

WAR and the Environment

ERS275



Class: Tuesdays 1:30pm-4:20pm, Room HH336

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Office Hours: Tuesdays: 11:00-1:00pm Tuesdays, or by appointment

Course Description

This course examines war as a cause and consequence of environmental change, and the environment as a tool and object of warfare and peace. Historical armed conflicts, environmental security, national security and military strategy are understood in relation to the consumption and depletion of non-renewable and renewable resources as well as climate change. Other topics covered include: nuclear war as an existential threat; the industrial ecology of militaries; neo-environmental determinism; and eco-terrorism. Rapid societal transformations during wartimes are explored for hopeful insights for transitioning towards sustainability.

Learning Objectives & Outcomes

This course has two primary objectives:

- To develop an analysis of war and violence as a central socio-ecological process (i.e., violence and socio-ecological change as a dialectical relationship).
- To apprentice our social, emotional and analytical skills as learners and civic participants both inside and outside the classroom (e.g., as critically informed discussants, inquisitive and generous listeners, and civically-engaged inhabitants who are reflexive of the power relations inherent in any communicative space).

By the end of this course students will be able to:

- List the socio-ecological impacts of militaries and violent conflict;
- Describe how militaries use and transform the environment strategically and how environmental politics and environmental change shape militaries and military strategy;
- Describe the socio-ecological relationship between technological innovation, war and capital accumulation (i.e., colonialism, imperialism, etc.);
- Evaluate critiques of colonialism and capitalism as inherently violent socio-ecological processes;
- Compare and critique three dominant theoretical paradigms for understanding the relationship between environmental change and violent conflict (i.e., neo-Malthusian scarcity hypotheses, neoclassical abundance or “resource curse” hypotheses, and political-ecological distributional and contextual hypotheses);
- Appraise past rapid societal transformations during wartime to inspire policies for addressing today’s pressing socio-ecological crises;
- Facilitate small group meetings and discussions and strengthen a sense of collective responsibility;
- Author a Wikipedia entry and become familiar with how Wikipedia editing operates;
- Design, construct or enact a creative project that creatively makes publicly visible the otherwise hidden or obscured relationship between warfare/peace-building and socio-ecological processes.



Lecture Schedule

Week	Topic	Readings
1. May 1	Overview	Syllabus Nilson, L. 2016. Yes, Virginia, There’s a Better Way to Grade. January, 19 th . https://www.insidehighered.com/views/2016/01/19/new-ways-grade-more-effectively-essay
2. May 8	The Industrial Ecology of Warfare	Richard P. Tucker, 'War and the Environment', in A Companion to Global Environmental History, eds. J. R. McNeill and Erin Stewart Mauldin (Oxford: Blackwell, 2012), pp. 328-329. Lawrence, M. et al. 2015. The effects of modern war and military activities on biodiversity and the environment. Environ. Rev. 23: 443–460 (2015) dx.doi.org/10.1139/er-2015-0039

		<p><i>Optional</i> Hupy, J. 2008. The Environmental Footprint of War. <i>Environment and History</i>. 24(3) pp.405-421.</p> <p>Evenden, M. 2011. Aluminum, Commodity Chains, and the Environmental History of the Second World War. <i>Environmental History</i>. 16(1) pp.69-93.</p>
3. May 15	Resource Wars	<p>UNEP. 2009. From Conflict to Peacebuilding: The Role of Natural Resources and the Environment. pp. 5-31</p> <p>Dixon. Thomas Homer. 1994. Environmental Scarcities and Violent Conflict: Evidence from Cases Author. 19 (1). 5-40 .</p> <p><i>Optional</i> Gleditsch, Nils Petter;Urdal, Henrik. 2002. Ecoviolence? Links between population growth, environmental scarcity and Violent Conflict in Thomas Homer-Dixon’s Work. <i>Journal of International Affairs</i>. 56(1) 283-302.</p>
4. May 22	Environmental Security (On-line Modules & Groupwork during class)	<p>SDG Academy – Environmental Security & Sustaining Peace https://courses.sdgacademy.org/catalog Module 1 Chapter 1; Module 2 Chapter 2</p> <p>Le Billon, P. (2007) “Geographies of War: Perspectives on ‘Resource Wars’”. <i>Compass</i> 1(1): 1-20.</p>
DUE May 23 nd : Wiki/pedia Contribution		
5. May 29	The Political Ecology of Violence	<p>Peluso, N. & Watts, M. 2001. <i>Violent Environments</i>. Ithaca, NY : Cornell University Press. Chapter 1.</p> <p>Watts, M. 2003. <i>Economies of Violence. More Oil, More Blood</i>. <i>Politics and Economic Weekly</i>, 38(48): 5089-5099.</p> <p><i>Optional</i> Dalby, S. 2003. Environmental Insecurities: Geopolitics, Resources and Conflict. <i>Economic and Political Weekly</i>, 38(48):5073-5079.</p> <p>Sultana, F. 2011. Suffering for water, suffering from water: emotional geographies of resource access, control and conflict. <i>Geoforum</i>, 42 (2). pp. 163-172. 10.1016/j.geoforum.2010.12.002</p> <p>Peluso, Nancy Lee. 1992. <i>Rich Forests, Poor People: Resource Control and Resistance in Java</i>. Berkeley, CA: University of California Press.</p>

