

## GEOGENV 4462F – Urban Economic Development and Policy

### Course Outline: Section 001 Fall 2026

#### 1. Course Information

\*Details about design and delivery of the course are listed below in Section 6



| Classes Start | Fall Reading Week | Classes End | Study day(s) | Exam Period    |
|---------------|-------------------|-------------|--------------|----------------|
| September 9   | October 10-18     | December 9  | December 10  | December 11-22 |

Thursday September 17, 2026: Last day to add a second-term half course

Wednesday September 30, 2026: National Day for Truth and Reconciliation (non-instructional day).

Monday October 12, 2026: Thanksgiving Holiday

Monday November 30, 2026: Last day to drop a first term half course without penalty



| Course Instructor   | Contact Information                                  | Office Hours   |
|---------------------|------------------------------------------------------|----------------|
| John Hutchenreuther | <a href="mailto:Jhutche5@uwo.ca">Jhutche5@uwo.ca</a> | By appointment |

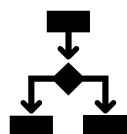
| Teaching Assistant(s) | Contact Information                                  | Office Hours   |
|-----------------------|------------------------------------------------------|----------------|
| Desmond Adjaison      | <a href="mailto:dadjaiso@uwo.ca">dadjaiso@uwo.ca</a> | By appointment |



☒ Office hours will be held by appointment.

☒ Students will be able to sign up for an appointment by email

#### 2. Calendar Description

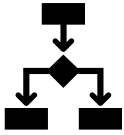


This course examines policies used in economic development to ensure growth and competitiveness of urban economies. Topics include theories of urban economic development, analytical techniques for evaluating urban economies, business recruitment and retention policies, creative economy and quality of life policies, technology policies, and place-based economic development policies.

2 lecture hours, 1 tutorial hour, 0.5 course

Antirequisite(s): The former Geography 3465F/G.

Prerequisite(s): Registration in third or fourth year; at least one of Geography and Environment 1400F/G, Geography and Environment 2210A/B, Geography and Environment 2220A/B, Geography and Environment 2420A/B or Geography and Environment 2460F/G.



Prerequisite checking is the student's responsibility

Senate Regulations state, "unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

### 3. Textbook



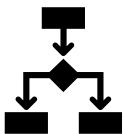
☒ All resources will be posted in OWL

### 4. Course Objectives and Format

☒ Attendance is required for weekly tutorials. 5% of the course evaluation is attributed to participation in the readings discussions for presented.

☒ Missed work should be completed within 7 days from the due date. No assignments will be accepted after 7 days of the due date.

All course material will be posted to the new OWL Brightspace learning environment: <https://westernu.brightspace.com/d2l/home>. Any changes will be indicated on the OWL site and discussed with the class.



Current versions of all popular browsers (e.g., Safari, Chrome, Edge, Firefox) are supported with OWL Brightspace; what is most important is that you update your browser frequently to ensure it is current. All JavaScript and cookies should be enabled.

If students need assistance, they can seek support on the [OWL Brightspace Help page](#). Alternatively, they can contact the [Western Technology Services Helpdesk](#). They can be contacted by phone at 519-661-3800 or ext. 83800.

## 5. Learning Outcomes

Upon successful completion of this course, students will be able to:

- ✓ Develop knowledge and critical understanding of the fundamental characteristics, processes, temporal changes and landscapes of the global economy
- ✓ Demonstrate informed awareness of geographical diversity through knowledge of different places and understanding of the processes that shape them spatially and over time.
- ✓ Synthesize and evaluate geographical information from diverse sources.
- ✓ Describe, explain, analyze and interpret a range of geographical phenomena outside the classroom by engagement with people, places and environments
- ✓ Analyze real-world problems and policy applications using geographical concepts, skills and understanding.
- ✓ Communicate geographic ideas and understanding effectively to a variety of audiences in writing, orally, and graphically
- ✓ Identify, analyze and interpret spatial patterns and processes of, financial and economic aspects of global economy
- ✓ Literature and secondary data sources: information search and retrieval, meta-analysis of published data, synthesis of information sources and literature, annotated bibliographies.
- ✓ Critical and reflective reading, listening, thinking.
- ✓ Writing – education and practice in writing essays, reports, notebooks.
- ✓ Oral communication/presentation: -structured class discussions (seminars, small-group interaction, debates), individual and group presentations.
- ✓ Inter-personal skills: leadership, team facilitation



