



Global Studies 340 Climate and Conflict

Wilfrid Laurier University
Fall 2020
Course Syllabus

INSTRUCTOR INFORMATION:

Tom Deligiannis: <https://www.wlu.ca/academics/faculties/faculty-of-arts/faculty-profiles/tom-deligiannis/index.html>

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Virtual Office Hours: Wednesdays 9-11am; Fridays 2-4pm (or by appointment)

Note: I will always be available Fridays from 2-4pm. However, I'm also going to make myself available all-day Fridays (9-4pm) if anyone wants to set up a quick meeting at any time. Send me an email to set up an online meeting outside of the time above.

Lectures: Pre-Recorded Video PowerPoint Lectures, Posted by Monday at 4pm each week

Required Scheduled Zoom Discussion Meetings: Wednesdays, 4pm – 5:20pm.

COURSE OVERVIEW AND APPROACH

Climate change has the potential to radically transform the lives of humans on this planet over the coming decades. While the implications are only beginning to be understood, we know that climate change will impact livelihoods and states in the developing world particularly hard. Since the 2007 report of the UN Intergovernmental Panel on Climate Change (IPCC), we have convincing evidence of the extent that human action has had in warming the planet, and we have a range of projections for how the earth's climate will warm over the coming century. Scientists have also begun the process of carefully outlining the consequences of climate change for different regions, because the implications of warming are expressed in different ways in different regions. At the policy level, some have also begun the process of envisioning the implications for social and institutional adaptation to an increasingly warm planet.

Adaptation to climate change is clearly dependent on the degree of warming that the planet will experience, and to a large extent, we are still in the early stages of seeing the impacts of warming on the earth. If dramatic efforts are mobilized in the next decade or two, we may be able to mitigate the impacts of climate change by sufficiently curbing our emissions of greenhouse gases to keep the impacts to a moderate level both in Canada and overseas. Time is running out, however, to be able to keep warming levels to 1.5-2C, however. Over the last decade, efforts to find a global solution to climate change do not offer reassurance that humanity is prepared to put aside self-interest anytime soon and come up with a lasting and significant agreement to mitigate the release of greenhouse gases. Our present trajectory, even considering the economic slowdown from the pandemic, puts us on the path to dangerous levels of climate change by mid-century. We may have as little as one or two decades to make serious emissions reductions; dangerous climate impacts may appear with increasing frequency in the next twenty years.

Self-interest, inertia in the social and economic system that we have created, and the sheer scale of the necessary change that is required instead suggest to some that pessimistic forecasts of future emission levels are where humanity is headed. The impacts on states, particularly vulnerable and poorer developing states may be severe. Our projected warming future has led scholars to investigate the implications of these changes for peace and stability globally, leading to several important questions: How do the impacts of climate change affect the ability of states and societies to prevent or manage violent conflict? Do climate change impacts affect social stability and contribute to violent conflict? Can

we find ways to alleviate the negative impacts of climate change – to help people to adapt to the impacts - before these impacts undermine the livelihoods and well-being of societies and help to build positive peace?

Understanding the implications of an ever-warming world for conflict and peace is the primary aim of this course – particularly the impacts on the most vulnerable in developing countries, rural semi-substance agriculturalists. We are going to survey the range of scientific literature to understand the consequences of climate change and then focus on determining the security and policy implications for those most vulnerable to climate impacts if humanity continues down the path of business as usual emissions of greenhouse gases in the coming decades. This course will challenge students to bring to bear their understanding of global studies – particularly at the intersection of development studies and peace and conflict studies – to confront the challenges posed by the impacts of climate change to social stability and peacemaking.