6. June 5	Capitalist Nature: Class Warfare & Creative Destruction	<p>Foster, J.B., and Clark, B. 2004. Ecological Imperialism: The Curse of Capitalism. Socialist Register. Volume 40. http://www.socialistregister.com/index.php/srv/article/view/5817/2713</p> <p>Defenders of the Earth. 2017. Global killings of land and environmental defenders in 2016. [Available on LEARN]</p>
7. June 12	Colonialism and Imperialism as Socio-ecological Processes	<p>Harris, C. 2004. How did Colonialism Disposess? Comments from an Edge of Empire. Annals of the Association of American Geographers, 94(1):165-182</p> <p>Shiri Pasternak and Tia Dafnos. 2017. “How does a settler state secure the circuitry of capital?” Environment and Planning D: Society and Space.</p> <p>FemNorthNet. (2016). Colonialism and its Impacts. Resource Development in Northern Communities: Local Women Matter #3. Ottawa: Canadian Research Institute for the Advancement of Women. http://fnn.criaw-icref.ca/images/userfiles/files/LWM3_ColonialismImpacts.pdf</p>
DUE June 13 th : Comparative Essay		
8. June 19	Slow Violence and the Environmentalism of the Poor	<p>Nixon, R. 2011. Slow Violence and the Environmentalism of the Poor. Cambridge, MA: Harvard University Press.</p> <p>Leddy, L. 2013. Chapter 8 Poisoning the Serpent: The Effects of the Uranium Industry on the Serpent River First Nation, 1953–1988. In Hele, K.S. Ed. The nature of empires and the empires of nature : Indigenous peoples and the Great Lakes environment.</p>
DUE June 19 th : Proposal for Creative Group Project DUE June 20 th : Peer Assessment (Radar Chart)		
9. June 26	Total War	<p>Russell, E. 2001. War and Nature: Fighting Humans and Insects with Chemicals from World War I to <i>Silent Spring</i>. New York: Cambridge. Pp.88-118.</p> <p>https://www.thecrimson.com/article/2011/11/2/Department-of-Defense-Physics-Government-Harvard-the-Crimson/</p> <p><i>Optional:</i> Miller, I. 2013. The Nature of the Beasts: Empire and Exhibition at the Tokyo Imperial Zoo. University of California Press.</p>
DUE June 27 th : Self-Reflection on Groupwork (A track only)		

DUE June 27th: Action Plan Responding to Peer Assessment

10. July 3	Nuclear War, Star Wars & the Existential Threat	<p>Masco, J. 2012. The Ends of Ends. <i>Anthropological Quarterly</i>. 85(4) 1107-1124. https://muse.jhu.edu/article/488893/pdf</p> <p>Bertell, Rosalie. 2000. <i>Planet Earth: The Latest Weapon of War</i>. Montreal: Black Rose Books <i>Optional</i></p> <p>Ehrlich, P., et al. 1983. Long-Term Biological Consequences of Nuclear War. <i>Science</i>. New Series. 222(4630)pp.1293-1300.</p>
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11. July 10	Eco-Terrorism	<p>Vanderheiden, S. 2005. Eco-terrorism or Justified Resistance? <i>Radical Environmentalism and the “War on Terror.”</i> <i>Politics & Society</i>. 33(3) 425-447. DOI: 10.1177/0032329205278462</p> <p>Eagan, S. 1996. From spikes to bombs: The rise of eco-terrorism, <i>Studies in Conflict & Terrorism</i>. 19(1)-18. DOI: 10.1080/10576109608435993</p> <p>Smith, R. 2008. <i>Ecoterrorism: A Critical Analysis of the Vilification of Radical Environmental Activists as Terrorists</i>. <i>Environmental Law</i>. 537-576 (2008)</p> <p>(No Author). 2018. Troops will be needed to get Trans Mountain built, says former Alberta energy minister. <i>CBC News</i>. April 16. http://www.cbc.ca/news/canada/edmonton/former-alberta-energy-minister-says-call-in-the-troops-trans-mountain-1.4621835</p>
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DUE: July 10th Draft Creative Group Project

