Faculty of Agriculture and Environmental Sciences, Plant Science Department

AGRI-340: Principles of Ecological Agriculture Course Outline – Winter 2024

McGill University is located on the unceded territory of the Kanien'keha:ka, which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. McGill honors, recognizes, and respects these nations as the traditional stewards of the lands and waters on which we meet today.

Instructor: Caroline Begg, Ph.D., caroline.begg@mcgill.ca Office Macdonald-Stewart 2-077
Lectures: Monday, Wednesday, 13h05- 14h25 / R3-048
Conference: Friday 15h25- 17h25 / CC1-150 or greenhouse or MSB-13
Pre-requisites: None, except for an interest in sustainable food systems and regenerative agriculture
Coffee time /teatime/office hours: Contact me for a meeting; we can meet in person or zoom or teams
Teaching Assistant: XXX

Course overview

Farming and food systems are political. The objective of this course is to engage students in understanding the complexities of the agri-food system and to examine the linkages among multiple components in our agricultural systems. These linkages are unified under a broader narrative around sustainability; in AGRI 340, sustainability is seen as an interlocking system of farmers, consumers, workers, scientific issues, and markets that together promise a healthy, green future.

We will study the practices of different systems of agriculture from the lenses of social, environmental, nutritional, and cultural concerns. Included is the examination of historical and on-going effects of colonial agriculture on the agri-food system. AGRI 340 includes practical examples of soil management, pest control, integrated crop and livestock production, food quality and nutrition, value-added products, the labor system (foreign and local), water, and energy. Through the course, discussions of the social components of food systems, including marketing, why we eat the way we do, agricultural subsidies and how they keep agro-food systems "sticky" and the impact our food choices have on the agri-food system, will help structure students' understandings of the way the agri-food system relates to broader society.

By the end of the course, students should be able to answer questions such as (but not limited to!):

- What are some of the scientific basics of ecological agriculture?
- What does climate change mean for agricultural systems?
- How should we consider Indigenous agricultural practices in the context of settler colonialism, climate change, and biodiversity loss?
- What is the future of sustainable agriculture and agri-food systems?
- What does food loss and waste mean to sustainable agriculture?
- Which agri-food systems are resilient in the face of the climate crisis?
- How should we increase LGBTQ2IA+ and BIPOC participation in agricultural production and recognize the importance of diversity?

Learning outcomes

- Be able to engage in policy discussions about the agri-food system (cognitive)

- Identify how agriculture systems can mitigate and adapt to the climate crisis (cognitive)
- Empower participants to feel they can change the agro-food system (affective)
- Empathize with the risk in farming (such as the effects of climate change and market variability) and producer mental health (affective)
- Identify and implement changes with respect to individual and collective choices within the agri-food system (psychomotor)
- Engage with identified sustainable practices in the agro-food system (psychomotor)

Teaching methodology
All teaching is in person and all lectures recorded by Zoom. However, when there are discussions in the classroom, it may be difficult to record all voices and for those attending virtually to fully participate. Guest speakers will be invited to illustrate certain aspects of the course and add to the discussion with their real-life experiences.

Monday and Wednesday: Join Zoom Meeting XXX
Monday: Join Zoom Meeting XXX

Course material
The course is split between technical aspects (pest management, soil fertility, water use etc.) and historical, social and cultural discussion of key issues in agro-food systems today (CRISPIR technology in organic agriculture, urban agriculture, plant-based proteins, food security etc.). Webinars on specialized topics and guest speakers will add context to the discussions.

MyCourses
All course notes, materials, grades, and other information are on MyCourses. There is no official textbook for the course. Submit all assignments, papers and exams using the assignment tool on MyCourses. Paper materials are hyperlinked; by clicking the link, you should be able to gain access after logging into McGill's library system.

