University of
Waterloo

| **GEOG/ERS 461** |
| **Food Systems and Sustainability** |
| Faculty of Environment |
| Fall 2016 |

Course instructor: Dr Steffanie Scott

Class time: Tues & Thurs 11:30-12:50 in DWE 1501

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TA: Jodi Koberinski

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Note: *The guidelines in this syllabus are subject to change. Refer to the course website on Learn for updates.*

We would like to acknowledge that we are on the traditional territory of the Attawandaron (Neutral), Anishnaabeg, and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, land promised to Six Nations, which includes six miles on each side of the Grand River.

The Waterloo Aboriginal Education Centre (https://uwaterloo.ca/stpauls/waterloo-aboriginal-education-centre) facilitates the sharing of Indigenous knowledge and provides culturally relevant information and support services for all members of the University of Waterloo community, including Aboriginal and non-Aboriginal students, staff, and faculty.

Course description

This course examines dimensions of food systems sustainability and food security, from production to consumption, from local to global scales, in the global north and south. Specific themes covered in the course include resource depletion and wider environmental impacts of the industrial food system, technological and genetic change in food production, and policy, market-oriented, and civil society initiatives to bring about change in the food system, including organic production and localizing food systems.

This course is recognized as a PACS Content Course that fulfills requirements in the interdisciplinary Peace and Conflict Studies plan. For information about doing a PACS concentration (Major, Minor or Option) visit: http://grebel.uwaterloo.ca/academic/undergrad/pacs/plans.shtml.

Intended learning outcomes

Food system change is a topic fraught with debate, particularly in relation to balancing economic with environmental considerations. Understanding both/many sides of an issue places you in a stronger position to defend your ideas. Moreover, many policies or initiatives will have significant impact on 'marginalized' groups. The course develops your familiarity with key debates in academic literature on food studies and geographies of food.

Upon completion of this course, you should be able critically analyze and explain
1. some key environmental, economic, social, and political challenges to food system sustainability at global and local scales

2. the historical development of the contemporary food system, and associated main concepts and models (e.g., community-based/regional vs. globalized food systems)
3. some significant policy (state-led), market-oriented, and civil society initiatives to improve food system sustainability

Teamwork is crucial to achieving change. Thus, this course offers you the opportunity to work in groups to research an issue and present your research output in oral and written form.

Required readings

Frances Moore Lappe & Joseph Collins. 2015. *World Hunger: Ten Myths*. New edition. Oakland, CA: Food First Books. [available in the UW bookstore; also on reserve in Porter Library]

Additional required readings (outlined in the course schedule below) are available via the internet or e-reserve (through the U of Waterloo library website).

Creating a positive learning environment: Mutual expectations

What you can expect of me, and the course format: Your learning is my priority, and I recognize that teaching does not necessarily imply learning. To cater to diverse learning styles, my course exposes you to ideas in different formats (readings, seminar discussions, lectures, videos, real world experience from guest speakers) and encourages you to engage with the material through reflective writing, class presentations, interaction with peers and the instructor, and a research project.

I welcome your participation, comments, and questions, since I believe that your participation contributes to a much more interesting class and valuable learning experience for all. My teaching style is interactive. At some points I will present a lecture, in order to provide background information and concepts that I think are important for developing effective knowledge of development processes. Complementing this, however, the classes will typically engage you in large and small group discussions.

What I expect of you: You are expected to arrive on time, attend all classes, and invest on average 8-10 hours per week in this course, in and outside of class. Since class discussions and assignments will require you to apply information obtained from the readings, you are expected to complete the assigned readings, and to participate actively and consistently in class. (I recognize that not everyone will feel comfortable speaking out in a large seminar class, but you can make up for this by participating actively in small group discussions when appropriate.)

Use of laptops/devices: If you feel the need to use your laptop, tablet or phone during class, limit your use to course-related activities. Checking email, browsing web sites, internet chatting, texting, etc. during class time is disruptive to fellow students and the instructor.

Course schedule, content, and readings

The format for our seminar classes will usually be a guest speaker or video or other presentation on Tuesdays, and discussion/activity on the weekly readings on Thursdays.