12. July 17	Hopeful lessons from Wartime Transitions	<p>Delina, L. and Diesendorf, M. 2013. Is wartime mobilisation a suitable policy model for rapid national climate mitigation? <i>Energy Policy</i> 58: 371–380.</p> <p>Kester, J. and Sovacool, B. 2017. Torn between war and peace: Critiquing the use of war to mobilize peaceful climate action. <i>Energy Policy</i>.104: 50–55.</p> <p>Delina, L. and Diesendorf, M. 2018. Correspondence Critiquing the use of war to mobilise peaceful climate action: A response to Kester & Sovacool. <i>Energy Policy</i>. 112: 1–3.</p>
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13. July 24	Hopeful lessons from Environmental Peace-building	<p>SDG Academy – Environmental Security & Sustaining Peace https://courses.sdgacademy.org/catalog (Different readings to be assigned to different groups)</p>
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DUE July 24th: Creative Group Project

Assessment

In-class Participation
Class Preparation (Reading) Notes
Wiki/pedia Article
Comparative Essay with Case Study
Group Work & Self/Peer-Assessment
Creative Project (including proposal)
Meetings with Lecturer

Specifications Grading

This course uses a relatively new grading method called “specifications grading” (similar to “contract grading”). You can read an overview of specifications grading [here](#) or read the book by Linda B. Nilson. The rationale for specifications is five-fold:

- 1) It better links assessment with learning outcomes.
- 2) It increases students’ agency in determining their grades through the creation of clear pathways. This reduces students’ stress and anxiety over grades, increases motivation, and orients students attention toward learning (rather than performance).
- 3) Because the criteria (specifications) for different grades are clear, It reduces the stress and anxiety of instructors by reducing the amount of “negotiation” and “hairsplitting” with students over marks;
- 4) To increase the amount of time that instructors can put towards formative feedback;
- 5) To motivate students by giving students agency and creating a clear pathway for them to obtain their desired grade (and learning) outcomes.

Unless where otherwise indicated, a “pass” for an assignment/module/task is NOT simply a 50%. With specifications grading a pass (or “competency”) is a MUCH higher bar—you can think of this as the top one or two tiers of a traditional grading rubric, or the equivalent to a B or even a low A. This means that for each assignment or task that you are required to “pass,” you must be competent in the related learning outcome. You are being assessed for each learning outcome (encompassed by specific tasks and assignments), so achieving one outcome exceptionally well does not “balance” or “offset” with doing very poorly for another outcome (as is currently the case with traditional grading schemes). You are given a grade according to the number of learning outcomes that you demonstrate competency in. Earning a high mark in this course means that you demonstrated competency across multiple learning outcomes. You choose the learning outcomes for which you wish to demonstrate competency and then work with the instructor to reach this goal (e.g., through revision and resubmission, if necessary).

	A track 80% + participation- effort grade	B track 70% + participation- effort grade	C track 60% + participation- effort grade	Can revise & resubmit or make- up?^Φ
Class Participation & overall effort	Extraordinarily Engaged (+2% to 10%+ of final grade)	Very Engaged (+2% to 9% of final grade)	Very Engaged (+2 to 9% of final grade)	No
Weekly Class Preparation Notes based on Readings	10 submissions (Pass) Five by June 5 th	7 submissions (Pass) Three by June 5 th	5 submissions (Pass) Two by June 5 th	2 weeks 1x time each
Class Attendance	9/12	8/12	7/12	No
Plagiarism Test	Pass (100%)	Pass (100%)	Pass (100%)	Yes
Lead class discussion on ALL readings for one week (3-4 students per week)	Pass	Pass	Not required	No
Wiki/pedia Contribution Due: May 23 nd	1000 words + two peer edits "Excellent/Exemplary" (see rubric) Uploaded to Wikipedia	500 words + one peer edit "Meets Expectations" (see rubric)	250 words + one peer edit "Meets Expectations" (see rubric)	Yes 2x (if requested 3 days following receipt of grade)
Comparative Essay with Case Study Due: June 13 th	8-10 pages Writing level: "Excellent/Exemplary" (see rubric) 7 sources +Brief case study	6-8pages Writing level: "Meets Expectations" (see rubric) 5 sources	5-6 pages Writing level: "Meets Expectations" (see rubric) 4 sources	Yes 2x (if requested 3 days following receipt of grade)
Major Creative Assignment Due: July 24th	Completion of Level 3 Complexity as proposed *See examples, consult instructor	Completion of Level 2 Complexity as proposed *See examples, consult instructor	Completion of Level 2 Complexity as proposed *See examples, consult instructor	Yes (If submit before July 17th)
Group Work	*See below	*See below	*See below	No
Major Creative Assignment Proposal	Pass according to specifications	Pass according to specifications	Pass according to specifications	Yes 2x (if requested 3