As the instructor for this course, I am committed to helping you succeed. If you have any problems, please contact me (caroline.begg@mcgill.ca). McGill provides many programs https://www.mcgill.ca/remote-students/ to help students with study skills, stress counselling, health services, career, job opportunities and more. Students also have access to keep.meSAFE, https://ssmu.ca/blog/2020/03/mental-health-resource-available-keep-me-safe , a mental health counselling service providing 24/7/365 support from licensed counsellors through telephone and mobile chat in over 60 languages.

Course schedule
[*TBD.*]

Evaluation

Assignment	**Percentage**	**Due date**
3 group discussions, 1 individual course reflection (2.5% each)	10%	TBD
Oral group defense of a controversial topic	20%	TBD
Group lab reports	10%	TBD

Group Concept map	10%	TBD
Exploratory research paper (individual)	25%	TBD
Online 48 hr. Quizzes (4 in total, 6.25 % each)	25%	TBD

1) Group discussions (3) and Individual course reflection (1)

The purpose of this assignment is for students to gain a more profound understanding of specific, controversial subjects in the agri-food world. It involves three group discussions on controversial topics in agriculture, environment, and nutrition – based on selected research papers (in the "readings" section). Each student will sign up for a group discussion on different papers (under the group tool in My Courses). The groups, 3 to 4 members, will change according to which paper is selected by students. Students will discuss the associated topic paper within their group during conferences, and within six days submit a reflection/report.

Details on discussion report

- Give the full citation of the paper
- Give all group names and what part/paragraph each person contributed to (introduction, summary, solution etc.). Your name and participation part must be on the report to get a mark.
- The report must include: a brief introduction and a summary of the key points of the discussion. The group should comment on the paper's findings and how it applies to sustainable /regenerative agriculture systems.
- This must all fit in one (1) page maximum short report, via the assignment tool. Each short report is worth 2.5%.

Details on final course reflection

This short reflection (300 words) is worth 2.5% of your grade. In it, discuss what you have learned, what could be improved, and what could be added to AGRI 340. If submitted, the reflection is receives full marks.

2) Oral group defense of a controversial topic (20%)

The purpose of this assignment is for students to gain a robust understanding of a given issue in the agri-food system and to consider it in terms of sustainability – social, economic and environmental (it can be one or all of the aspects of sustainability). Students will select the topic they are interested in and form groups of 3 to 4 people (sign-up on MyCourses).

Oral presentations are a key tool for communicating a topic to a varied audience.

1. Students will write a short (2) page briefing paper on both sides of a controversial issue, which includes 10 references (minimum 5 references from scientific papers, the rest can be from university or government publications or sites like FAO, WHO etc.). In the paper, discuss what sustainability means to the selected topic.
2. For the presentations/defense, the group will choose one side of the argument and justify the choice. The presentations are 15 min. Submit all papers and PPTs by XXX midnight to the assignment tool on MyCourses. After each presentation, there will be 10 minutes for questions.
3. **This is a group assignment: papers will be submitted as a group and graded together.**

Note: controversial subjects often elicit strong responses. While it is good to debate topical issues, under no circumstances is it acceptable to state or espouse discriminatory rhetoric. It is essential to debate complex issues in an open and inclusive manner

(3) Group lab reports: 10%

This assignment consists of two labs: one on plant diversity and one on soil microbial activity. It will include activities in the greenhouse and soil lab. The lab groups can be the same for each of the labs. The reports will be written as brief scientific papers based on the results from all lab groups. More details will be given at the beginning of the semester.

(4) Concept map: 10%

Causal Loop Diagram's, otherwise known as concept maps, help visualize the connections between components and the feedback loops that occur in complex systems. They get information out of our heads and articulate essential concepts and ideas in a visual aspect. Concept mapping asks us to define how these essential components relate to each other. It results in maps that are structured and complex, but also *highly* informative. For this assignment, each student will develop a question related to an issue with the agri-food system and will map out that question. Your concept map should have these components:

1. Clear question with a clear relationship to the subsystem. More precisely, the concept map helps answer the question the student group is asking.
2. All assumptions are stated.
3. Variables found in the model are clearly defined. External variables and drivers, including those that are excluded due to being pertinent but outside the scope of the concept, are clear.
4. Impact of variables correctly uses **+** and **-** symbols to demonstrate connections between variables are positive or negative; driver inputs are identified; few crossed lines.
5. A brief analysis of the system (two paragraphs). Indicate the leverage points to possibly change the system and what would have the most impact in this change.