## 6. Course Content and Schedule

| Week | Dates      | Topic                            | Readings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------|------------|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | Sept 9-11  | Defining the Economy             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 2    | Sept 14-18 | Theories of Economic Development | <p>Buchholz, M., &amp; Bathelt, H. (2021). Models of Regional Economic Development: Illustrations Using U.S. Data. <i>Zeitschrift für Wirtschaftsgeographie</i>, 65(1): 28-42. <a href="https://doi.org/10.1515/zfw-2020-0040">https://doi.org/10.1515/zfw-2020-0040</a></p> <p>Glaeser EL (2005) Reinventing Boston: 1630-2003. <i>Journal of Economic Geography</i> 5(2): 119–153. DOI: 10.1093/jnlecg/lbh058.</p> <p>Leigh, N. G. (2025) <i>Planning Local Economic Development: Theory and Practice</i>. Seventh Edition. Los Angeles-London-New Delhi-Singapore-Washington DC: Sage Publications. Chapter 3.</p> |

| Week | Dates             | Topic                            | Readings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------|-------------------|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3    | Sept 21-25        | Analyzing Economies              | <p>Leigh, N. G. (2025) <i>Planning Local Economic Development: Theory and Practice</i>. Seventh Edition. Los Angeles-London-New Delhi-Singapore-Washington DC: Sage Publications. Chapter 6.</p> <p>Gibson, L. J. &amp; Warden, M. A. (1981) Estimating the Economic Base Multiplier: A Test of Alternative Procedures. <i>Economic Geography</i> 57: 146-159.</p> <p>Isserman, A. M. (1977). The Location Quotient Approach to Estimating Regional Economic Impacts. <i>Journal of the American Institute of Planners</i>, 43(1), 33–41.<br/> <a href="https://doi.org/10.1080/01944367708977758">https://doi.org/10.1080/01944367708977758</a></p>                                                                                                                                                                |
| 4    | Sept 22-26        | Sustainability<br>*Quiz #1       | <p>Hammer, J., &amp; Pivo, G. (2017). The Triple Bottom Line and Sustainable Economic Development Theory and Practice. <i>Economic Development Quarterly</i>, 31(1), 25–36.<br/> <a href="https://doi.org/10.1177/0891242416674808">https://doi.org/10.1177/0891242416674808</a></p> <p>Barbosa, G. et al. (2014). A Conceptual Review of the Terms Sustainable Development and Sustainability. <i>International Journal of Social Sciences</i>, Vol. III (2).</p> <p>Carroll, M. C., &amp; Stanfield, J. R. (2001). Sustainable Regional Economic Development. <i>Journal of Economic Issues</i>, 35(2), 469–476.<br/> <a href="https://doi.org/10.1080/00213624.2001.11506381">https://doi.org/10.1080/00213624.2001.11506381</a></p>                                                                             |
| 5    | Sept 28-October 2 | Resilience<br>*Assignment #1 Due | <p>Modica, M., &amp; Reggiani, A. (2015). Spatial Economic Resilience: Overview and Perspectives. <i>Networks and Spatial Economics</i>, 15(2), 211–233.</p> <p>Hu, X., &amp; Hassink, R. (2020). Adaptation, adaptability and regional economic resilience: a conceptual framework. In <i>Handbook on Regional Economic Resilience</i> (pp. 54–68). Edward Elgar Publishing. Retrieved from<br/> <a href="https://doi.org/10.4337/9781785360862.00009">https://doi.org/10.4337/9781785360862.00009</a></p> <p>Martin, R., &amp; Sunley, P. (2020). Regional economic resilience: evolution and evaluation. In <i>Handbook on Regional Economic Resilience</i> (pp. 10–35). Edward Elgar Publishing.<br/> <a href="https://doi.org/10.4337/9781785360862.00007">https://doi.org/10.4337/9781785360862.00007</a></p> |
| 6    | October 5-9       | Manufacturing                    | <p>Cleave, E. Vecchio, M. Spilsbury, D. &amp; Arku, G. (2019) Manufacturing Change and Policy Response in the Contemporary Economic Landscape: How cities in</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