Week 1 (Thurs, Sept 8) Introduction to food systems & Waterloo Region as a living laboratory for this course (overview of research projects)

Week 2 (Sept 13/15) Overpopulation & climate change threats to food security?
From Lappe & Collins (2015):
Chapter 1. Too Little Food, Too Many People

Chapter 2. Climate Change Makes Hunger Inevitable

==Sept 14:== First reading response due

==Sept 15==: First Spark question due (bring to class, written on the index card provided)

==Sept 15:== Indicate your research topic preferences on Learn discussion board

Week 3 (Sept 20/22) Industrial agriculture versus organic agriculture

From Lappe & Collins (2015):

Chapter 3. Only Industrial Agriculture & GMOs Can Feed a Hungry World
Chapter 4. Organic & Ecological Farming Can't Feed a Hungry World

Sept 20: Meet (in class) with potential group members & finalize groups
Sept 20 video: King Corn==?==

Week 4 (Sept 27/29) Fairer trade and the food supply

From Lappe & Collins (2015):

Chapter 5. Greater Fairness or More Production? We Have to Choose
Chapter 6. The Free Market Can End Hunger

==Sept 26/27==: Brief meetings with Steffanie re. proposal for term projects

Sept 27 guest speaker: Sarah Rotz (U Guelph)

==Sept 30:== Research proposal due

Week 5 (Oct 4/6) Free trade, food aid, and the food supply

From Lappe & Collins (2015):

Chapter 7. Free Trade Is the Answer
Chapter 8. U.S. Foreign Aid is the Best Way to Help the Hungry

Oct 4 video: Life and Debt (case study of structural adjustment in Jamaican agriculture)

Week 6 (Thurs, Oct 13 = Tues schedule*) The power to change and think differently

[**Although this is officially a Tuesday schedule, we will have a usual Thursday class format, discussing the readings; readings responses are due as usual this week, on Oct 12; plan ahead if you will be away*]

From Lappe & Collins (2015):

Chapter 9. It's Not Our Problem
Chapter 10. Power Is Too Concentrated for Real Change-It's Too Late

Guest speaker ==TBC==: Matthew Bailey-Dick (Waterloo Hen Association)

Week 7 (Oct 18/20) Changing diets & food environments

O'Riordan, T., & Stoll-Kleemann, S. 2015. The Challenges of Changing Dietary Behavior Toward More Sustainable Consumption. *Environment: Science and Policy for Sustainable Development*, *57*(5), 4–13. http://doi.org/10.1080/00139157.2015.1069093

Tony Weis. 2015. Meatification and the madness of the doubling narrative. *Canadian Food Studies*, 2(2): 296-303.

Laura Wellesley, Catherine Happer and Antony Froggatt. 2015. *Changing Climate, Changing Diets: Pathways to Lower Meat Consumption*. Chatham House, UK. [Executive Summary and

Recommendations; skim through the rest of the report]

Optional: Alkon, A. H., Block, D., Moore, K., Gillis, C., DiNuccio, N., & Chavez, N. 2013. Foodways of the urban poor. *Geoforum*, *48*, 126-135.

Optional: Keats, Sharada. 2014. *Future Diets*. London: Overseas Development Institute (ODI). [Executive Summary; skim through the rest of the report]

Oct 18 guest speaker: Leia Minaker (Propel Centre for Population Health, UW): Changing eating behaviours through food environments

Oct 18: Submit your list of potential respondents & tentative interview or survey questions

Week 8 (Oct 25/27) MIDTERM (no class Oct 27: implement your research projects)

Oct 25: Midterm test (60 minutes; you can leave afterwards)

Begin data collection for research project

Week 9 (Nov 1/3) Food justice, migrant workers, and gender

Anelyse M. Weiler, Gerardo Otero, Hannah Wittman. 2016. "Rock Stars and Bad Apples: Moral Economies of Alternative Food Networks and Precarious Farm Work Regimes." *Antipode*.

Jennifer Brady, Jackie Gingras, and Elaine Power. 2012. "Still Hungry: A Feminist Perspective on Food, Foodwork, the Body, and Food Studies." In Mustafa Koc, Jennifer Sumner, Anthony Winson (eds.), *Critical Perspectives in Food Studies*. Oxford: Oxford University Press, pp. 122-135.