Examples of research questions:

- What management strategies would effectively reduce household food waste in the city?
- How can dairy supply-management system be replaced to create sustainable rural communities?
- Which management efforts can be done in order to prevent future eutrophication of the Yamaska River?
- What is the effect of reduced numbers of temporary foreign workers on vegetable production?

(5) Exploratory research paper: 25%

This is an exploratory research paper in which you will outline a research question, discuss existing research, and outline an argument on the subject of your choice. This is good preparation for research careers, those interested in policy, and/or working for farms, farming organizations, and more. The topic should be different from the oral presentation or from specific reflections. The topics can be related to social, economic, environmental, new techniques of sustainable food production etc. It can focus on issues related to consumers or producers or the environment or policy, a new product, a new trend etc.

The "paper" is a balanced exploratory paper.
Think of yourself as employed by an organization, farm, or company, environmental, government or business, and you are asked to research and summarize information on an issue that the business/organization believes may have an impact on their management and/or practices. In the first paragraph, you must state WHO you are (employee of a municipal government, NGO volunteer, consultant for an environmental firm, an agriculture company, a food processing plant etc.) and WHY you were asked to undertake this study by this organization. State this in the introduction.

Objectives for the Paper
The paper examines and summarizes the scientific data, government policies, consumer and producer concerns that affect your issue of choice. NOT all of these points of view must be addressed, since you have limited space. The topic can be an issue in North America or anywhere else. Your paper must present both sides of the issue and your evaluation and summary of your research. Keep the subject specific, but connect to broader course themes. Reflect on the sustainability aspects of this topic in your discussion.

Paper Format

- McGill policy allows students to submit papers written in French or English.
- Length – three (3) pages maximum of written text – references, tables, graphs, pictures can be on additional pages, standard 8.5 by 11 in size, 1 ½ -spaced with 2.54-cm (1-inch) margins
- References - A minimum of 10 references are required, five references must be academic journal articles and the remaining five can be from government or university websites. There can be more than 10 references.
- References format – You can use footnotes or standard referencing – please discuss with the instructor if unsure. Websites must include author, title, date of article, URL and the date accessed. Example: "*More emphasis has been placed on the identification of pathogens than in the actual creation and marketing of a viable bioherbicide* ***(Auld et al, 2003; Hallett, 2005).***"
- References must be cited in the text of the paper

Paper Structure
The paper begin with an **introduction,** placing the issue/topic in the context of the environment, agriculture, and/or society today. In the introduction, state your research question. At the end, state your thesis or argument (i.e. *Agricultural subsidies should be eliminated for a more sustainable system because X*.) The paper's **body** should include summaries of arguments from both sides of an issue, as well as other evidence. There should be a **conclusion** explaining what you have concluded from the examination of the data/information and restating your argument as a result of this research. In the conclusion include, start with your sub-topic, and connect it to broader research material.

(7) Quizzes 25%

- Based on the lecture material, guest speakers and videos; only on the section that was covered to date and/or from the last quiz
- The quizzes will be online (MyCourses) and for 48 hrs. (not-timed)
- Twenty short written answer questions per quiz
- Four quizzes each worth 6.25 %

READINGS- these will form part of the background for the course and aid in class discussions

Each week has one to two readings and several suggested readings in the case that you would like to write on this subject for your exploratory research paper or are interested in the subject. NOTE: the readings will be assigned by week – there may be some changes in which topic will be discussed.