The course will begin with a brief examination of the science of climate change and the consequences of global warming for those most at risk – particularly those in developing countries that will disproportionately bear the impacts of climate change. We will then examine the consequent implications of climate change for human security, with a special focus on how these climate consequences will affect conflict and security in areas most at risk, the most vulnerable in developing countries. The literature on climate security risks has burgeoned in the past ten years – highlighted by the inclusion of a chapter on human security in the 2014 AR5 IPCC assessment. The foundation of the climate-conflict research rests on research from the 1990s and early 2000s on the links between environmental change and violent conflict. An examination of this research - and the civil war and revolution research on which it is based - will provide a foundation for the shift to examine more recent research on the links between climate change and violent conflict. More recently, scholars have also begun to explore the ways in which we can tackle the complex challenges posed by climate change to help build peace and security among vulnerable groups and in regions most at risk. This course will thus also explore how scholars and policymakers are confronting the challenges and risks of climate change to head off violent conflict and build positive, sustainable peace. Throughout the course we will also be reading Camilla Toulmin's book exploring almost four decades of change in a small farming village in Mali's Sahel region. Toulmin's book will provide a detailed, long-term study of how small-scale cultivators and herders have confronted various environmental, economic, and political challenges in

the context of increasingly variable climatic influences. This book will be a staple of our discussion sessions throughout the term.

Learning Outcomes:

By the end of the course, students will have:

- Recognize the key implications of global warming for areas most vulnerable and most at risk from climate change impacts;
- Explain the human security and conflict implications of global environmental change, including climate change, at various scales over the coming decades;
- Describe the debates among scholars about the conflict potential from climate change impacts;
- Discuss the possibilities for building peace through efforts to mitigate and adapt to climate change risks.

COURSE TOOLS AND LEARNING MATERIALS

Required Textbook and Readings:

- Camilla Toulmin, *Land, Investment, and Migration: Thirty-five Years of Village Life in Mali*. Oxford: Oxford University Press, 2020.
- Please see the course MLS site for links to non-textbook required readings.

CLASS FORMAT

This will be a remote course in the fall of 2020, combining pre-recorded and posted narrated PowerPoint lectures (asynchronous) with live Zoom discussion sessions (synchronous). To the greatest extent possible, this course will utilize pedagogical forms that adhere to the best practices of remote learning. Given the uncertainty of the current pandemic crisis, adjustments may need to be made to the syllabus at some point during the term, if necessary. Through Zoom discussions we will try to connect students each week to facilitate meaningful connection between class members and create real-time discussion of the course themes and questions. Throughout the course, emphasis will be placed upon dialogue, critical analysis, reflection and the practical application of knowledge.

Practically, each week of the course is divided into 2 parts, reflecting the original Monday and Wednesday 4-5:20pm schedule of the course. The first part of each class revolves around a traditional lecture-style format, with pre-recorded weekly lectures. I will post the class lectures on Mondays by 4pm. In the second half of the class, Wednesdays from 4pm to 5:20pm, we'll meet on Zoom where I will organize small groups of 4-5 students (depending on numbers), and the class will take on a reverse class-room format.

- **Lectures:** the course instructor will provide necessary background information, definitions and theoretical perspectives within a pre-recorded PowerPoint lecture format. The lectures will be recorded in 15-20-minute chunks and posted on MLS as video files. I will upload each weekly group of lecture videos by 4pm on Mondays. The lectures include the use of PowerPoint slides, short video clips, or longer full-length documentaries. I will also post both the PDF versions of the PowerPoint slides with functional embedded links for any videos I refer to in the lectures. This enables students to click the short video links at the appropriate time when prompted during the narrated video lecture.
- **Interactive Zoom Learning Groups (Participation 24%):** Group learning is a vital feature of a peace and conflict studies class. It provides opportunities for students to clarify understandings, share experiences, develop practical skills, and “build” knowledge collectively. Global Studies classes are meant to function as small “learning communities” guided by the values characteristic of a culture of peace. Disagreement, conflict and controversy are also necessary and welcomed – but are to be addressed constructively through dialogue and critical reflection.