| Week | Dates         | Topic                                        | Readings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------|---------------|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|      |               |                                              | <p>Ontario, Canada understand and plan for manufacturing. <i>Regional Studies, Regional Science</i>.</p> <p>Holmes, J., Rutherford, T., &amp; Carey, J. (2017) Challenges Confronting the Canadian Automotive Parts Industry: What Role for Public Policy? <i>Canadian Public Policy</i>, 43(1), 75-89.</p> <p>Christopherson, S., Martin, R., Sunley, P., &amp; Tyler, P. (2014). Reindustrialising regions: Rebuilding the manufacturing economy? <i>Cambridge Journal of Regions, Economy and Society</i>, 7(3), 351-358</p>                                                                                                                                                                                                                                            |
|      | October 12-16 | Fall Reading Week                            | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 7    | October 19-23 | The Knowledge Economy<br>*Quiz #2            | <p>Coenen, L., Hansen, T., &amp; Rekers, J. V. (2015). Innovation Policy for Grand Challenges. An Economic Geography Perspective. <i>Geography Compass</i>, 9(9), 483–496.<br/><a href="https://doi.org/10.1111/gec3.12231">https://doi.org/10.1111/gec3.12231</a></p> <p>Sutton, J., Phan, S., Arku, G., Hutchenreuther, J., &amp; Cleave, E. (2023). Understanding innovation in the context of local economic development: An analysis of cities' innovation-based policies in Ontario, Canada. <i>Local Society and Development</i></p> <p>Florida, R. (2014). The Creative Class and Economic Development. <i>Economic Development Quarterly</i>, 28(3), 196–205. <a href="https://doi.org/10.1177/0891242414541693">https://doi.org/10.1177/0891242414541693</a></p> |
| 8    | October 26-30 | Municipal Economic Development               | <p>Cleave, E., Arku, G. &amp; Chatwin, M. (2017) Cities' Economic Development Efforts in a Changing Global Economy: Content Analysis of Economic Development Plans of Cities in Ontario, Canada. <i>Area</i> 49 (3): 359-368.</p> <p>Arku, G. (2015). Economic development practices of cities in Ontario, Canada. <i>Community Development (Columbus, Ohio)</i>, 46(5), 604–615.<br/><a href="https://doi.org/10.1080/15575330.2015.1090469">https://doi.org/10.1080/15575330.2015.1090469</a></p> <p>Ashworth, G. J. (2010). Should we brand places? <i>Journal of Town &amp; City Management</i>, Vol. 1,3, pp. 248-253.</p>                                                                                                                                            |
| 9    | November 2-6  | Provincial and Regional Economic Development | <p>Bradford, N. (2010). Economic ideas and development strategy: The case of London, Ontario. <i>Canadian Journal of Urban Research</i>, 19(1), 1-22.</p> <p>Arku, G. (2014). Competition and Cooperation in Economic Development: Examining the Perceptions of</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