AGRICULTURAL SYSTEMS CONTEXT

What is the agri-food system? In this introductory section of the course, we ground the system as it is and provide context to interpret the agri-food system. The guiding theme of the course, sustainability and ecological agriculture, are here presented as a combination of multiple different historical and current dynamics, including politics (settler colonialism, Indigenous farming methods, corporate farming, etc.) and ecosystem dynamics (soil science, ecosystem health).

The Settler Agri-food System in "Canada," An Introduction

Readings:

- Kepkiewicz, L., & Rotz, S. (2018). Toward anti-colonial food policy in Canada? (Im)possibilities within the settler state. *Canadian Food Studies La Revue Canadienne Des études Sur l'alimentation*, 5(2), 13–24. https://doi.org/10.15353/cfs-rcea.v5i2.202
- Overview of Canada's agriculture and agri-food sector. (2022). *Government of Canada*. **Note this contains statistics on Canadian Agriculture**

Extra reading:

- Weis, Tony. (2010). Breadbasket Contradictions - The Unstable Bounty of Industrial Agriculture in the US and Canada in Lawrence, G., Lyons, K., & Wallington, T. (Eds.). (2010). Food Security, Nutrition and Sustainability (1st ed.). Routledge.

Carbon, microbes and soils

Readings:

- Chenu et al (2019) Increasing organic stocks in agricultural soils: Knowledge gaps and potential innovations. Soil and Tillage research 188: 41-52 https://doi.org/10.1016/j.still.2018.04.011
- White et al (2018) Rhizophagy Cycle: An Oxidative Process in Plants for Nutrient Extraction from Symbiotic Microbes, Microorganisms 6 (3): 95 https://www.mdpi.com/2076-2607/6/3/95

Indigenous Peoples and Agriculture

Disclaimer: Neither the professor nor the assistant in syllabus design for this course identify as Indigenous. However, Indigenous context(s) and approach(es) to agriculture and the land regime that Canada employs are essential to understanding our current agricultural context.

Readings:

- Aboriginal peoples and agriculture in 2016: A portrait. (2019.) *Government of Canada*.
- Arcand MM, Bradford L, Worme DF, Strickert GEH, Bear K, Johnston ABD, Wuttunee SM, Gamble A, and Shewfelt D. 2020. Sowing a way towards revitalizing Indigenous agriculture: creating meaning from a forum discussion in Saskatchewan, Canada. FACETS 5: 619–641. doi:10.1139/facets-2020-0004

Extra reading:

- Eve Tuck, and K. Wayne Yang. "Decolonization Is Not a Metaphor." Tabula Rasa 38 (2021): 61–111. https://doi.org/10.25058/20112742.n38.04.

- Jung. "The First Nations Land Management Act: Twenty Years of Reconciliation." American Review of Canadian Studies 49, no. 2 (2019): 247–61. https://doi.org/10.1080/02722011.2019.1617936.
- Tabitha Robin. "Our Hands at Work: Indigenous Food Sovereignty in Western Canada." Journal of Agriculture, Food Systems, and Community Development (2019).

ISSUES

Sustainability isn't just one issue – and especially not in the context of a system as broad and complex as agri-food. Therefore, this section of the course takes a week-by-week approach to introduce multiple components of sustainability in the agri-food system.

The Politics and Policy of Agriculture

Readings:

- Hedley, D. D. (2017). Governance in Canadian Agriculture. *Canadian Journal of Agricultural Economics/Revue Canadienne D'agroeconomie*, 65(4), 523–541. https://doi.org/10.1111/cjag.12141
- Direct payments to agricultural producers (x1,000). (2023.) *Government of Canada*.
- By subsidizing industries like oil and gas, we are essentially financing our own destruction. (2022). *Toronto Star*.

Environment – Farming and Climate Change

Readings:

- Climate change impacts on agriculture. (2023). *Government of Canada*.
- Lafarge, J., Corkal, V., & Cosbey, A. Farming the Future: Agriculture and climate change on the Canadian Prairies. (2021). *International Institute for Sustainable Development*. 0-102.

