week your reflection covers. The due date for each of the 12 weekly reflections is in Courselink.**

Country Food Security and Agriculture Review (24%)

Learning Outcome: 1, 2, 4, 6

Over the period from Week 3 to Week 7 of the course, you will compile a review of the agricultural and food security situation in a country of your choice. This review should provide a concise and comprehensive review of the situation in this country, and how it has

changed over time. In compiling the review, you will make use of select reports and databases that provide reliable information and data; there are links to these on the Courselink site. Thus, the review should address the following questions, at a minimum:

1. What is the level of poverty in the country and how has this changed over time?
2. What is the food security situation in the country (make sure you cover the key dimensions and metrics of food security)?
3. How has the food security situation in the country changed over time?
4. Does the country currently have any food crisis and, if so, what is their nature?
5. What is the structure of agriculture in the country in terms of main outputs, and how has this changed over time?
6. Is the country self-sufficient in its main food crops?
7. How productive is agriculture and how has this changed over time?
8. What contribution does agriculture make to the overall economy, for example in terms of employment, agricultural GDP and exports?

It is suggested that you work on this assignment in line with the respective elements of the course. Thus, tackling Questions 1 and 2 in Week 3, Questions 3 and 4 in Week 4, and Questions 5 to 8 in Week 7.

Having addressed these questions, and any other issues you feel are relevant, pull the review together to consider the importance of agriculture to the food security situation of the country.

Here is some general guidance on compiling the review:

1. The maximum length of the document is five pages; you should use font-size 12.
2. Make sure pages are numbered.
3. Check spelling and grammar before submission.
4. Make sure the document has a clear introduction and conclusion, and has a coherent and logical structure.
5. The introduction to the review should give a short description of the country, communicate the key thesis of the review, and outline the review's structure.
6. Use numbered sub-headings to provide structure; do not use the above questions as your sub-headings, but rather provide your own headings based on how you have structured your review.

The review is worth 24% of the total assessment for the course. **The review should be submitted by 5pm on Friday 30th October 2020 using Dropbox.**

Experiences in Promoting Food Security in Low and Middle-Income Countries: A Comparative Case Study Analysis (40%)

Learning Outcome: 1, 2, 3, 4, 5, 6

The final assignment for the course focuses on the real experiences of low and middle-income countries in attempting to tackle food insecurity. Arguably, much can be learned from the successes and failures of countries in tackling food insecurity, that can inform global efforts to ensure everyone is adequately fed. At the same time, we need to recognise that the physical, economic, social, political and cultural circumstances of countries vary significantly, such that care needs to be taken in extrapolating experiences to different contexts.

The ability to synthesise, compare and contrast case studies from diverse contexts is an important skill. This is the focus of this assignment. Thus, you have been provided with nine country case studies, namely China, Philippines, Myanmar, Bangladesh, India, Ethiopia, Tanzania, Malawi and Brazil. Having scanned these case studies, select three for your own analysis. In making this selection, identify the key issues and challenges that you want to emphasise in your analysis.

Your analysis should compare and contrast the experiences of the three countries in tackling food insecurity. Thus:

1. To what extent have these countries been successful/unsuccessful in reducing food insecurity?
2. How do the approaches of these countries differ? Why?
3. What challenges have these countries faced in reducing food insecurity?
4. To what extent have these these countries been successful in overcoming these challenges?
5. What more general lessons can be drawn from the experiences of these countries?
6. To what extent do we need to proceed with caution in comparing the experiences of these countries an/or extrapolating the findings to low and middle-income countries more generally?

Here is some general guidance on compiling the review:

1. The maximum length of the document is five pages; you should use font-size 12.

2. Make sure pages are numbered.
3. Check spelling and grammar before submission.
4. Make sure the document has a clear introduction and conclusion, and has a coherent and logical structure.
5. The introduction to the review should give a short description of the analysis, communicate the key thesis of the review, and outline the review's structure.
6. Use numbered sub-headings to provide structure; do not use the above questions as your sub-headings, but rather provide your own headings based on how you have structured your review.
7. Use tables and/or figures to aid your comparative analysis where appropriate.