Due: June 19 th				days following receipt of grade)
Meeting with James Week 9	Required	Required	Required	Yes 1x
Major Creative Assignment Draft Due: July 10th	Pass according to specifications	Pass according to specifications	Pass/Fail	Yes 1x
Artist Statement for Major Project	1000 words "Excellent/Exemplary" (see rubric)	500 words "Meets Expectations" (see rubric)	500 words "Meets Expectations" (see rubric)	Yes 2x (if requested 3 days following receipt of grade)
Public Presentation/Circulation	Required	Not Required	Not required	N/A

Group Work

Element	A Track	B Track	C Track
Weekly Group Meetings Attendance	8/ 10 (4 by June 12 th)	7/10 (4 by June 12 th)	6/10 (4 by June 12 th)
Weekly Meeting Minute-taking & Chair/Facilitation *Chair is responsible for setting meeting, drafting agenda, facilitating *Minutes should be sent to group 1 day after meeting	For groups of 3 or less: Take minutes 3x min. Chair meeting 3x min. For groups 3-5: Take minutes 2x min. Chair meeting 2x min. For groups 5+: Take 1 set of minutes Chair at least once	For groups of 3 or less: Take minutes 3x min. Chair meeting 3x min. For groups 3-5: Take minutes 2x min. Chair meeting 2x min. For groups 5+: Take 1 set of minutes Chair at least once	For groups of 3 or less: Take minutes 2x min. Chair meeting 1x min. For groups 3-5: Take 1 set of minutes Chair at least once For groups 5+: Take 1 set of minutes Chair at least once
Brief report-backs on action items	8 weeks (bullet-form)	7 weeks (bullet form)	6 weeks (bullet form)
Complete early-term Peer Assessment (radar chart) Due: June 20 th	Must complete	Must complete	Must complete
Individual action plan in response to peer assessment Due: June 27th	Pass Share with group (bullet-form)	Pass Share with group (bullet-form)	Pass Share with group (bullet-form)

Self-reflection on group work Due: June 27th	1500 words *Must answer all questions & incorporate two academic articles on group work	Not required	Not required
Discussion with Class on Group Project Week 8 & 11	Required	Required	Required
Contribution to Group	Good faith effort at an “exceptional/exemplary” level	Good faith effort to “Meets Expectations”	Good faith effort to “Meets Expectations”

Email Policy

Please put « ERS275 » into the subject line and use your UW email address whenever communicating with the Instructor or TAs. I usually try to respond to emails in one or two business days, but please allow more time during busy periods. Please do not expect a response over the weekend.



Required Texts & Readings

This class will be run as a mix of lectures and seminar-style discussion. So doing weekly readings is critical for everyone to get the most out of this course. You will record your summary and reflections of the readings in weekly preparation notes. You will be asked to integrate the readings into your final integrative essay.

Classroom Expectations

Your attendance and active participation in class every week is expected. Active participation means both listening as well as contributing to the class discussion. Your participation mark is **not** based on how many times you speak, but rather the quality of your contribution (e.g., raising one insightful question can help the discussion tremendously). Active participation means being conscious of the space you are taking up in the classroom and making efforts to include everyone in the discussion. We will be doing regular in-class activities. There is no way to “make-up” for in-class participation or activities that you miss; you will receive a mark of zero. Please see information on acceptable accommodations below.

LEARN & Email

We will be using Waterloo LEARN for this course. You are required to upload your assignments to LEARN dropbox and Turnitin.com (see below) except in cases where draft assignments are due at the start of class. Please make sure you regularly check your email and LEARN for announcements, deadlines, and discussion boards throughout the semester and especially the night before class. Please only communicate with the Lecturer using your assigned University of Waterloo institutional email and check this email account regularly for announcements.

