

# UNIVERSITY OF GUELPH

## HIST\*4250 Selected Topics in Environmental History: Warfare and the Environment

**Fall 2024**

Department of History

Credit Weight: 1.0

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### 1. Course Description

#### 1.1 Calendar Description

This seminar in environmental history will discuss the historical relationships between humanity and the non-human world by analyzing their political, economic, social, cultural, and ecological implications over time. Topics will vary, but may include issues such as climate change, energy, animals, commodities, resources, food, colonialism, pollution, environmentalism, biodiversity, warfare, and science and technology.

Restrictions: Restricted to students in the BA Honours or BAS program with a minimum of 70% average in all History course attempts.

Requisites: 10.00 credits including 1.00 credits at the 3000-level in HIST or ASCI - Must be completed prior to taking this course.

#### 1.2 Course Description

In the 20th century, warfare had a complex and catastrophic impact on the environment. During the First and Second World Wars and throughout the Cold War, nation-states mobilized, conscripted, and weaponized all available human and material resources to wage war on land, at sea, and in the air with unprecedented scale and fury. Science, technology, industry, and nature were exploited to increase the size of modern militaries and equip them with more powerful conventional, chemical, and nuclear weapons. The birth of modern warfare was a turning point in Earth's history, as humanity gained the capacity to mobilize and destroy the environment with near impunity. Yet, nature can be remarkably resilient and regenerative in the face of destruction. Nature has

agency in shaping the course, character, and aftermath of modern warfare, as well as the places and spaces affected by military activities.

This seminar draws together perspectives and debates from environmental history and military history to explore several major questions and themes: How does warfare impact the environment? In what ways have governments and militaries weaponized the environment for war purposes? How are environments viewed and experienced by individuals and societies at war? What role do science and technology play in controlling nature and enabling destruction? How have militaries contaminated or altered the environment? How has nature shaped conflict and its aftermath? What are the environmental legacies of modern warfare?

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## 2. Instructional Support

### 2.1 Course Instructor

Instructor: [REDACTED]  
Email: [REDACTED]  
Office: [REDACTED]  
Office Hours: By appointment

### 2.2 Course Time, Delivery Method, and Location

Class Time: [REDACTED]  
Delivery Method: In-person, seminar  
Location: [REDACTED]

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## 3. Learning Resources

### 3.1 Required Textbook

Readings, videos, and other materials as assigned in the Course Schedule. They are available at the library or in CourseLink.

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## 4. Learning Outcomes

### 4.1 Course Learning Outcomes

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

1. Identify how human and non-human factors have altered local, transnational, and global environments over time.
  2. Explain how the environment shapes politics, economies, societies, conflicts, and cultures over time.
  3. Understand the relationship between science, technology, and the environment within different wartime contexts.
  4. Analyze the impact of military activities on different geographies, climates, and marine and terrestrial environments.
  5. Synthesize specialized knowledge, arguments, and evidence related to the disciplines of environmental history and military history.
  6. Analyze primary and secondary historical sources and communicate results in oral and written formats.
  7. Draw connections between environmental issues in the past and present.
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## 5. Method of Evaluation:

### 5.1 Assignment due dates and values

Assessment	Value	Date Due
<b>Weekly Participation</b>	15%	Ongoing assessment
<b>Reading Presentations (2)</b>	20%	Due on date of reading in course schedule
<b>Essay Proposal and Annotated Bibliography</b>	10%	October 4, 2024, by 11:59pm
<b>Methodology Reflection</b>	5%	October 11, 2024, by 11:59pm
<b>Research Forum</b>	10%	First Post: October 25, 2024, by 11:59pm.

		<p>Second Post: November 1, 2024, by 11:59pm.</p> <p>Third Post: November 8, 2024, by 11:59pm.</p> <p>Fourth Post: November 15, 2024, by 11:59pm.</p>
<b>Final Essay</b>	35%	December 3, 2024, by 11:59pm
<b>End of Course Reflection</b>	5%	December 5, 2024, by 11:59pm

## 5.2 Assignment Descriptions

### Participation (15%):

Students are expected to attend and participate in every class. This makes participation an ongoing assessment that is evaluated over the whole semester. **Good participation involves coming to class having already done the readings, contributing to discussions, sharing ideas, and actively listening to others.**