Optional: Bedore, M. 2010. "Just Urban Food Systems: A New Direction for Food Access and Urban Social Justice." *Geography Compass*, 4: 1418–1432. doi: 10.1111/j.1749-8198.2010.00383.x

Nov 1: Food justice & migrant workers panel: Jenn Pfenning (Pfennings Organics); Janet McLaughlin (WLU)

Continue/wrap up data collection for research project

Week 10 (Nov 8/10): Municipal food governance, urban agriculture, & alternative food networks (AFNs)

Samuel Walker. 2015. "Urban agriculture and the sustainability fix in Vancouver and Detroit." *Urban Geography*. DOI: 10.1080/02723638.2015.1056606

Mendes, Wendy. 2012. "Municipal Governance and Urban Food Systems," in Mustafa Koc, Jennifer Sumner and Anthony Winson (eds.), *Critical Perspectives in Food Studies*. Oxford University Press, pp.290-309.

Optional: Wang, H., F. Qiu, B. Swallow. 2014. "Can community gardens and farmers' market relieve food desert problems? A study in Edmonton, Canada." *Applied Geography*, 55: 127–137.

Nov 7-8: Meetings with Steffanie to check in (& troubleshoot) re. your research projects

Nov 8 speaker: Steffanie Scott re. China organics & AFNs

Data analysis and writing up of your research project

Week 11 (Nov 15/17) Decolonizing food systems, at home and abroad

Christine Bonnin & Sarah Turner. 2013. "'A good wife stays home': gendered negotiations over state agricultural programmes, upland Vietnam." *Gender, Place & Culture: A Journal of Feminist Geography*, 21(10): 1302-1320. doi: 10.1080/0966369X.2013.832663

Abra Brynne. 2015. Decolonizing food systems: A journey into an uncomfortable but necessary place.

http://rabble.ca/blogs/bloggers/views-expressed/2015/12/decolonizing-food-systems-journey-uncomfortable-necessary-pla

Nov 15 speaker: Jodi Koberinski

Week 12 (Nov 22/24) Research project presentations

Week 13 (Nov 29/Dec 1) Research project presentations

Assignments and deadlines

Unless otherwise noted, assignments are due by **11:59pm** on the date indicated. They are due on Learn only (no hard copy required).

Weekly reading response: 10 x 2% - due by 11:59pm on **Wednesdays**, starting Sept 14 (for Week 2 readings)	Every Wed	20%
Sparks questions (on weekly readings), starting Sept 15	Every Thurs	5 %
Midterm test	Oct 25	15%
Meeting with instructor re. proposal for research project	Sept 26-27	--
Proposal for research project	Sept 30	5%
Submit your list of potential respondents & tentative interview or survey questions (for research ethics review)	Oct 18	--
Data collection for research project	Week of Feb 22	--
Meeting with instructor re. research project progress	Nov 7-8	--
Presentation of research project	Last 2 weeks	10%
Research project report	Dec 2	25%
Group self-assessment for research project group	Dec 5	--
Take-home exam (2000-2500 words, based on a selection of essay questions)	Dec 13	20%

Reading responses

To prepare you for class discussions (on Thursdays) and for the midterm and final tests, you are asked submit a short weekly reading response of 300-350 words (total), which makes reference to *all* of the readings for that week. Each response should respond to three questions:

- First, identify the conclusion and summarize the argument of the reading(s).
- Second, identify the element of (one or both of) the reading(s) that you found most interesting, persuasive, well-argued, or thought-provoking, and explain why.
- Third, identify the element of (one or both of) the reading(s) that you found most problematic, least persuasive, or most in need of further elaboration, and explain why.

The response should be pasted onto the **discussion board** on Learn before **midnight every Wednesday**. *Late submissions will not be marked, and you will not be given the chance to make up missed submissions*.

Sparks (in lieu of attendance & class participation mark)

Every Thursday (starting in Week 2) you are expected to write a 'Spark' and bring it to class. A Spark is a question or brief comment about the reading that can prompt or spark a discussion. We'll start each class by spending a few minutes sharing our Sparks, which will enable us to get into a discussion. You need to write your Spark on an index card (to be provided by me), and label it with your name and the date. For weeks when we have a case study activity, we may discuss the Sparks later in that class, or in the following. You will need to be present in the class when your Spark is discussed in order to be credited.

One of the main expectations of this seminar course is that you arrive for each class prepared to discuss the core issues in the readings, and the aim of the Sparks (and reading responses) is to help you do this constructively. **If you submit at least 8 of 9 Sparks over the term, you will get the 5% credit**. As long as you give evidence of having engaged with the readings, you get full credit. On occasions when you are not sufficiently prepared to bring a Spark to class (when life gets in the way), you can just write "Pass" on your Spark card, along with your name & the date. You are allowed to "pass" once. If you "Pass" or are absent more than once (without an excused absence), you will receive 0 out of 5. Sparks cannot be handed in late, and except under extraordinary circumstances, absences due to illness count as a "Pass". If you think your circumstances are extraordinary, contact me (in advance of the class in question, if possible).