In-Class Computer Use

A growing body of literature suggests that trying to “multi-task” during lecture does not work. Using a computer or other electronic devices during lecture reduces comprehension which could, in turn, negatively affect your grades. Computers also act as a distraction to other students. See:

Dynarski, Susan. 2017. “For better learning in college lectures, lay down the laptop and pick up a pen.” <https://www.brookings.edu/research/for-better-learning-in-college-lectures-lay-down-the-laptop-and-pick-up-a-pen/>

Students using computers or other devices (e.g., cell phones) during class are required to have all sound turned off, and may be asked to locate in designated seating at the back of the classroom to avoid distracting other students.

Late Assignment Policy & Accommodations

Assignments are due on the deadlines stated above. **This is the due date.**

I am offering **all students** a one-week (7-days, including weekend days) “grace period” following the due date to submit their assignments without incurring a late penalty. You do not need to request an extension to take advantage of this grace period and it will not affect your grade either way. You also do not need to provide me with any documentation (e.g., doctor’s note) to use this grace period. The logic in using this grace period is as follows: You should have started your assignment well before the due date, but if you do get sick just before the due date then the one-week grace period should give you ample time to recover those days you missed while you were sick. The same goes for a funeral or any other issue that may arise leading up to the due date: you can recover these days during the grace period. I want to emphasize that the due date is still the date listed on the syllabus above, so please do not come to me after the grace period asking for an extension for something that happened during the grace period (which is after the due date).

Assignments submitted late will be deducted 10% per calendar day (i.e., including each weekend day) and will not be accepted after 7 days from the last day of the grace period (i.e., 14 calendar days from the due date). Please expect a delay in the grading of late work. Please note that there is no “make-up” for assignments due at the start of class or for activities during class (including class prep notes, participation, group creative project proposal, etc.). ALL assignments must be submitted by the final day of classes (July 24th, 11:59pm).

****The grace period does NOT apply to weekly class preparation notes and the project proposals which are due on LEARN dropbox before the start of class, no exceptions.****

Circumstances always arise which cause some people to legitimately miss deadlines. Please speak to me if you think your case qualifies consideration. If you become ill (or otherwise incapacitated) you must provide me with appropriate documentation as soon as possible – and no later than one-week after the end of the grace period. Failure to provide a timely request will decrease the likelihood of providing an accommodation.

For medical exemptions, only the official University of Waterloo “Verification of Illness” form will be accepted (see: <https://uwaterloo.ca/campus-wellness/sites/ca.campus-wellness/files/uploads/files/VIF-online.pdf>). This form is not required if you are submitting late during the grace period. Be aware that submitting a note that has been altered or obtained under false pretences is considered a very serious offence by the University. Submitting documentation does *not* guarantee that your late penalty will be waived. Please see the University’s full accommodation policy at: <https://ugradcalendar.uwaterloo.ca/page/Regulations-Accommodations>

The University acknowledges that, due to the pluralistic nature of the University community, some students may seek accommodations on religious grounds. Accordingly, students must consult with their instructor(s) within one week of the announcement of the due date for which accommodation is being sought. Please note that the grace period discussed above is meant to address most accommodation needs. Additional “grace period days” will not be granted due to an accommodation needed leading up to the due date—this is what the grace period is for. Neither will the grace period be extended for students for events or situations that take place during grace period (since students should not rely on the grace period to complete their assignments and doing so risks a late penalty).

Elective arrangements (such as travel plans) are not considered acceptable grounds for granting an accommodation.

Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. The University’s guiding principles on academic integrity can be found here: <http://uwaterloo.ca/academicintegrity>. ENV students are strongly encouraged to review the material provided by the university’s Academic Integrity office specifically for students: <http://uwaterloo.ca/academicintegrity/Students/index.html>

Students are also expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. Students who are unsure whether an action constitutes an offense, or who need help in learning how to avoid offenses (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. Students may also complete the following tutorial: <https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/academic-integrity-tutorial>

When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline: <https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71>. Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance: <https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>

Please note that I reserve the right to ask you to speak with me in person about any assignment you have submitted for marks. This may include a request to show me drafts or previously saved versions of your assignment and for you to walk me through the logic, arguments, and sources of your assignment.