Environment - Monocultures and Biodiversity

Readings:

- Sustainable food for thought: agriculture's influence on biodiversity. (2022). *Ducks Unlimited*.
- Global pollinator losses causing 500,000 early deaths a year – study. (2023). *The Guardian.*

Extra reading:

- Badreldin, N., & Lobb, D. A. (2023). The Costs of Soil Erosion to Crop Production in Canada between 1971 and 2015. *Sustainability*, 15(5), 4489. MDPI AG. Retrieved from http://dx.doi.org/10.3390/su15054489

Environment – Agriculture and the City

Readings:

- Newell, J. P., Foster, A., Borgman, M., & Meerow, S. (2022). Ecosystem services of urban agriculture and prospects for scaling up production: a study of Detroit. *Cities*, 125. https://doi.org/10.1016/j.cities.2022.103664
- Grand Parc de l'Ouest: A large-scale collective project. (2022). Ville de Montréal.

- Ontario's Greenbelt is the world's largest, protecting farmland, forests, wetlands, rivers, and lakes. (2023). *Greenbelt.*

Extra reading:

- Huang, D., & Drescher, M. (2015). Urban crops and livestock: the experiences, challenges, and opportunities of planning for urban agriculture in two Canadian provinces. *Land Use Policy*, 43, 1–14. https://doi.org/10.1016/j.landusepol.2014.10.011

Food security

Readings:

- Food waste and food insecurity in Canada: Diverting food waste to charitable food programs will not address food insecurity in Canada. (2017). Policy Options/Options politiques.
- Henry, R. C., Arneth, A., Jung, M., Rabin, S. S., Rounsevell, M. D., Warren, F., & Alexander, P. (2022). Global and regional health and food security under strict conservation scenarios. *Nature Sustainability*, 5(4), 303–310. https://doi.org/10.1038/s41893-021-00844-x

Extra reading:

The Launch of the First 'Food Policy for Canada – Everyone At the Table." (2019). *Food Secure Canada/Reseau pour une alimentation durable*.

Social - Migrant Workers and Labour

Readings:

- Foreign workers in the Canadian agriculture industry. (2021). *Government of Canada*.
- Landry, V., Semsar-Kazerooni, K., Tjong, J., Alj, A., Darnley, A., Lipp, R., & Guberman, G. I. (2021). The systemized exploitation of temporary migrant agricultural workers in Canada: Exacerbation of health vulnerabilities during the COVID-19 pandemic and recommendations for the future. *Journal of Migration and Health*, 3, 100035. https://doi.org/10.1016/j.jmh.2021.100035

Extra reading:

- Citizenship and Precarious Labour in Canadian Agriculture. (2015*). Canadian Centre for Policy Alternatives*.
- ¿Who are we? (2023). *Dignidad Migrante*.

Social – Diversity and the Farm

Reading:

- Laforgea, J., Fenton, A., Lavalée-Picard, V., & McLachland, S. (2018). New farmers and food policies in Canada. *Canadian Food Studies/La Revue candienne sur des études sur l'alimentation*. Vol. 5 No. 3, pp. 128–152.
- Rainbow Chard Collective promotes farmers to be themselves. (2022). *Small Farm Canada*.
- About us. (2023). *Black Farmers Toronto*.

Extra reading:

- Cameron, B. T., Ghaith, Z., Chilton, L. (2022). Diversity, equity and inclusion policy texts in Canadian agriculture, 5(5). *The International Journal on Information, Diversity, and Inclusion*. https://doi.org/10.33137/ijidi.v5i5.37130
- Gibb, N. & Wittman, H. (2013) Parallel alternatives: Chinese Canadian farmers and the Metro Vancouver local food movement. *Local Environment*, 18:1, 1-19. https://doi.org/10.1080/13549839.2012.714763

SOLUTIONS

Sustainability isn't supposed to be all doom and gloom. There are solutions to our current environmental crises, and after having gone through the context and the issues in the agricultural world, we'll spend the rest of the class working on problem solving.