While the present pandemic crisis prevents us from live, in-person meetings, we will attempt as best as possible to facilitate group learning through live, weekly, mandatory Zoom group discussion sessions, organized in reverse class-room format, Wednesdays from 4pm to 5:20pm. These meetings account for 24% of your final mark. Active student participation is a key component of this course. Students are expected to come to class having carefully read the required readings for that week. One 1.5-2 page reading response will be submitted in a MLS dropbox each week by 2pm Wednesday afternoon for that day's Zoom meeting. Students will be required to do one 1.5- 2-page reading response on two articles each week, one of which has to

be the Toulmin chapter when that reading is on the syllabus. I expect students to also read/scan the third reading for discussion, when there are three readings in a week. I have thus somewhat reduced the reading load to take into consideration the stresses and challenges of remote learning. Each weekly reading response is worth up to 1% of the weekly group discussion mark. The other 1% will come from my evaluation of your contribution to the group discussion.

In each group, a student-led class discussion will take place revolving around that week's readings. The discussion will be led by 1-2 student discussion leaders each week, starting in week 2. Leading a discussion accounts for 2% of your final mark. Students guiding the discussion will come prepared with 5 questions from the readings for that week and lead the group through the discussion of their questions. Discussion leaders will submit their questions to the professor for review and comment by 12pm Wednesday – the day of our discussion meeting. Students not leading the week's discussion are expected to actively contribute in answering the questions and participating in the group discussion. Additional details will be provided by the instructor.

Regular Zoom attendance is mandatory; however, I appreciate that sometimes connectivity issues or other remote learning barriers may interrupt or prevent students from fully participating each week. If such situations arise, I will work with students individually to find alternatives or solutions. We will discuss the way that the reverse class group discussion will work in more detail in week 1. In week 1's session, I will explain how the group sessions will function, and we'll practice going into breakout rooms, using the white board, using the chat and question functions, etc. Each week I will also ask for one or two student volunteers to assist in monitoring chat and questions, to ensure that everyone has a chance to contribute to the discussion, ask questions, etc.

There are 11 weeks of group discussion (including week 1). (There is no group discussion in week 6, during the week of the take-home midterm.) Attendance, active contributions to the discussion, and evident preparation (doing the readings and attempting to answer the discussion questions ahead of time), will be the keys to success in the Zoom sessions.

COURSE ASSESSMENT: ASSIGNMENTS, DISCUSSION, AND EXAMS

In this course, there are two classes of assessment activities: *required* activities and *portfolio* activities. You are *required* to participate in weekly Zoom discussion sessions and complete the final, 12-page essay. With the *portfolio* activities, you can choose from 5 assessment activities, and you will be required to complete 4 of these activities for summative portfolio mark. You can do all five portfolio activities, if you like, but I'll only count the best four completed assessments. This approach allows you to designate one of the assignments as formative assessments, if you choose – an assignment that you might complete in order to get practice and feedback, but which doesn't necessarily count toward your final mark. You could write the mid-term or do the essay outline for feedback and practice, for example, but not count the mark for your final 4 portfolio marks. Or students may simply choose to complete 4 of the 5 assignments that best fit their schedule. This portfolio approach aims to provide students with maximum flexibility and the learning opportunities that fit their individual needs.

Weekly Learning Group Participation (Required): (24%)

- 11 Sessions (2% per session, including 11 reading responses (1% each) and 11 weeks of group participation (1% each) + 2% for leading discussion once over 11 weeks)

Portfolio Activities - Students choose **4 of their best 5** for final mark:

Annotated Bibliography Outline:	Due Friday, Oct. 16 th	14%
Take-Home Mid-Term:		14%
	• Released Monday, Oct. 26 th ; Due Saturday Oct. 31 st	
Blog/Video/Meeting Reflections:	Due Fri., Nov. 20 th	14%
Weekly Course Journal:	Due Sunday., Dec. 6 th	14%
Take-Home Final Exam:		14%
	• Released Tuesday, Dec. 8 th - Due Tuesday, Dec. 15 th	

Assessed Total (**4 Required**): (56%)

Final Essay (Required): Due: Week 12 – Dec. 8th (20%)

The instructor will provide detailed instructions for each assignment in advance to students. The assignment instructions will be posted in the Assignment Guidance folder on MLS. Read these documents carefully. In addition, a sample annotated bibliography, guidance on narrowing your focus, pointers to avoid plagiarism, guidance on writing an annotated bibliography, and a rubric for the final

essay will be provided in this folder to assist you in preparing the assignments. The essay rubric will explain the expectations and assessment criterion for the final essay. Assignments that do not meet length and quality requirements will lose marks. Assignments that plagiarize or fail to cite properly will be severely penalized. If you are not sure how to properly cite, please contact your instructor and see the guidance sheet in the Assignment Guidance folder.

