


GEOG 3443 – Energy and Power Course Outline: Winter 2021



Although this academic year might be different, Western University is committed to a **thriving campus**. We encourage you to check out the [Digital Student Experience](#) website to manage your academics and well-being. Additionally, this [Health and Wellness link](#) provides available resources to support students on and off campus.

1. Technical Requirements



Stable internet connection



Laptop or computer



Working microphone



Working webcam

Please review the [recommended technical specifications](#) for online courses at Western.

2. Course Information

Delivery Mode: Online



Delivery Mode	Lectures	Tutorials
Online (synchronous via Zoom)	Monday 12:30-2:20	Tuesday 1:30-2:20

See details in Section 5.

Classes Start	Reading Week	Classes End	Study day(s)	Exam Period
January 11	February 15-19	April 12	April 13	April 14-30

* January 19, 2021: Last day to add a second-term half course

** March 15, 2021: Last day to drop a second-term half course without penalty



Teaching team	Role	Email	Office Hours
Dr. Carol Hunsberger	Instructor	chunsber@uwo.ca	To be confirmed
Cortney (Awâsis) Dakin	Teaching Assistant	cdakin2@uwo.ca	To be confirmed

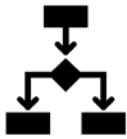


Office hours will be held remotely using Zoom.

Students will be able to sign up for an appointment using Sign-Up on OWL.

3. Calendar Description

This course investigates the political ecology of energy. Issues of politics and power, social equity, and environmental impact are examined through Canadian and international case studies. The concept of 'energy justice' is used both to critically assess current patterns of energy production and use and to explore more sustainable possibilities (0.5 course).



Prerequisite: Third or fourth year standing at the University. 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."

4. Readings

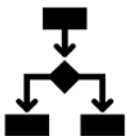


- All resources will be posted in OWL.

5. Format

Mode	Dates	Time	Frequency
Online, synchronous lectures	Monday	2 hrs	Weekly
Online, synchronous tutorials	Tuesday	1 hr	Weekly

- The course involves **live, online lectures and tutorials** supplemented by readings, individual and group work, and assignments.
- Students are responsible for all material covered in the lessons, tutorials and readings.
- Lectures** will be held on Zoom. They will involve discussions and other activities.
- Tutorials** will also be held on Zoom. Some will involve whole-class activities; others will be work sessions to prepare for the mock hearings.
- Students are expected to come to class having reviewed any assigned materials and ready to participate.
- If a student is in another time zone, it is the student's responsibility to ensure they connect for synchronous classes and submit asynchronous assessments at the correct time.
- All course material will be posted to [OWL](#). Any changes will be indicated on the OWL site and announced to the class.
- [Google Chrome](#) or [Mozilla Firefox](#) are the preferred browsers to optimally use OWL; update your browsers frequently. Students interested in evaluating their internet speed, click [here](#).
- For assistance, students can seek support on the [OWL Help page](#) or contact the [Western Technology Services Helpdesk](#) (phone: 519-661-3800 or ext. 83800).



6. Learning Outcomes

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

- Explain the features and theoretical foundations of ‘energy justice’;
- Apply an energy justice framework to critically assess the impacts of different energy sources (e.g. oil, coal, nuclear, wind, solar, hydro, biofuels) and specific energy projects;
- Grapple with how to reconcile diverse values and priorities in resource decision-making; and
- Express well-supported arguments about how energy systems could better address social and environmental justice challenges, orally and in writing.



7. Course Content and Schedule (Topics may change with notice)

Week	Dates	Lesson topic	Tutorials	Due dates*
1	Jan 11	Global energy systems	Set up hearings	
2	Jan 18	Foundations of energy justice	Justice activity	
3	Jan 25	Energy access: availability and affordability	Prep day	
4	Feb 1	Hearing 1	Follow-up day	Stakeholders (Mon)
5	Feb 8	Process fairness: who gets to decide?	Judgment day	Panel, media (Tues)
-	Feb 15	Reading Week: No classes or tutorials		
6	Feb 22	Recognition issues: Indigenous rights	Prep day	Proposal (Mon)
7	Mar 1	Hearing 2	Follow-up day	Stakeholders (Mon)
8	Mar 8	Temporal equity: past, present, future	Judgment day	Panel, media (Tues)
9	Mar 15	Environmental responsibility	Prep day	
10	Mar 22	Hearing 3	Follow-up day	Stakeholders (Mon)
11	Mar 29	Tough questions: obstacles to change	Judgment day	Panel, media (Tues)
12	Apr 5	Confronting the climate crisis	Share your paper	Final paper (Mon)

8. Communication

- Students should check the OWL site every day or two.
- Students are responsible for checking their UWO e-mail address in a timely manner.
- Post course-related questions to the OWL discussion forum so everyone can see the answers.
- Instructor and TA emails will be monitored daily. Students can expect a response within 24 hours from Monday-Friday and within 48 hours on the weekend.
- After an assessment is returned, students should wait 24 hours to digest feedback before contacting their TA. To ensure a timely response, reach out within 7 days.



9. Evaluation

Grades will be allocated based on the following tasks. Exact due dates for the mock hearings will depend which role you are assigned for each hearing. We will sort out these assignments in the second week of class.