Collective Problem-Solving

Readings:

- Lewis, N. A., Green, D. J., Duker, A., & Onyeador, I. N. (2021). Not seeing eye to eye: challenges to building ethnically and economically diverse environmental coalitions. *Current Opinion in Behavioral Sciences*, 42, 60–64. https://doi.org/10.1016/j.cobeha.2021.02.025
- Soubry, B., Sherren, K., & Thornton, T. F. (2020). Farming along desire lines: collective action and food systems adaptation to climate change. *People and Nature*, 2(2), 420–436. https://doi.org/10.1002/pan3.10075

Extra reading:

- What Are Wicked Problems and How Might We Solve Them? (2022). *Interaction Design Foundation.*
- Van, L. H. C., & Rabbinge, R. (2012). Wicked problems in sustainable agriculture and food security, the transforum experience*. International Food and Agribusiness Management Review*, 15(Special issue), 89–94. https://mcgill.on.worldcat.org/oclc/842948073

Sustainable Solutions

What is sustainability in agriculture?

- Land restitution to Indigenous peoples
- Regenerative / permaculture / biodynamic
- Group discussion: How do you envision a sustainable agri-food system?

McGILL UNIVERSITY STUDENT POLICIES

CAMPUS POLICY ON CHEATING AND PLAGIARISM

All students need to be familiar with the McGill policies regarding integrity, cheating, and plagiarism. Visit: http://www.mcgill.ca/students/srr/honest/students/test

By submitting paper and reports of all kinds, the student certify that the work represents solely his/her own efforts. The student must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures and be aware

of his/her responsibilities under the Student Assessment Policy. Any alleged breach of these regulations will be reported in an incident report to the Associate-Dean (Student Affairs) for appropriate action.

"McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see http://www.mcgill.ca/integrity for more information).

CHEATING: Cheating means any dishonest or deceptive practice related to examinations, tests, quizzes, lab assignments, research papers of other forms of evaluation tasks. Cheating includes, but is not restricted to, making use of unauthorized material or devices and/or obtaining or providing unauthorized assistance in writing examinations, papers, or any other evaluation task.

PLAGIARISM: Plagiarism is the intentional copying, paraphrasing or other use of another person's work or ideas without acknowledgment. Plagiarism can be from any source including books, magazines, newspapers, the Internet, or another student's paperwork.

RIGHT TO SUBMIT IN ENGLISH OR FRENCH WRITTEN WORK THAT IS TO BE GRADED

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded. This right applies to all written work that is to be graded, from one-word answers to dissertations.

STUDENTS WITH BARRIERS TO LEARNING

However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the Student Accessibility & Achievement Office (SAA, formerly known as OSD, Office for Students with Disabilities): As the instructor of this course I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the SAA at Student Accessibility & Achievement - McGill University, or to contact the Students Service Office at: stuserv.macdonald@mcgill.ca or https://www.mcgill.ca/macdonald-studentservices/ , or by telephone at 514-398-7992. Students already registered with SAA do need to contact them, using the web form, to make arrangements for accommodations for any assessments (midterms, lab exams, in-class essays/finals) that fall outside the official final examination period.

MOBILE COMPUTING AND COMMUNICATIONS DEVICES

Copyright: I ask for everyone's collaboration and cooperation in ensuring that course materials prepared explicitly for this course (lecture notes, PPTs, videos, etc.) are not reproduced or placed in the public domain. This means that each of you can use it for your own personal purposes, but you cannot allow others to use it, by putting it up on the internet or by giving it or selling it to others who will copy it and make it available. Thank you very much for your help with this.