COURSE TOPICS AND READINGS

Week 1 – September 14th - Course Introduction/ Climate Change

Required Reading:

- [IPCC](#), *Global Warming of 1.5°C. An IPCC Special Report on the impacts of global warming of 1.5°C above pre-industrial levels and related global greenhouse gas emission pathways, in the context of strengthening the global response to the threat of climate change, sustainable development, and efforts to eradicate poverty* [V. Masson-Delmotte, P. Zhai, H. O. Pörtner, D. Roberts, J. Skea, P.R. Shukla, A. Pirani, W. Moufouma-Okia, C. Péan, R. Pidcock, S. Connors, J. B. R. Matthews, Y. Chen, X. Zhou, M. I. Gomis, E. Lonnoy, T. Maycock, M. Tignor, T. Waterfield (eds.)]
2018. https://www.ipcc.ch/site/assets/uploads/sites/2/2019/05/SR15_SPM_version_report_LR.pdf
- Mora et. al., “Broad threat to humanity from cumulative climate hazards intensified by greenhouse gas emissions,” *Nature Climate Change* 8, 19 Nov., 2018: 1062–1071.
- Film: Before the Flood. Stream from the Laurier Library: <https://media3-criterionpic-com.libproxy.wlu.ca/htbin/wwform/006/wwk770?t=192066>

Additional recommended reading on the human dimensions of global change:

IPCC, *Climate Change 2014: Synthesis Report. Contribution of Working Groups I, II and III to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change* [Core Writing Team, R.K. Pachauri and L.A. Meyer (eds.)]. IPCC, Geneva, Switzerland, 2014.
<https://www.ipcc.ch/report/ar5/syr/>

David Archer, *Global Warming: Understanding the Forecast* (Hoboken, NJ: John Wiley and Sons Inc., 2012). See MLS.

United Nations Environment Programme, *Global environment outlook GEO 5: environment for the future we want* (Nairobi, Kenya: United Nations Environment Program, 2012). See MLS.

National Intelligence Council, *Global Trends: Paradox of Progress* (United States. Office of the Director of National Intelligence, January 2017): 1-28.

See also Worldwatch flagship reports; World Resources Reports; and other UNEP reports.

Week 2 – Sept. 21st – Causality, Complexity, Climate Change, and Hope

Required Readings.

- Steven Sloman, “What is a cause?”, Chapter 3, *Causal Models : How People Think about the World and Its Alternatives*, Oxford: Oxford U.P., 2005: 21-35.
- Homer-Dixon, Thomas. *Commanding Hope: The Power We Have to Renew a World in Peril* (Toronto: Knopf Canada, 2020), Chapter 1 and 5.

Week 3 – Sept. 28th: Conflict Dynamics and Causes, part 1

Required Readings:

- Edward Newman, *Understanding Civil Wars: Continuity and Change in Intra-State Conflict* (New York: Routledge, 2014), Chapter 2, pp. 14-58.
- Joseph K. Young, “Antecedents of Civil War Onset: Greed, Grievance, and State Repression,” in *What do we know about civil wars?* Eds. T. David Mason and Sara McLaughlin Mitchell (New York: Rowman & Littlefield, 2016), 33-43.
- Toulmin, Chapter 1.