### Reading Presentations (20%)

Students will sign up to present 2 course readings. The sign-up sheet is available on CourseLink. Readings cannot be changed once you have signed up and only one student can present a reading. **Each presentation is worth 10% and should be no more than 20 minutes.** Presentations should critically evaluate the reading's argument, structure, evidence, and conclusions, and include 3 discussion questions. **Presentations are delivered on the date the reading is assigned in the Course Schedule.**

### Essay Proposal and Annotated Bibliography (10%)

The Essay Proposal and Annotated Bibliography is due October 4, 2024, by 11:59pm. The Proposal should **outline the essay topic** and **discuss a preliminary thesis**. The Annotated Bibliography should include **6 scholarly sources**, with a short description of the source and its importance to your argument. The Essay Proposal and Annotated Bibliography must be submitted in a **Microsoft Word document and use Chicago style. The Proposal should be 600-800 words in length (not including the Bibliography).** **Final Essays will not be accepted without the prior submission of the Proposal and Annotated Bibliography.** More instructions will be provided in class.

**Methodology Reflection (5%)**

The Methodology Reflection is due October 11, 2024, by 11:59pm. It is designed to prompt students to evaluate their methods and approaches to conducting historical research and explain the potential and/or problems of using AI to research their chosen topics. More instructions will be provided in class. **The Reflection should be 600-800 words in length and must be submitted in a Microsoft Word document.**

**Research Forum (10%)**

The Research Forum is a remote assignment that will be completed using the Discussions section on CourseLink. Students are required to complete 4 posts (100-300 words each) about their ongoing research for the Final Essay. **Each post is worth 2.5% and must be submitted on or before the due dates stated in the Course Outline.** The topics for each post can be found on CourseLink. More instructions will be provided in class.

**Final Essay (35%)**

The **Final Essay is due December 3, 2024, and should be 3000-3500 words in length.** Students can select a topic that interests them, but it must address some aspect of warfare and the environment. The Essay should argue a clear thesis with supporting evidence and include **at least 8 secondary and 2 primary sources.** The Essay must be submitted in a **Microsoft Word document and use Chicago style.** Further instructions will be provided in class.

**End of Course Reflection (5%)**

The End of Course Reflection is due December 5, 2024, by 11:59pm. It allows students to reflect on their learning throughout the course. Students will choose two learning moments in the course and examine their impact. **The End of Course Reflection should be 500 words in length and submitted in a Microsoft Word document.** Further instructions will be provided in class.

**5.3 Late Assignments**

Assignments must be submitted by their due dates. Students in need of accommodation must contact the professor **before the deadline.**

**Any late assignments that have not received prior accommodation will lose 2% per day (including weekends).** Assignments over 1 week (7 days) late will not be accepted.

**5.4 Turnitin**

Turnitin will be used and integrated with the CourseLink Dropbox tool. It will detect possible plagiarism, unauthorized collaboration or copying as part of the

ongoing efforts to maintain academic integrity at the University of Guelph. All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

### **5.5 University of Guelph Statement on Artificial Intelligence Systems, ChatGPT, Academic Integrity**

Artificial intelligence (AI) systems are powerful tools that promise to revolutionize research, teaching and learning. In all three areas and in the future of work, there exist creative and forward-thinking opportunities for the use of AI. Many University of Guelph faculty, instructors, staff and students are currently looking at ethical uses of AI, including research through U of G's [Centre for Advancing Responsible and Ethical Artificial Intelligence \(CARE-AI\)](#).

At the same time, the development of increasingly sophisticated AI systems such as ChatGPT poses potential threats to academic integrity. Unauthorized student use of AI systems undermines student learning, the achievement of learning outcomes and violates the University's academic misconduct policies. The University is committed to ensuring that the use of AI in teaching and learning complies with existing policies and regulations that govern academic and scholarly integrity. We continue to engage the University community, including students, as we work to refine academic integrity policies and their intersection with AI tools. We affirm the following:

1. Students' work must reflect their unique intellectual capacity and demonstrate the application of critical thinking and problem solving. Unauthorized use of AI to complete assessments violates the fundamental intellectual purposes of the University and does not demonstrate student achievement of course learning outcomes.
2. Submission of materials completed by AI, without permission of the instructor, constitutes an offence under the University's academic misconduct policies, either as a form of plagiarism or the use of unauthorized aids.
3. Acceptable use of AI should be determined by the course instructor and may vary across disciplines, programs and types of assessments. In setting out course requirements and assessment criteria, the instructor should specify allowable uses of AI, if any, through the course outline and/or the learning management system (e.g., CourseLink). Clarity about the acceptable use of AI is critical for students and instructors. Students are responsible for appropriately referencing how and to what extent they have used AI in assessments in keeping with University and course requirements.