| Week | Dates          | Topic                                                                          | Readings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------|----------------|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|      |                |                                                                                | <p>City Officials in Ontario. Canada. <i>Journal of Urban Affairs</i> 36(1): 99-118.</p> <p>Reese, L. A. (2007) Making the Least of Our Differences? Trends in Local Economic Development in Ontario and Michigan, 1990-2005. <i>Canadian Public Administration</i> 50 (1): 79-99.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 10   | November 9-13  | <p>National Economic Development</p> <p>*Assignment #2 Due</p> <p>*Quiz #3</p> | <p>Nguyen, L. (2026). Do Retaliatory Tariffs Re-Route Trade? Evidence From the 2019 U.S. Tariffs on EU Wine. <i>Agribusiness</i> (New York, N.Y.). <a href="https://doi.org/10.1002/agr.70131">https://doi.org/10.1002/agr.70131</a></p> <p>Sheu, J.-B., Kundu, T., &amp; Choi, T.-M. (2024). International Sustainable Supply Chain Management Under Bilateral Governments' Policy Intervention and Power Asymmetry. <i>IEEE Transactions on Engineering Management</i>, 71, 138–150. <a href="https://doi.org/10.1109/TEM.2021.3108975">https://doi.org/10.1109/TEM.2021.3108975</a></p> <p>Egger, P., Pirotte, A., &amp; Titi, C. (2023). International investment agreements and foreign direct investment: A survey. <i>World Economy</i>, 46(6), 1524–1565. <a href="https://doi.org/10.1111/twec.13429">https://doi.org/10.1111/twec.13429</a></p>                                                                                                                                                                       |
| 11   | November 16-20 | Resource Extraction Economies                                                  | <p>Johnston, C. M. T., &amp; Parajuli, R. (2017). What's next in the U.S.-Canada softwood lumber dispute? An economic analysis of restrictive trade policy measures. <i>Forest Policy and Economics</i>, 85, 135–146. <a href="https://doi.org/10.1016/j.forpol.2017.09.011">https://doi.org/10.1016/j.forpol.2017.09.011</a></p> <p>Bianchi, M., &amp; Cordella, M. (2023). Does circular economy mitigate the extraction of natural resources? Empirical evidence based on analysis of 28 European economies over the past decade. <i>Ecological Economics</i>, 203, Article 107607. <a href="https://doi.org/10.1016/j.ecolecon.2022.107607">https://doi.org/10.1016/j.ecolecon.2022.107607</a></p> <p>Chen, M., &amp; Chen, J. (2023). Natural resources extraction in emerging economies: Does it promote sustainable development or crowd-out real sector? <i>Resources Policy</i>, 83, Article 103751. <a href="https://doi.org/10.1016/j.resourpol.2023.103751">https://doi.org/10.1016/j.resourpol.2023.103751</a></p> |
| 12   | November 23-27 | Fostering Entreprenurialism                                                    | <p>CAO, S., SALAMEH, M., SEKI, M., &amp; ST-AMANT, P. (2017). Trends in Firm Entry and New Entrepreneurship in Canada. <i>Canadian Public Policy</i>, 43(3), 202–220.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

| Week | Dates        | Topic                           | Readings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------|--------------|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|      |              | and Public-Private Partnerships | <p>Opara, M., Rankin, R., Ling, R., &amp; Le, T. (2022). Public-private partnership in Alberta, Canada: a path dependence perspective. <i>Accounting, Auditing &amp; Accountability Journal</i>, 35(9), 359–381. <a href="https://doi.org/10.1108/AAAJ-02-2022-5682">https://doi.org/10.1108/AAAJ-02-2022-5682</a></p> <p>Markley, D. M., &amp; McNamara, K. T. (1995). Economic and Fiscal Impacts of a Business Incubator. <i>Economic Development Quarterly</i>, 9(3), 273–278. <a href="https://doi.org/10.1177/089124249500900307">https://doi.org/10.1177/089124249500900307</a></p> |
| 13   | Nov 30-Dec 4 | Presentation Week               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

## 7. Communication



- ☒ Students should check the OWL site every 24 – 48 hours
- ☒ A weekly update will be provided on the OWL announcements
- ☒ Emails will be monitored daily; students will receive a response in 24 – 48 hours
- ☒ This course will use the OWL Brightspace for discussions
- ☒ Students should post all course-related content on the discussion forum so that everyone can access answers to questions
- ☒ The discussion forums will be monitored daily by instructors or teaching assistants

## 8. Evaluation

Below is the evaluation breakdown for the course. Any deviations will be communicated.

| Assessment                 | Format     | Weighting | Due Date                         |
|----------------------------|------------|-----------|----------------------------------|
| Quiz #1                    | Individual | 10%       | September 24                     |
| Quiz #2                    | Individual | 10%       | October 22                       |
| Quiz #3                    | Individual | 10%       | November 19                      |
| Assignment #1              | Individual | 10%       | October 1                        |
| Assignment #2              | Individual | 10%       | November 12                      |
| Article Presentation       | Individual | 5%        | Varies based on assigned reading |
| Seminar Participation      | Individual | 5%        | Throughout the term              |
| Group Project Presentation | Group      | 5%        | December 3                       |
| Group Project Report       | Group      | 30%       | December 9                       |
| Course Reflection          | Individual | 5%        | December 9                       |



The evaluation methods described in the course outline are essential requirements for the course.

Students are responsible for material covered in the lectures as well as the assigned readings.