The case study analysis is worth 40% of the assessment for the course. **You should submit your analysis by 5pm on Friday 4th December 2020 using Dropbox.**

6.2 Dropbox

Written assignments 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., OneDrive), or send to your email account, so that should something happen to your computer, the assignment could still be submitted on time or re-submitted.

It is your responsibility to submit your assignments on time as specified on the Schedule. Be sure to check the technical requirements and make sure you have the proper computer, that

you have a supported browser, and that you have reliable Internet access. Remember that **technical difficulty is not an excuse not to turn in your assignment on time**. Don't wait until the last minute as you may get behind in your work.

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

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

6.3 Submission of Video Reflections

The video reflections should be submitted electronically via the online **Video Assignment** tool in CourseLink. When submitting your assignments using this tool, do not leave the page until your assignment has successfully uploaded.

Be sure to keep a back-up copy of all of your video reflections 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., OneDrive), 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.

7 Course Statements

7.1 Attendance

This course will involve an active learning environment in which you will be asked to work together to discuss and reflect on key ideas and concepts. While I will make slides available through CourseLink, these only provide an overview of the topic of each class and are no substitute for the in-depth coverage and discussions in-class.

7.2 Class Preparation and Participation

I hope to foster a spirit of collaboration and constructive criticism that will help us all grow and develop skills as scholars. Effective participation is required of all students to make this course format successful. In order to participate adequately, students must come to class prepared, having completed the assigned reading for the week. Participation requires active participation in class discussions and engaging with course materials.

7.3 Details on Academic Integrity

The University statement on academic misconduct appears below. Please know that academic misconduct can include plagiarism, unauthorized collaboration with classmates (including individually or allowing a classmate to use or copy your work), falsification of data, submitting the same work for different courses without prior authorization, misrepresenting your course requirements, and more.

To avoid plagiarism, remember that you are required fully and properly to cite all sources you utilize for an assignment. It is good practice to document all sources while you conduct exploratory research so that you can avoid inadvertent plagiarism when writing. Copying or paraphrasing large blocks of text from a single source, even with attribution, is often not an acceptable practice. Rephrasing someone else's ideas or arguments and presenting them as your own is likewise unacceptable.

All assignments will be checked with **Turnitin** to ensure your written work is compliant with the principles of academic integrity.

7.4 Late Assignments

If you choose to submit assignments to the **Dropbox** or **Video Assessment** tools 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 five days at which time access to the **Dropbox** or **Video Assessment** folder will be closed. Late Graded Homework Assignments will NOT be graded if they are submitted after graded work has been returned to any member of the class.

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.

7.5 Netiquette Expectations

The course Courselink site and all online platforms used for the course are considered the classroom and the same protections, expectations, guidelines, and regulations used in face-to-face settings apply. Inappropriate behaviour will not be tolerated. Examples of inappropriate online behaviour include:

- Posting inflammatory messages about your instructor or fellow students;
- Using offensive language;
- 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;
- Discriminating against fellow students, instructors, and/or TAs;
- Using the course website to promote profit-driven products or services;
- Attempting to compromise the security or functionality of the learning management system; and
- Sharing your username and password.

7.6 Technical Skills

As part of your learning experience, you are expected to use a variety of technologies for assignments, lectures, teamwork, and meetings. In order to be successful in this course you will need to have the following technical skills:

- 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, Excel, or similar) to create documents;
- Be comfortable uploading and downloading saved files;
- Communicate using email (e.g., create, receive, reply, print, send, download, and open attachments);
- Navigate the Courselink learning environment and use the essential tools, such as Dropbox, Quizzes, Discussions, and Grades (the instructions for this are given in your course);
- Access, navigate, and search the Internet using a web browser (e.g., Firefox, Internet Explorer); and
- Perform online research using various search engines (e.g., Google) and library databases.

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>

8.9 Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

8.10 Illness

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