The research project

For the term project, you are asked to define, describe, and analyze a problem relevant to issues raised in the course, and an initiative to address the problem. The research project encourages you to pursue in-depth knowledge and understanding of that topic; it is an exercise of literature review plus original research, analysis, synthesis, argumentation, and communication. You are encouraged to work in **groups of three** to complete the research project. A selection of research topics is provided for you to choose from, but if you feel strongly about pursuing a topic not covered in the list, see me to discuss this.

- The length of the final report should be about 2500-3500 words per group member, but the report should be compiled as a collective report by the group (like the format for a journal article).
- The marking rubric (on Learn) lists specific points considered in the assessment.
- Include copies of your introduction letters and consent forms (for research ethics) in an appendix with your final research reports.
- Submit your work in Word (not PDF) format, to enable comments using track-changes.
- Your final project should include a literature review section (give it a thematic name, such as 'indigenous food security and sovereignty'), which reviews **at least five sources times the number of group members**. This section should be written in an integrated and coherent fashion, not as an annotated bibliography.

The report structure is flexible, but typically includes an introduction, lit review, and methods section, followed by the findings and discussion (sometimes these two are combined), and conclusion.

Proposal for research project

Each project team will meet with the instructor and/or TA at least twice during the term for 5-10 minutes to discuss their proposal and research progress. A few days after the first meeting, your team will submit in writing a proposal of your research project. This should include the following:

- A tentative title

- A couple of paragraphs situating the topic in terms of global food system concerns. In writing this, use standard citations, as you would for a term paper. A good way to do this could be to link the topic to issues raised within the 21 articles that comprise "Food Security: Feeding the world in 2050," a special issue from 2010 of *Philosophical Transactions of the Royal Society B* available at http://rstb.royalsocietypublishing.org/content/365/1554.toc.

- A clear statement of the research question to be explored

- An explanation of the sources of original data to be used and/or methods used to gather the data. For example, interviews or a survey (with what kind of respondents?); existing databases of statistics (from where; what kind of statistical data will you use?)

- A tentative structure of the research report, with clear titles for headings and sub-headings, and a sentence or two describing the purpose and content of each section

- A preliminary list of at least eight references. Include at least four peer-reviewed publications; this can be combined with NGO/government/business reports. Include at least two sources from the 'additional readings' list provided on Learn.

Research ethics review application

The University of Waterloo requires all research conducted by its students, staff, and faculty that involves humans as participants (e.g., through interviews or surveys) to undergo prior ethics review and clearance through the Office of Research Ethics. The ethics review and clearance processes are intended to ensure that projects comply with the Office's Guidelines for Research with Human Participants as well as those of provincial and federal agencies, and that the safety, rights and welfare of participants are adequately protected. The Guidelines inform researchers about ethical issues and procedures that are of concern when conducting research with humans (e.g. confidentiality, risks and benefits, informed consent process, etc.). See http://www.research.uwaterloo.ca/ethics/human/ for more information. The Faculty of Environment's contact in the Office of Research is Sacha Geer, sacha.geer@uwaterloo.ca, ext. 37163.

Each group must submit a list of potential research participants and tentative interview or survey questions for your proposed study. I will provide you with templates of letters of introduction and written consent forms. If recruitment and the interview are conducted via phone, verbal consent can be obtained. You should record the date and time of consent in your notes. Making audio recordings of phone conversations must be done with the participants' knowledge and consent. Digital audio recorders can be borrowed from the Dept of Geography & Environmental Management.

Presentation of term project

Each team will make a 12-minute presentation of their research project during the final two weeks of class. All group members should participate in the presentation.

Feedback from the class will be encouraged to enable the group to improve their analysis before submitting the final written version.

There is an open dropbox on Learn where you should upload your PPT files before giving your presentation in class. Provide your names or project title as the file name so it is easy to identify.

Group self-evaluations

Group projects can be extremely rewarding when individuals pull together and contribute fairly to the collective effort. At the same time, they can be extremely frustrating when some people don't pull their own weight. A **group self-evaluation** process will be used to ensure that individual contributions to the group project are evaluated fairly. *People who do not pull their own weight will not receive the full mark assigned to the project*.