Week 4 – Oct. 5th: Conflict Dynamics and Causes, part 2

Required Readings:

- Jack A. Goldstone, *Revolutions: A Very Short Introduction* (Oxford: Oxford U. P., 2013), chapters 1-2.
- Barbara Harff and Ted Robert Gurr, *Ethnic Conflict in World Politics*, 2nd Edition, (Boulder, CO: Westview Press, 2004), 95-116. Chapter 5, "A Framework for Analysis of Ethnopolitical Mobilization and Conflict."
- Toulmin, Chapter 2

Reading Week: Oct. 12-16th - No Classes

Annotated Bibliography Outline Due Friday, Oct. 16th at 11:59pm in MLS dropbox.

Week 5 – Oct. 19th: Enclosure and the Political Economy of Resource Conflict

Required Readings:

- Philippe Le Billon, *Wars of Plunder: Conflicts, Profits and the Politics of Resources* (Oxford University Press, 2014): Introduction & Ch 1.
- Bergius, Mikael, Tor A. Benjaminsen, Faustin Maganga, and Halvard Buhaug. "Green economy, degradation narratives, and land-use conflicts in Tanzania." *World Development* 129 (2020): 104850.
- Toulmin: Chapter 3.

Week 6 – Oct. 26th – Take-Home Midterm

No Required Readings This Week

No Zoom Discussion Meeting This Week

Mid-term exam will be released Monday, Oct. 26th at 8am and will be due Saturday, Oct. 31st at 11:59pm in the MLS dropbox. Exam will cover material from week 1 to week 5.

Week 7 – Nov. 2nd: Human-Induced Environmental Change and Violent Conflict

Required Readings:

- Thomas Homer-Dixon & Tom Deligiannis, “Environmental Scarcities and Civil Violence: Perspective of the Toronto Group,” Ch. 20 in Hans Günter Brauch, John Grin, Czeslaw Mesjasz, Pal Dunay, Navnita Chadha Behera, Béchir Chourou, Ursula Oswald Spring, P. H. Liotta, **Patricia Kameri-Mbote**, Eds. *Globalisation and Environmental Challenges: Reconceptualising Security in the 21st Century* (Berlin – Heidelberg – New York – Hong Kong – London – Milan – Paris – Tokyo: Springer-Verlag, 2008).
- Colin H. Kahl, *States, Scarcity, and Civil Strife in the Developing World* (Princeton, Princeton U.P., 2006), chapter 4, “Land and Lies: Ethnic Clashes in Kenya,” 117-162.
- Toulmin, Chapter 4.

Week 8 – Nov. 9th: Climate Change and Conflict

Required Readings:

- Joshua Busby, "Taking Stock: the Field of Climate and Security," *Current Climate Change Reports* (2018), 4: 338-346.
- Cullen Hendrix, Scott Gates, and Halvard Buhaug, "Environment and Conflict," in *What do we know about civil wars?* Eds. T. David Mason and Sara McLaughlin Mitchell (New York: Rowman & Littlefield, 2016), 231-246.
- Toumlin, Chapter 5.

Week 9 – Nov. 16th: Climate Change and Migration

Required Readings:

- Michael Brzoska and Christiane Frohlich, "Climate Change, migration, and violent conflict: vulnerabilities, pathways, and adaptation strategies," *Migration and Development* 5(2), 2016: 190-210.
- Islam, Rafiqul, Susanne Schech, and Udoy Saikia. "Climate change events in the Bengali migration to the Chittagong Hill Tracts (CHT) in Bangladesh." *Climate and Development* (2020): 1-11.
- Toulmin, Chapter 7. (Migration chapter)

Blog/Videos/Meeting Reflections Assignment due Friday, Nov. 20th at 11:59 in MLS.

Week 10 – Nov. 23rd: Climate Change and the Syrian Civil War

Required Readings: Read any 2 of the following 4.