****NOTE:** Cutting and pasting some or *even part of* a sentence directly from a source and using it in your assignment is plagiarism unless you have put the phrase *or part of the phrase* you used in quotations with a proper citation. Cutting and pasting sentences or parts of sentences into your assignment without using quotations and a citation could result in you receiving a zero or being put on probation (or possibly expulsion for repeat offences).**

Turnitin.com

Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, and are subject to the USA PATRIOT ACT, 2001; therefore, students must be given an alternative (e.g., scaffolded assignment or annotated bibliography) if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin® in this course.

See: <https://uwaterloo.ca/academic-integrity/guidelines-instructors> for more information.

Citation Format

Properly referencing your sources helps you avoid plagiarism and builds the credibility of your argument by pointing to supporting evidence. In general, please use either APA (American Psychological Association) style or the Chicago style for referencing your sources, unless otherwise instructed. For more information on these styles, please consult: <http://ereference.uwaterloo.ca/display.cfm?categoryID=15&catHeading=Citation%20/%20Style%20Guides>.

Group Work

This course requires significant amounts of group work. The pedagogical goals of group work and strategies of resolving conflicts within groups will be discussed in more detail during lecture. Group work helps train you for collaborating in your civic life as well as working in teams in your future career. Group work demonstrates for us the importance of listening, negotiating and compromising in light of group members' range of experiences, skills, personalities, attitudes, etc. Group work can potentially lead to a more creative process and robust output due to the diversity of strengths and unique insights that each team member brings to the job. Group work will therefore help you to: identify the strengths of your peers and to maximize these talents in the completion of an assignment; engage one another in peer education such that students with strengths can mentor



and improve their colleagues' capacities; and to resolve conflicts constructively amongst team members.

For most group activities you will be assigned a group. Groups may also be determined based on interest in a topic.

If you are experiencing conflicts within your group then you should try to apply the strategies discussed in class and/or speak with me during office hours or by appointment, either on your own or with the entire group. Come speak with me early before small problems become big ones. I am always available to meet with groups that are experiencing conflicts to help mediate and resolve problems or potential problems. The first step will always be for your group to describe what is happening, why you think it is happening and how you think it the problems could be resolved.



For group assignments, please submit a Group Assignment Disclosure form to verify that your group's submission is not plagiarized and to identify the section(s) or aspect of the project to which you primarily contributed.

<https://uwaterloo.ca/arts/sites/ca.arts/files/uploads/files/Group%20Assignment%20Disclosure.pdf>

Unclaimed Assignments

Unclaimed coursework will only be held for one month following the last day of classes. Following one month any unclaimed coursework will be deleted or destroyed in compliance with UW's [confidential shredding procedures](#).

Intellectual Property

Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo. Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

AccessAbility

AccessAbility Services located in Needles Hall, Room 1401, provides academic support for University of Waterloo students who have both permanent and temporary disabilities. AccessAbility Services collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term (<https://uwaterloo.ca/accessability-services/about>).

Mental Health

The University of Waterloo, the Faculty of Environment and our Departments/Schools consider students' well-being to be extremely important. We recognize that throughout the term students may face health challenges

- physical and/or emotional. **Please note that help is available.** Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services <http://www.uwaterloo.ca/counselling-services> is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.



Grievances

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See Policy 70 - Student Petitions and Grievances, Section 4, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. When in doubt please contact your Undergraduate Advisor for details.

Appeals

A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 – (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals) www.adm.uwaterloo.ca/infosec/Policies/policy72.htm

Recording lectures

Use of recording devices during lectures is only allowed with explicit permission of the instructor of the course. If allowed, video recordings may only include images of the instructor and not fellow classmates. Posting of videos or links to the video to any website, including but not limited to social media sites such as: facebook, twitter, etc., is strictly prohibited.

Co-op interviews and class attendance

Co-op students are encouraged to try and choose interview time slots that result in the least amount of disruption to class schedules. When this is challenging, or not possible, a student may miss a portion of a class meeting for an interview. Instructors are asked for leniency in these situations; but, a co-op interview does not relieve the student of any requirements associated with that class meeting.

When a co-op interview conflicts with an in-class evaluation mechanism (e.g., test, quiz, presentation, critique), class attendance takes precedence and the onus is on the student to reschedule the interview. CECA provides an interview conflict procedure to manage these situations.

Students will be required to provide copies of their interview schedules (they may be printed from WaterlooWorks) should there be a need to verify class absence due to co-op interviews.

Prerequisites

None.

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