- ☒ All assignments are due at 11:55 pm EST unless otherwise specified
- ☒ Written assignments will be submitted to Turnitin (statement in policies below)
- ☒ Students will have unlimited submissions to Turnitin
- ☒ After an assessment is returned, students should wait 24 hours to digest feedback before contacting their evaluator; to ensure a timely response, reach out within 7 days

Click [here](#) for a detailed and comprehensive set of policies and regulations concerning examinations and grading. The table below outlines the University-wide grade descriptors.

|    |          |                                                                 |
|----|----------|-----------------------------------------------------------------|
| A+ | 90-100   | One could scarcely expect better from a student at this level   |
| A  | 80-89    | Superior work which is clearly above average                    |
| B  | 70-79    | Good work, meeting all requirements, and eminently satisfactory |
| C  | 60-69    | Competent work, meeting requirements                            |
| D  | 50-59    | Fair work, minimally acceptable                                 |
| F  | below 50 | Fail                                                            |

**Grades will not be adjusted on the basis of need. It is important to monitor your performance in the course. Remember: *You* are responsible for your grades in this course.**

## 9. Accommodation Policies

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#).

### **General Information about missed work:**

University policy on academic considerations are described [here](#). This policy requires that all requests for academic considerations must be accompanied by a self-attestation. Further information about academic considerations, and information about submitting this self-attestation with your academic consideration request may be found [here](#).

Please note that any academic considerations granted in this course will be determined by the instructor, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course outline.

### **Formal Documentation Designation statement:**

Please note that this assessment is considered to be central to the learning objectives for this course. Accordingly, students seeking academic consideration for this assessment will be required to provide formal supporting documentation. Students who are granted academic consideration for this assessment will be provided with the opportunity to make up this work.

### **Flexibility statements**

Please note that because the submission deadline for assessments already includes flexibility in the form of a seven-day grace period, the instructor reserves the right to deny academic consideration for assignments which are submitted following the end of the period of flexibility.

### **Absence from Course Commitments**

Students must familiarize themselves with the [Policy on Academic Consideration – Undergraduate Students in First Entry Programs](#)

Students missing course work for medical, compassionate or extenuating circumstances can request academic consideration by completing a request at the central academic consideration portal. Students are permitted one academic consideration request per course per term without supporting documentation. Note that supporting documentation is **always** required for academic consideration requests for examinations scheduled by the office of the registrar (e.g. December and April exams) and for practical laboratory and performance tests typically schedule during the last week of the term. Students should also note that the instructor may designate one assessment per course per term that requires supporting documentation. This designated assessment is described elsewhere in this document. Please note that any academic considerations granted in this course will be determined by the instructor of this course, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course outline. Supporting documentation for academic considerations for absences due to illness should use the [Student Medical Certificate](#) or, where that is not possible, equivalent documentation by a health care practitioner.

### **Course Assessments that Require Supporting Documentation**

For this course the following assessment has been designated as requiring supporting documentation:

Group Project Report, December 9th

### **Academic Consideration for Course Components with Flexible Deadlines**

This course has 3 quizzes. In the event that a quiz cannot be taken due to illness or extenuating circumstances, the student is expected to request academic consideration through the [Student Absence Portal](#). Accommodation will be made in the form of reweighting the missed quiz into the remaining two quiz marks.

This course employs flexible deadlines for assignments. The assignment deadlines can be found above in the course outline. For each assignment, students are expected to submit the assignment by the deadline listed. Should illness or extenuating circumstances arise, students are permitted to submit their assignment up to seven days past the deadline without academic penalty. Should students submit their assessment beyond the accommodation window, the assignment will not be accepted. As flexible deadlines are used in this course, requests for academic consideration will not be granted. If you have a long-term academic consideration or

an accommodation for disability that allows greater flexibility than provided here, please reach out to your instructor at least one week prior to the posted deadline.

### **Accommodation for Religious Holidays**

Students should review the policy for Accommodation for Religious Holidays. Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but not later than two weeks prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm.

## **10. Make-up Examinations**

Students who miss a regularly scheduled test/quiz, mid-term, or final exam may request academic consideration through the Student Absence Portal.