1. Peter H. Gleick, "Water, Drought, Climate Change, and Conflict in Syria," *Weather, Climate, And Society* 6(3), July 2014: 331-340.
 2. Colin P. Kelley et. al., "Climate change in the Fertile Crescent and implications of the recent Syrian drought," *Proceedings of the National Academy of Sciences*, 112(11), March 17, 2015: 3241-3247.
 3. Jan Selby, "Climate change and the Syrian civil war, Part II: The Jazira's agrarian crisis," *Geoforum* (2018): in press.
 4. Francesca de Chatel, "The Role of Drought and Climate Change in the Syrian Uprising: Untangling the Triggers of the Revolution," *Middle Eastern Studies* 50(4), 2014: 521-535.
- Toulmin, Chapter 6.

Week 11 – Nov. 30th: Environmental Peacebuilding – The Promise of Peace?

Required Readings:

- Ken Conca and Michael D. Beevers, "Environmental Pathways to Peace," Chapter 5 in Ashok Swain and Joakim Öjendal eds., *The Routledge Handbook of Environmental Conflict and Peacebuilding* (New York: Routledge, 2018), 54-72.
- Tobias Ide, "The Impact of Environmental Cooperation on Peacemaking: Definitions, Mechanisms, and Empirical Evidence," *International Studies Review* (23 March, 2018) 0, 1–20. <https://doi-org.libproxy.wlu.ca/10.1093/isr/viy014>.
- Toulmin, Chapter 8

Weekly Course Journal Assignment Due Sunday, Dec. 6th in MLS dropbox.

Week 12 – Dec. 7th: Reducing Climate-Conflict Risks in the Sahel

Required Readings:

- Adelphi, *Shoring up stability: Addressing Climate And Fragility Risks In The Lake Chad Region* (Berlin: Adelphi Research Gemeinnützige GmbH, 2020), <https://shoring-up-stability.org/wp-content/uploads/2019/06/Shoring-up-Stability.pdf>.
- Randall Amster, “Environment, climate change, and peace,” chapter 6 in in Ashok Swain and Joakim Öjendal eds., *The Routledge Handbook of Environmental Conflict and Peacebuilding* (New York: Routledge, 2018), 73-82.
- Adelphi & Potsdam Institute for Climate Impact Research, 10 Insights on Climate Impacts and Peace: A summary of what we know (Berlin/Potsdam: Adelphi, Potsdam Institute for Climate Impact Research), June 2020. https://berlin-climate-security-conference.de/sites/berlin-climate-security-conference.de/files/documents/10_insights_on_climate_impacts_and_peace_report.pdf

Final Essay Due: Tuesday, Dec. 8th at 11:59pm in MLS dropbox.

Take-Home Final Exam Released: Tuesday, Dec. 8th at 9:00am – Due Tuesday, Dec. 15th at 11:59 in MLS Dropbox.

COURSE AND UNIVERSITY POLICIES

- 1. Timeliness with submitted material/late penalties:** Students must submit their assignments by the due dates. **An electronic copy must be submitted to the instructor on the due date.** Late submissions **will be penalized by 5% of their value per day (including weekends)** unless an extension has been granted by the instructor (only the course instructor may grant extensions). **I will, however, grant 1 three-day grace period extension per student, to be used on any assignment of their choice during the course.** Students should indicate upon submission of the assignment whether they are using the grace-period extension by inserting a note in the dropbox when they submit the assignment to MLS. In general, extensions are rarely granted, and only if you have an acceptable reason that is adequately supported, such as a medical or family emergency. Please discuss each case with the instructor. Late assignments may receive a grade, but no additional comments. The instructor cannot accept/grade work after the end of term. Under rare circumstances, if you are not able to complete their work during the regular term, you may apply for an extension. **The instructor is not responsible for any misplaced, lost assignments, or computer problems.** Always keep an extra copy of your work, and back up your work regularly. Backing up your files is free and easy today. Sending a copy of your work to your alternate email account or using cloud storage (Google Cloud or Microsoft OneDrive) are free methods of backing up your work. **All course assignments will be submitted electronically in the dropbox on the MLS course site.** Please check above for specific details about when assignments are due. The submission of the electronic document will be time stamped by MLS. **Thus, the date of submission will be determined by electronic document submission.**
- 2. Academic Integrity/Misconduct (cheating):** Laurier is committed to a culture of integrity within and beyond the classroom. This culture values trustworthiness (i.e., honesty, integrity, reliability), fairness, caring, respect, responsibility, and citizenship. Together, we have a shared responsibility to uphold this culture in our academic and nonacademic behaviour. The University has a defined policy with respect to academic misconduct. You are responsible for familiarizing yourself with this policy and the penalty guidelines, and are cautioned that in addition to failure in a course, a student may be suspended or expelled from the University for academic misconduct and the offence may appear on their transcript. The relevant policy can be found at Laurier's [Academic Integrity](#) website along with resources to educate and support you in upholding a culture of integrity. **Ignorance of Laurier's academic misconduct policy is not a defense.**