Assessment	Weighting	Due Date
Mock hearing: Stakeholder role	30%	See schedule
Mock hearing: Panel role	10%	See schedule
Mock hearing: Journalist role	20%	See schedule
Participation	10%	Ongoing
Paper proposal	10%	Feb 22
Final paper	20%	Apr 5

Mock hearings

Throughout the term there will be three mock energy board hearings during class time, each concerning a different proposed energy project. The class will be split into three roles:

- 1) Stakeholders making submissions to the panel;
- 2) Panelists evaluating whether or not the project should proceed;
- 3) Members of the media covering the issue.

Each student will play each role once. The instructor will act as timekeeper and chair.

Attendance is mandatory on the dates of the hearings and associated work sessions.



Stakeholders will be evaluated individually based on a written submission (20%) and an oral presentation (10%). Panelists will be evaluated as a group based on a written report (10%). Journalists will be evaluated in pairs based on a piece of media coverage they produce (20%). Detailed instructions for each role are provided in a separate file.

Research paper (10% proposal + 20% final report = 30% total)

Students will write an individual research paper, broken into two parts. The first part is a proposal outlining key arguments and providing an annotated bibliography (10%). The second step is the full paper (20%). More detailed instructions and expectations are provided in a separate file.

Participation (10%)

Most weeks you will be asked to perform a small participation task: for example, posting a video comment. These activities will draw on assigned readings or topics discussed in class.

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

Submission Policy and Late Policy

- Assignments should be submitted online through OWL, on or before the due date.
- Late assessments without illness self-reports will be subject to a late penalty of 5% per day. The clock “starts” at the beginning of class on the due date.
- Late assessments with illness self-reports should be submitted within 48 hours of the original deadline (i.e. a 48-hour illness gets a 48-hour extension).
- An assessment cannot be submitted after it has been marked and returned to the class.

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.

10. Accommodation Policies

Accessible Education (formerly SSD) provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. See the policy on [Academic Accommodation for Students with Disabilities](#) for details.

Academic Consideration for Student Absence

Students have up to two (2) opportunities during the regular academic year to use an online portal to self-report an absence during the term, provided the absence lasts no more than 48 hours, and the assessment for which consideration is sought is worth 30% or less of the student’s final grade. Students are expected to contact their instructors within 24 hours of the end of the absence. Students may not use self-reporting in the following circumstances:

- for exams scheduled by the Office of the Registrar (e.g., December and April exams)
- for an absence of greater than 48 hours,
- for assessments worth more than 30% of the student’s final grade,
- if a student has already used the self-reporting portal twice during the academic year.

If the conditions for a Self-Reported Absence are *not* met, students need to provide a Student Medical Certificate if the absence is medical, or appropriate documentation for compassionate grounds. Students are encouraged to contact their Faculty academic counselling office to obtain more information about the relevant documentation.

Individual instructors are not permitted to receive documentation directly from a student, whether for consideration on medical or other grounds. **All documentation required for absences not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office of a student's Home Faculty.**

See Western’s [Policy on Academic Consideration for Student Absences](#) for details. You can access a [Student Medical Certificate here](#).

Religious Accommodation

Students should consult the University's list of recognized religious holidays and give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Multicultural Calendar](#).

11. 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 on OWL or create your own to help you stay on track.
4. Take notes as you go through the lesson material. Treat this course as you would a face-to-face course. Keeping handwritten notes or even notes on a regular Word document will help you learn more effectively than just reading or attending Zoom classes.
5. Connect with others. Try forming an online 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 or teaching assistant.
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.

12. Statements concerning Online Etiquette

Some components of this course will involve online interactions. To ensure the best experience for both you and your classmates, please honour the following rules of etiquette:

- Please “arrive” to classes or meetings on time
- Please use your computer and/or laptop if possible (as opposed to a cell phone or tablet)
- Ensure that you are in a private location to protect the confidentiality of discussions
- To minimize background noise, kindly mute your microphone until you are invited to speak, unless directed otherwise
- If you wish to speak, use the “raise hand” function and wait for the instructor or TA to acknowledge you before beginning your comment or question
- Remember to unmute your microphone before speaking, and re-mute after speaking
- Self-identify when speaking
- Class discussions will be more engaging if we can see each other’s faces. Please be prepared to turn on your video during classes and tutorials. Also upload a profile picture of your face to your Zoom account, so that we can still see you if there is a reason you need to turn off your video (e.g. unstable internet connection)
- Unless invited by your instructor, do not share your screen in the meeting
- Recording audio, video or still images from online classes is not allowed unless permission is explicitly given

General considerations of “netiquette”:

- Keep in mind the different cultural and linguistic backgrounds of the students in the course.
- Be courteous toward the instructor, your peers, and authors whose work you are discussing.

- Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment.
- Be professional and scholarly in all online postings. Cite the ideas of others appropriately.

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

13. 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](#). The most common offence is failure to cite properly. If you draw on someone else's ideas, you must cite the source!

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](#).

14. Western's Commitment to Accessibility

The Department of Geography 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 any other arrangements to make this course more accessible to you. You may also contact [Accessible Education](#) at 519-661-2147 for any questions regarding accommodation. More information about [Accessibility at Western](#) is available. [Information regarding accommodation of exams](#) is available on the Registrar's website.

15. Mental Health

If you or someone you know is experiencing distress, there are resources at Western to assist you. Please visit Western's [Health and Wellness website](#) for information on mental health resources.

16. Support Services

[Western's Support Services](#)

[Student Development Centre](#)