All members of the group are expected to contribute to all aspects of the project. Therefore, each member of the team has to make a *substantive* intellectual contribution to *all* of the following aspects of the project:

- Conducting research into the project topic
- Reviewing and synthesizing literature
- Organizing, writing, and editing the proposal
- Planning and implementing the research project
- Writing up the research report
- Preparing and delivering the presentation

Note that *substantive* does not mean *equal*. It is permissible for some team members to play somewhat larger roles than others on one or more of these aspects as long as everyone on the team is satisfied that individuals contributed fairly. It isn't appropriate to divide the work in such a way that certain aspects of the project are mostly or entirely the responsibility of one person.

When you complete your group process self-evaluations, you can include members' contributions to all of the above aspects. Every group member is required to submit a score with written justification for themselves and each member of their group (see guidelines on Learn). We may exclude or make adjustments for evaluations that have very weak written justification or if the written justification does not support the numeric score given (especially if the numeric grade given is low) or if one student's evaluation is way out of line with others' evaluations of the same student.

The Writing Centre

The Writing Centre works across all faculties to help students clarify their ideas, develop their voices, and communicate in the style appropriate to their disciplines. Writing Centre staff offer one-on-one support in planning assignments, using and documenting research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit www.uwaterloo.ca/writing-centre. Group appointments for team-based projects, presentations, and papers are also available.

Please note that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you. Please bring hard copies of your assignment instructions and any notes or drafts to your appointment.

Strongly recommended sources on writing skills

For this and other undergraduate geography courses, you are expected to have a high level of writing competency. To further hone your skills, I strongly recommend the two sources below to all students.

Writing Effective Essays and Reports, by Rob de Loe (free online resource): http://www.environment.uwaterloo.ca/u/rdeloe/writing_booklet/

Improve your grammar (free online resource): www.grammarbook.com

Two of my pet peeves are the use of term 'the locals' (in place of 'local people') and the incorrect use of 'however', as in the following sentence: "You have found good sources to draw on, however, they were not referenced properly." (It should be broken into two sentences.)

I suggest you review the sources above for tips on addressing grammar issues such as this one, as well as many other helpful hints to improve your writing—and your grades.

Submission of assignments

By submitting an assignment for this course, you are agreeing to the following:

- You have properly referenced and footnoted all ideas, words or other intellectual property from other sources used in the completion of this assignment.
- You have included a proper bibliography, which includes acknowledgement of all sources used to complete this assignment.
- The assignment was completed by your own efforts. You did not collaborate with any other person for ideas or answers (with the exception of group projects)
- This is the first time you have submitted this assignment or essay (either partially or entirely) for academic evaluation.

Turnitin: Plagiarism detection software (Turnitin) will be used to screen assignments in this course for proper citation, referencing and instances of plagiarism. This is being done both as an educational activity for you and to verify that use of all material and sources in assignments is documented. You will be able to submit your assignments to Turnitin multiple times so that you can see how the software has analyzed your writing, and so that you can make adjustments if portions of your text are flagged as being problematic. If you have objections to having your work submitted to Turnitin, please inform me by **Jan 17** to discuss alternative arrangements.

Academic Integrity & Plagiarism: 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. www.uwaterloo.ca/academicintegrity/

Please familiarize yourself with the University of Waterloo's policy dealing with plagiarism. Be especially careful when using materials obtained from the internet, and be aware that software available to instructors can be used to check student submissions for plagiarism (e.g. www.Turnitin.com). Plagiarism offices are treated seriously by the University and can result in significant penalties being assessed (e.g. failing grade on an assignment, repeating a course, suspension or expulsion).

Definition of Plagiarism: "The act of presenting the ideas, words or other intellectual property of another as one's own." Source: University of Waterloo, Policy 71.

To Avoid Plagiarism: The use of other people's work *must* be properly acknowledged and referenced in all written material such as take-home examinations, essays, laboratory reports, work-term reports, design projects, statistical data, computer programs and research results. The properly acknowledged use of sources is an accepted and important part of scholarship. Use of such material without complete and unambiguous acknowledgement, however, is an offence under policy 71.

Please visit the on-line tutorial at http://www.lib.uwaterloo.ca/ait/. See 'Check your understanding' to learn more about what constitutes an academic offence.