The professor will post a statement about allowable AI uses on CourseLink.

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## 6. Teaching and Learning Activities

### 6.1 Course Schedule

Date	Week 1: Introduction
Sept. 5	Expectations, student introductions, course overview
Task	<b>Sign up for 2 Article Presentations on CourseLink by September 7, 2024, by 11:59pm.</b>
Week 2: Militarized Landscapes	
	Guiding Questions: How does warfare impact nature? How do military activities manipulate and change the environment? How do environments and wildlife respond to military activities?
Sept. 10	Chris Pearson, "Researching Militarized Landscapes: A Literature Review on War and the Militarization of the Environment," <i>Landscape Research</i> 37, 1 (2012): 115-133.  Rachel Woodward, <i>Military Geographies</i> , 72-103. ("Militarized Environments")
Sept. 12	Lisa M. Brady, "War from the Ground Up: Integrating Military and Environmental Histories," in Mark D. Hersey and Ted Steinberg, eds., <i>A Field on Fire: The Future of Environmental History</i> , 250-262.  David G. Havlick, <i>Bombs Away: Militarization, Conservations, and Ecological Restoration</i> , 13-34. ("Bunkers, Bats, and Base Closures")
Task	<b>Think about a topic for your Final Essay</b>

<b>Week 3: Environments and Ideology</b>	
	Guiding Questions: How are environments affected by nationalism, ideology, and racism? How are ideology and nature connected? How have environments been mobilized for war? What are the environmental histories of fascism, communism, and democracy?
<b>Sept. 17</b>	<p>Kenny Cupers, "Governing Through Nature: Camps and Youth Movements in Interwar Germany and the United States," <i>Cultural Geographies</i> 15, 2 (2008): 173-205.</p> <p>Simo Laakkonen, "Environmental Policies of the Third Reich," in Simo Laakkonen, Richard Tucker, and Timo Vuorisalo, eds., <i>The Long Shadows: A Global Environmental History of the Second World War</i>, 55-74.</p>
<b>Sept. 19</b>	<p>Paul Josephson, "War on Nature as Part of the Cold War: The Strategic and Ideological Roots of Environmental Degradation in the Soviet Union," in J. R. McNeill and Corinna R. Unger, <i>Environmental Histories of the Cold War</i>, 21-50.</p> <p>Shane Hamilton, <i>Supermarket USA: Food and Power in the Cold War Farms Race</i>, 43-69. ("The Farms Race Begins")</p>
<b>Task</b>	<b>Select a topic for your Final Essay and confirm it with the professor by September 20, 2024, at 11:59pm</b>
<b>Week 4: Essay Workshops</b>	
	Guiding Questions: What subject in environmental history interests you? What primary and secondary sources are available? What is your perspective and preliminary thesis? How do you take research notes? What are your research methods?
<b>Sept. 24</b>	<p>Environmental History Workshop</p> <p>Donald Hughes, "Three Dimensions of Environmental History," <i>Environment and History</i> 14, 3 (2008): 319-330.</p>



<b>Sept. 26</b>	Research Methods Workshop No readings
<b>Task</b>	<b>Read 5-6 secondary sources on your chosen essay topic this week.</b>
<b>Week 5: Environments and Bodies</b>	
	Guiding Questions: How does the environment impact the experience of war for the average soldier? In what ways do military technologies and medical science overcome (or fail to overcome) environmental challenges?
<b>Oct. 1</b>	Judith A. Bennett, <i>Natives and Exotics: World War II and the Environment in the Southern Pacific</i> , 49-71. ("Diseased Environments")  C.E. Wood, <i>Mud: A Military History</i> , 1-48. ("Mud's Types, Characteristics, and Effects" "Permanent Mud" "Seasonal Mud")
<b>Oct. 3</b>	Susan L. Smith, <i>Toxic Exposures: Mustard Gas and the Human Health Consequences of World War II in the United States</i> , 1-41. ("Introduction: Health and War Beyond the Battlefield" and "Wounding Men to Learn: Soldiers as Human Subjects")  Matthew S. Wiseman, "Unlocking the 'Eskimo Secret': Defence Science in the Cold War Canadian Arctic, 1947-1954," <i>Journal of the Canadian Historical Association</i> , 26, 1 (2015): 191-223.
<b>Due</b>	<b>Annotated Bibliography and Essay Proposal, October 4, 2024, by 11:59pm.</b>
<b>Week 6: Weaponizing Food and Nature</b>	
	Guiding Questions: How have governments and militaries conscripted the environment for war purposes? What role does the