If academic consideration is granted, students should consult the course outline for information regarding how the missed assessment will be addressed and follow any instructions provided by the instructor. At the instructor's discretion, the weight of a missed test/quiz or mid-term may be transferred to another assessment in the course, including the final exam, rather than requiring a makeup assessment. Reweighting is not available for missed final exams.

Students are entitled to **one makeup assessment opportunity** for a missed test/quiz, mid-term, or final exam supported by approved academic consideration. **No additional makeup opportunities will be provided.** Makeup assessments represent the final opportunity to complete a missed course assessment.

### **What happens if I miss a makeup assessment as a Social Science student or in a course offered by the Faculty of Social Science?**

Students who miss a makeup assessment are not eligible for an additional makeup opportunity. Depending on their circumstances, they may:

1. Remain enrolled in the course and accept a grade of zero on the missed makeup assessment. Students should consult the course outline and calculate whether they can still achieve a passing grade in the course.
2. Withdraw from the course through Student Center before the published drop deadline. A course dropped before the deadline will result in a withdrawal (WDN) without academic penalty. Part-time students should consult the Registrar's Office refund schedule to determine whether a tuition refund is available. Students enrolled full-time in 4.0-5.0 courses are generally not eligible for tuition refunds when a course is dropped.
3. If the published drop deadline has passed and the missed makeup assessment is supported by appropriate documentation, students may submit their documentation through the Student Absence Portal to request a WDN (withdrawal without academic penalty). Approval is not automatic and remains subject to Faculty review. Requests for a second makeup assessment will not be considered.

Students are encouraged to carefully consider their ability to complete a makeup assessment as scheduled, as no further opportunities to complete the missed work will be available.

## **11. Use of Electronic Devices**

During quizzes, electronic devices are allowed to be used. Quizzes will be conducted in Owl Brightspace and must be completed within the classroom.

## **12. How to Be Successful in this Class:**

Students enrolled in this class should understand the level of autonomy and self-discipline required to be successful.

1. Invest in a planner or application to keep track of your courses. Populate all your deadlines at the start of the term and schedule time at the start of each week to get organized and manage your time.
2. Make it a daily habit to log onto OWL to ensure you have seen everything posted to help you succeed in this class.
3. Follow weekly checklists created on OWL or create your own to help you stay on track.
4. Take notes as you go through the lesson material. Keeping handwritten notes or even notes on a regular Word document will help you learn more effectively.
5. Connect with others. Try forming a study group and try meeting on a weekly basis for study and peer support.
6. Do not be afraid to ask questions. If you are struggling with a topic, check the online discussion boards or contact your instructor(s) and or teaching assistant(s).
7. Reward yourself for successes. It seems easier to motivate ourselves knowing that there is something waiting for us at the end of the task.



## **13. Use of Generative Artificial Intelligence (AI)**

Use of generative artificial intelligence is permitted for this course. However, students remain fully responsible for the output of said programs. Errors and hallucinations generated by the program will not be valid as a defense against mistakes or poor quality.

## **14. Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a [Scholastic Offence](#).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com ( <http://www.turnitin.com> ).

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

## **15. Western's Commitment to Accessibility**

The Department of Geography and Environment strives at all times to provide accessibility to all faculty, staff, students and visitors in a way that respects the dignity and independence of people with disabilities.

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519-661-2147 for any specific question regarding an accommodation. [Information regarding accommodation of exams](#) is available on the Registrar's website.

More information about "[Accessibility at Western](#)" is available.

## **16. Mental Health**

Students who are in emotional/mental distress should refer to [Mental Health@Western](mailto:MentalHealth@Western) for a complete list of options about how to obtain help.

## **17. Support Services**

[Office of the Registrar](#)

[Western's Support Services](#)

[Student Experience](#)

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts [here](#).

To connect with a case manager or set up an appointment, please contact [support@uwo.ca](mailto:support@uwo.ca).

## **18. Important Dates**

September 9: Classes resume

September 17: Last day to add a first term half course

September 30: [National Day for Truth and Reconciliation](#) (non-instructional day).

October 12: Thanksgiving Holiday – Department Office Closed

October 12-16: Fall Reading Week (No classes; Department Office open)

November 30: Last day to drop a first term half course or a full course without penalty

December 9: Classes end

December 10: Study day

December 11-22: Examination Period