Late policy: You are expected to take account of the possibility of computer or printer failure in planning your time. Emailed or faxed assignments will not be accepted. The penalty for late assignments is **5 %** of the total possible mark per day, including weekends and holidays. I will not accept assignments more than 5 days after the due date unless we have a prior arrangement.

When You Cannot Meet a Course Requirement Due to Illness or Other Reasons: There will be no unpenalized extensions on assignments except for illness, severe personal extenuating circumstances, or weather emergencies. When you find yourself unable to meet a course requirement because of medical, compassionate or other reasons, please advise me in writing by LEARN email; make sure to include your full name in your message. Where possible, you must contact the instructor in advance of the assignment due date, but otherwise as soon as possible after the due date. As a rule, you must provide appropriate documentation, for example, a note from your doctor indicating the dates during which you were ill, and describing the severity of your illness. *Manage your time carefully. Pressure of work alone is not an acceptable reason for seeking an extension without penalty.*

Information for Students Using Waterloo Learn (course website for Geog 203): Waterloo Learn is a web-based course management system that enables instructors to manage course materials (posting of lecture notes etc.), interact with their students (drop boxes for student submissions, on-line quizzes, discussion boards, course e-mail etc.), and provide feedback (grades, assignment comments etc.).

Logging Into Waterloo Learn: Users can login to Learn via: http://learn.uwaterloo.ca/. Use your WatIAM/Quest username and password. If you still cannot get on after checking your password, please confirm with your instructor that you are on the class roster. **Getting Help**: A D2L student guide can be found at: http://av.uwaterloo.ca/uwace/training_documentation/student_index.html

Missed tests

The midterm test is mandatory, and thus, every effort should be made to attend. The only exceptions to this are those students who have a valid medical reason, personal or family emergency, etc.:

- Valid medical reason such as illness or accident (proof such as a note from Health Services is required);
- Significant personal or family emergency, death in the family, etc. (with suitable proof where possible);
- Other valid reasons beyond the control of the student (to be approved on a case-by-case basis at the discretion of the instructor). If you know in advance that you will not be able to make a test, please contact the instructor as far in advance as possible to discuss alternatives.

If you miss a test or exam for any reason:

1. Communicate to the instructor the reason you missed the test.
2. IMPORTANT! As soon as possible, please obtain a *valid medical, counselor's or other 'proof of absence' note* explaining the reason for your absence, degree of incapacitation, dates covered by the note, etc. Please make a copy of this note and give the copy to your instructor in person, or scan and submit it by email.
3. Due to the time consuming nature of creating a make up test, tests can only be written on the day originally scheduled. Do NOT assume a make up test is possible.

Email policy (→ put Geog 461 in the subject line)

I will use the 'Annoucements' tool in Learn to post important updates regarding the course. Check this section of the site regularly. You can also subscribe to receive email notifications. For general questions, please use the 'Q&A' webboard, where other students can see and also reply to messages. Any questions related to individual grades or a personal matter (e.g., health issue) may be sent as an email message, preferably through Learn.

If you would like to contact me by email, please put Geog 461 in the subject line of your message. I will try to respond within 2 working days. If you do not hear back from me within three days (excluding weekends), feel free to contact me again in case the message got overlooked.

Note that email is the official channel of communication between the University and its students. You are required to check your *uwaterloo.ca* email account regularly; I recommend that you check for course-related emails at least twice a week. If you use another email service (e.g., gmail), it is your responsibility to ensure that mail sent to your *uwaterloo.ca* account is forwarded to your other account.

University policies and support

A gentle reminder to take care of yourself and find ways to **de-stress**. Getting enough sleep and eating well will go a long way to helping you accomplish your academic goals. Balance things out with some time away from studying. Here are some links on Academic and life wellness services at UW: https://uwaterloo.ca/student-success/academic-and-life-wellness-services

Mental Health: The University of Waterloo, the Faculty of Environment and our Departments 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.

Note for students with disabilities: The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, 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 the OPD at the beginning of each academic term.

Religious Observances: Student needs to inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

Grievance: 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. Read 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.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs 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. 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, http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. Within ENV, those committing academic offences (e.g. cheating, plagiarism) will be placed on disciplinary probation and will be subject to penalties that may include a grade of 0 on affected course elements, 0 on the course, suspension, and expulsion.

Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance, http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm

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

Unclaimed assignments will be retained until one month after term grades become official in Quest. After that time, they will be destroyed in compliance with UW's [confidential shredding procedures](.).