3. **Plagiarism:** Wilfrid Laurier University uses software that can check for plagiarism. Students submissions of written work in electronic form will be checked for plagiarism.
4. **Privacy Statement Regarding Recording of Synchronous Zoom Discussion Sessions:** Synchronous (live) discussion sessions will be delivered in this course through a video conferencing platform supported by the university [Zoom, Teams, Virtual Classroom]. Steps have been taken to protect the security of the information shared. For more information about Zoom and Office365 (including Teams), please visit ICT's [Tech Support and Services page](#). Discussion sessions will be recorded with the video and audio (and in some cases transcription) and may be made available to students in the course in MyLearningSpace during the term. The recordings may capture your name, image or voice through the video and audio recordings. By attending in these live classes, you are consenting to the collection of this information for the purposes of administering the class and associated course work. If you are concerned about the use or collection of your name and other personal information in the class, please contact the course instructor to identify possible alternatives. To learn more about how your personal information is collected, used and disclosed by the University, please see Laurier's [Notice of Collection, Use and Disclosure of Personal Information](#).
5. **Special Needs:** Students with disabilities or special needs are advised to contact Laurier's [Accessible Learning Centre](#). Visit for information regarding its services and resources. Students are encouraged to review the current [Academic Calendar](#) for information regarding all services available on campus.
6. **Policy on lateness:** Late assignments will be penalized 5% per day, including weekends. One three-day grace period will be allowed for one assignment in the course, as noted above in point 1. If you are ill, please complete the Illness Verification Form. Here is the link to the form: <https://web.wlu.ca/illness/>
7. **Copyright in instructional settings:** If you wish to record, photograph, or reproduce lecture material, course notes, or other materials, you must obtain the instructor's consent beforehand.
8. **Communication:** Please visit the instructor during virtual office hours. Every effort will be made to respond to your emails within 48 hours.
9. **Centre for Student Success:** Students are encouraged to review the website for the [Centre for Student Success](#) and use the services of the [Writing Centre](#).
10. **Missing Zoom Meetings:** Students are expected to attend all discussion sessions unless given permission in advance by the instructor. Students who anticipate missing a discussion session should

inform the instructor during the first two weeks of class or at least two weeks prior to the expected date of absence.

ADDITIONAL STUDENT SUPPORT INFORMATION

[Waterloo Foot Patrol](#) - 519.886.FOOT (3668) - A volunteer operated safe-walk program, available Fall and Winter daily from 6:30 pm to 3 am. Teams of two are assigned to escort students to and from campus by foot or by van.

[Waterloo Student Wellness Centre](#) | 519-884-0710, x3146 - The Centre supports the physical, emotional, and mental health needs of students. Located on the 2nd floor of the Student Services Building, booked and same-day appointments are available Mondays and Wednesdays from 8:30 am to 7:30 pm, and Tuesdays, Thursdays and Fridays from 8:30 am to 4:15 pm. Contact the Centre at x3146, wellness@wlu.ca or @LaurierWellness. After-hours crisis support available 24/7. Call 1-844-437-3247 (HERE247).

[Waterloo Student Food Bank](#) - All students are eligible to use this service to ensure they're eating healthy when overwhelmed, stressed or financially strained. Anonymously request a package online 24-7. All dietary restrictions accommodated.