	weaponization of food and natural resources play in total war? What are the postwar legacies?
<b>Oct. 8</b>	<p>Matthew Evenden, "Aluminum, Commodity Chains, and the Environmental History of the Second World War," <i>Environmental History</i>, 16, 1 (2011): 69-93.</p> <p>J.R. McNeill, "Woods and Warfare in World History," <i>Environmental History</i> 9, 3 (2004): 388-410.</p>
<b>Oct. 10</b>	<p>Lizzie Collingham, <i>The Taste of War: World War Two and the Battle for Food</i>, 1-49. ("Introduction" and "Germany's Quest for Empire.")</p> <p>Micah S. Muscolino, "The Energetics of Militarized Landscapes: The Ecology of War in Henan, 1938–50," in Ts'ui-jung Liu and James Beattie, eds., <i>Environment, Modernization, and Development in East Asia: Perspectives from Environmental History</i>, 182-200.</p>
<b>Due</b>	<b>Methodology Reflection, Oct. 11, 2024, by 11:59pm</b>
<b>Week 7: Writing and Research Challenges</b>	
	Guiding Questions: What progress have you made on your Research Essay? What has gone according to plan? What challenges have you encountered? How can you help your classmates?
<b>Oct. 15</b>	No Class (Thanksgiving)
<b>Oct. 17</b>	Final Essay: Q&A Session
<b>Task</b>	<b>Research Forum Opens, October 17, 2024, at 12pm.</b>
<b>Week 8: Production</b>	

	<p>Guiding Questions: What is the relationship between industry and warfare? How are logistics and the environment connected? What are the environmental legacies of munitions production? How do companies transition from wartime to peacetime production?</p>
Oct. 22	<p>Gerard J. Fitzgerald, "The Chemist's War: Edgewood Arsenal, The First World War, and the Birth of a Militarized Environment," in Richard Tucker et al., eds. <i>Environmental Histories of the First World War</i>, 62-96.</p> <p>Alex Souchen, "Victory at all Costs: Canada's Munitions Industry and the Environment during the Second World War," in Alex Souchen and Matthew S. Wiseman, eds. <i>Silent Partners: The Origins and Influence of Canada's Military-Industrial Complex</i>, 37-62.</p>
Oct. 24	<p>Andrew Jenks, "Model City USA: The Environmental Cost of Victory in World War II and the Cold War," <i>Environmental History</i> 12, 3 (2007): 552-577.</p> <p>Edmund Russell, <i>War and Nature: Fighting Humans and Insects with Chemicals from World War I to Silent Spring</i>, 145-183. ("Planning for Peace, 1944-1945" and "War Comes Home, 1945-1950")</p>
Due	<b>Research Forum: First Post, October 25, 2024, by 11:59pm.</b>
<b>Week 9: Destruction</b>	
	<p>Guiding Questions: How can we conceptualize the scale of destruction and pollution caused by warfare? How and why did scientists, generals, and politicians justify the development and use of chemical weapons? How are insecticides and dioxins linked to ecocide? What are the environmental legacies of destruction?</p>
Oct. 29	<p>Daniel Hubé, "Industrial-Scale Destruction of Old Chemical Ammunition Near Verdun: A Forgotten Chapter of the Great War," <i>First World War Studies</i>, 8, 2-3 (2017): 205-234.</p>