Privacy on Zoom: Although Zoom publishes a privacy policy applicable to their individual customers, as an institutional account McGill uses an integrated solution to deliver Zoom services for remote teaching. As part of this integrated solution, the information shared with Zoom is limited to the following: first name, last name, full name, McGill user email address, participant's role (instructor or student), course name. Recordings of online sessions are temporarily stored on Zoom infrastructure before they are automatically extracted and imported into McGill systems and deleted from the Zoom infrastructure once the transfer is complete. Information and privacy protections provided by Zoom have been

reviewed and are monitored through the University's continuous improvement process. For more details, please visit: https://www.mcgill.ca/secretariat/files/secretariat/e-mail-communications-with-students-policy-on_3.pdf

EXAMS AND ASSESSMENT POLICY

Policy: https://www.mcgill.ca/secretariat/files/secretariat/2016-04_student_assessment_policy.pdf

ACCOMMODATIONS FOR MISSED ASSESSMENTS DURING THE TERM

Sickness/illness during the term:

Please visit Student Services (Centennial Center- C1-124) at Macdonald Campus if you are suffering from any mental or physical health-related issues during the term.

Students currently in the province of Quebec seeking the support of a Local Wellness Advisor (LWA) can now secure an intake appointment by filling out the appropriate webform at http://mcgill.ca/lwa. Because clinical agreements limit our 1:1 session to students who are physically located in the province of Quebec at the time of their appointments, we continue to invite all students to refer to http://mcgill.ca/covidsupport for an updated list of virtual support services which they can access from anywhere in the world. If you need to seek accommodation for in-course assignments, for medical or other health emergencies, please send medical documentation along with the filled-out form for medical accommodation (https://www.mcgill.ca/macdonald/studentinfo/undergrads/forms) by email to the Macdonald Campus Student Affairs Office (meline.chatoyan@mcgill.ca). When approved, the professor(s) will be notified by SAO, by email, to accommodate the student.

Non-medical: It is at the discretion of the instructor to arrange accommodation for students who have missed in-term exams or due dates for non-medical reasons (e.g., travel constraints, slept in, etc.). Complicated cases can be directed to SAO.

The Policy for the Accommodation of Religious Holy Days applies to these situations. (https://www.mcgill.ca/secretariat/files/secretariat/religious_holy_days_policy_on_accomodation_of.pdf) "Students are not to be penalized if they cannot write examinations or be otherwise evaluated on their religious holy days where such activities conflict with their religious observances." A student seeking accommodation must contact the instructor at least 14 days in advance so that arrangements can be made.

ACCOMODATIONS FOR MISSED ASSESSMENTS and ASSIGNMENTS DURING THE TERM

If you need to seek accommodation for missing in-course exams, assessments, or assignments for non-medical or other emergencies or for religious holy days, please discuss the situation directly with your instructor. Complicated cases can be directed to SAO.

MISSED FINAL EXAMS

If a student misses a final exam, for a valid reason, they may apply to defer a final exam that has been missed via Minerva at: https://mcgill.ca/students/exams/dates/supdefer

Exams are normally deferred for medical reasons. The Faculty recognizes a first-deferral for non-medical while all others must be justified with medical reasons. Some students elect to defer for non-medical reasons (e.g. undesirable exam schedule, travel conflict, etc.) but should be aware of the difficulties involved in getting a good grade in an exam written months after the course is finished. The deferred fall-term exams are written during the March study break. Deferred winter-term exams are written in August. A missed deferred exam is considered to be course failure.

EQUITY, DIVERSITY, AND INCLUSION (EDI) STATEMENT

This class strives to be an inclusive community, learning from the many perspectives that come from all diverse backgrounds, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. Faculty and students are expected to commit to creating an environment that facilitates inquiry and self-expression, while also demonstrating diligence in understanding how others' viewpoints may be different from their own. Our goal as a learning community is to create a safe environment that fosters open and honest dialogue. We are all expected to contribute to creating a respectful, welcoming, and inclusive environment. To this end, classroom discussions should always be conducted in a way that shows respect and dignity to all members of the class.