	Chris Pearson, <i>Mobilizing Nature: The Environmental History of War and Militarization in Modern France</i> , 127-168. (“Demilitarization and Militarization, 1918-44”)
<b>Oct. 31</b>	Edwin A. Martini, “‘This is Really Bad Stuff Buried Here’: Agent Orange, Johnston Atoll, and the Rise of Military Environmentalism,” in Edwin A. Martini, ed., <i>Proving Grounds: Militarized Landscapes, Weapons Testing, and the Environmental Impact of U.S. Bases</i> , 111-142.  David Zierler, “Against Protocol: Ecocide, Détente, and the Question of Chemical Warfare in Vietnam, 1969-1975” in J.R. McNeill and Corinna R. Unger, <i>Environmental Histories of the Cold War</i> , 227-256.
<b>Due</b>	<b>Research Forum: Second Post, November 1, 2024, by 11:59pm.</b>
<b>Week 10: Aftermath</b>	
	Guiding Questions: How and why are battlefields cleaned up after the war? What role does tourism play? What connections exist between the dead and the environment? What does sacred ground mean? Does war commemoration have an environmental history?
<b>Nov. 5</b>	Mark Connelly, <i>Postcards from the Western Front: Pilgrims, Veterans, and Tourists after the Great War</i> , 263-289. (“Postcards from Ypres and Its Salient”)  Deepak Naorem, “War and the Dead: Funerary Rites, Mourning and Commemorating Second World War Deaths in Northeastern India,” in Parjanya Sen and Anup Shekhar Chakraborty, eds., <i>Death and Dying in Northeast India</i> , 100-116.
<b>Nov. 7</b>	Donovan Webster, <i>Aftermath: The Remnants of War</i> , 81-129. (“Ghosts: Russia 1941-1943”)  Gerald Figal, <i>Beachheads: War, Peace, and Tourism in Postwar Okinawa</i> , 25-49. (“Tours Among the Ruins”)

<b>Due</b>	<b>Research Forum: Third Post, November 8, 2024, by 11:59pm.</b>
	<b>Week 11: Fallout</b>
	Guiding Questions: In what ways have atomic weapons changed the planet's atmosphere, biosphere, hydrosphere, and geosphere? What is the significance of fallout and why is it contentious? How have environmentalists, scientists, politicians, doctors, and the military responded to its harmful effects?
<b>Nov. 12</b>	<p>Janet Farrell Brodie, "Contested Knowledge: The Trinity Test Radiation Studies," in Brinda Sarathy et al., eds. <i>Inevitably Toxic: Historical Perspectives on Contamination, Exposure, and Expertise</i>, 50-73.</p> <p>Ryan Edgington, "Fragmented Histories: Science, Environment, and Monument Building at the Trinity Site, 1945-1995," in Chris Pearson et al., eds., <i>Militarized Landscapes: From Gettysburg to Salisbury Plain</i>, 189-207.</p>
<b>Nov. 14</b>	<p>Toshihiro Higuchi, "Atmospheric Nuclear Weapons Testing and the Debate on Risk Knowledge in Cold War America, 1945-1963," in J.R. McNeill and Corinna R. Unger, <i>Environmental Histories of the Cold War</i>, 301-322.</p> <p>Michiko Suzuki, "The Japanese Red Cross Society's Emergency Responses in Hiroshima and Nagasaki, 1945," <i>Social Science Japan Journal</i> 24, 2 (2021): 347-367.</p>
<b>Due</b>	<b>Research Forum: Fourth Post, November 15, 2024, by 11:59pm.</b>
	<b>Week 12: Climate and Warfare</b>
	Guiding Questions: What is the relationship between scientists and the military-industrial complex? How did scientists discover global warming? What impact can climate have on conflict?

<b>Nov. 19</b>	Jacob Darwin Hamblin, <i>Arming Mother Nature</i> , 85-107. (“Earth Under Surveillance”)  Naomi Oreskes, “Changing the Mission: From the Cold War to Climate Change,” in Naomi Oreskes and John Krige, eds., <i>Science and Technology in the Global Cold War</i> , 141-187.
<b>Nov. 21</b>	David Livingstone, <i>The Empire of Climate: A History of an Idea</i> , 335-369. (“Climate Wars”)  Dipesh Chakrabarty, “The Climate of History: Four Theses,” <i>Critical Inquiry</i> 35 (Winter, 2009): 197-222.
<b>Week 13: Wrap Up</b>	
	Guiding Questions: How do warfare and nature shape each other?
<b>Nov. 26</b>	Wrap Up Discussion
<b>Nov. 28</b>	No Class
<b>Due</b>	<b>Final Essay, December 3, 2024, by 11:59pm</b>
<b>Due</b>	<b>End of Course Reflection, December 5, 2024, by 11:59pm</b>

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## 7. University Statements

### 7.1 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.

## 7.2 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>

## 7.3 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>

## 7.4 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.

## **7.5 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 make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

For 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>

## **7.6 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>

## **7.7 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.

## **7.8 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>

## **7.9 Disclaimer**

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

### **7.10 Illness**

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

### **7.11 Covid-19 Safety Protocols**

For information on current safety protocols, follow these links:

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

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