

GEOG 3446F – Climate Change, Culture Change

Course Outline: Section 001 – Fall 2021

This course is taught in person, unless circumstances necessitate going on-line.

1. Course Information

1.1. Location: #1004 Social Science Centre

Lecture: Monday, 10:30-12:20

Lab: Wednesday, 10:30-12:20 (*Lab exercises are take-home and rarely will we meet at this time and location*)

1.2. Important Dates

Classes Start	Fall Reading Week	Classes End	Study day(s)	Exam Period
September 8	November 1-7	December 8	December 9	December 10-21

September 16, 2021: Last day to add a first-term half course

October 11, 2021: Thanksgiving Holiday

November 12, 2021: Last day to drop a first term half course without penalty

1.3. Contact Information:

Instructor: Dr. Jeff Hopkins

Office Hours: Monday, 1:30-3:30 via email, phone or Zoom (TBA)

Email: jhopkins@uwo.ca

Teaching Assistant: Haley Everitt

Office Hours: TBA

Email: heveritt@uwo.ca

2. Calendar Description

2.1. Course Description

Challenges students to examine, understand, and question the carbon footprint of their everyday geographies, and consider how modifying personal lifestyles—their own ways of doing and thinking—can mitigate environmental impacts. Everyday geographies are examined through exercises that focus on subjects including diet, clothing, transportation, and waste, and lower carbon alternatives.

2 lecture hours, 2 tutorial hours, 0.5 course

Prerequisite(s): Third- or fourth-year status at the University.

Prerequisite checking and registration is the student's responsibility

2.2. Senate Regulations

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 and Course Materials

The required textbook is available in the UCC bookstore for some \$22.00. Is it also available to read online through Western Libraries: <https://www.lib.uwo.ca/>

Kelsey, Elin (2020). *Hope Matters: Why Changing the Way We Think is Critical to Solving the Environmental Crisis*. Vancouver: Greystone Books. ISBN 978-1-77164-777-9

Additional weekly course readings, lab exercises, assignments, and assorted resources will be posted in the course site on OWL.

Google Chrome or Mozilla Firefox are the preferred browsers to optimally use OWL; update your browsers frequently. Students interested in evaluating their internet speed, please click [here](#). [Using the right browser is important, especially when using different features integrated with OWL]

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

4. Course Objectives and Learning Outcomes

4.1. Course Objectives

The primary objective of this course is to provide students with the knowledge, tools and experiences to mitigate and adapt to the challenges presented by climate change to their own personal everyday geographies. Students are encouraged to examine, understand, question, and modify the carbon footprint of their lifestyle toward modifying their personal choices—their own ways of doing and thinking—to mitigate and adapt to the cultural changes needed to lessen humanity’s environmental impacts. Through real-world exercises of everyday activities—consumption, transportation, diet, clothing, waste—students will experience lower-carbon/carbon-neutral alternatives relative to society’s current human-environment relationship ‘norms.’

The course has several subsidiary objectives:

- 1) To explain and critique the cultures—the ways of doing and thinking—of climate change theoretically, conceptually and experientially;
- 2) by way of systematically engaging relevant scholarly works, videos, films, exercises and discussions, toward;
- 3) recognizing one’s own agency and responsibility—and that of society’s commercial, civic, educational and governmental institutions—toward mitigating and adapting to the climate emergency, and in so doing;
- 4) highlight the necessity—the dire need—to re-think and re-orient our human-environment relationship through the lifestyle choices we make as individuals, and the current economic, political, and social structures we collectively create and support.

In keeping with the *Undergraduate Degree Level Expectations* of our programs, this course promotes several of these objectives to varying extents:

- i. Demonstrate informed awareness of geographical diversity through knowledge of different places and understanding of the processes that shape them spatially and over time.
- ii. Demonstrate informed awareness of geographical diversity through knowledge of different places and understanding of the processes that shape them spatially and over time.
- iii. Combine breadth of knowledge of Geography with understanding of selected sub-fields (*i.e., Cultural, Economic, Political, Social Geographies*).
- iv. Synthesize and evaluate geographical information from diverse sources.
- v. Collect, analyze and interpret geographical data in relation to social systems.
- vi. Analyze real-world problems and policy applications using geographical concepts, skills and understanding.
- vii. Communicate geographic ideas and understanding effectively to a variety of audiences in writing, orally, and graphically.

Among the generic skills practiced and enhanced are as follows:

- i. Spatial thinking, spatial analysis and spatial processes of human interactions (*e.g. cultural, social, political, economic, scientific*).
- ii. Literature and secondary data sources; information search and retrieval, meta-analysis of published data, synthesis of information sources and literature, annotated bibliographies.
- iii. Critical and reflective reading, listening, thinking.
- iv. Writing education and practice in writing essays.
- v. Oral communication: structured class discussions (seminars, small-group interaction, debates).
- vi. Project planning, management and design: time management, independent major research project.
- vii. Inter-personal skills: leadership, team facilitation.

4.2. Learning Outcomes

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

- 1) Be more mindful of their own human-environment relationship and its role in climate change.
- 2) Appreciate the primacy of their own agency in that relationship.
- 3) Be able to identify ways of doing and thinking in their own everyday geographies to mitigate and adapt to climate change.
- 4) Be aware of options available to affect structural changes at local, national, and global scales.
- 5) To understand and appreciate the larger economic, political, social, psychological and geographical processes giving rise to the climate emergency and to question critically the cultural changes required by individuals and society to mitigate and adapt to our changing environments.

5. Course Format, Content and Schedule

5.1. Format

The course format will be a mixture of lectures, films, and group discussions, with a particular emphasis on lab exercises designed as lifestyle challenges. The content is intended to build upon previous courses in the climate module, wherein students have learned about the science behind climate change and the many cultural, economic, social and political structures inherent in the climate crisis.

The course lectures are themed from macro-scale to micro-scale and back to macro-scale. The first three lectures provide the larger cultural context of the climate emergency; the next five lectures address individual agency and adaptation and are accompanied by lab exercises designed to challenge the students' own ways of doing and thinking in their everyday lives through experiential learning. The final two lectures address individual and collective action toward implementing the larger structural changes needed in the economy and society toward mitigating and adapting to climate change.

5.2. Content

The course pursues such questions as:

- What must we do individually and collectively to avoid environmental catastrophe and societal collapse?
- How does change manifest itself?
- Why the opposition to change and who opposes which changes and why?
- What changes can individuals make that have a substantive impact on mitigating and adapting to climate change?
- What changes does society need to make? What changes is society making?
- What can you as an agent in society do to assist and engage in these cultural changes?

Key concepts used to understand, explain and seek answers to these loaded questions include *culture, environment, ideology, capitalism, theology, science, consumerism, minimalism, and eco-anxiety*, and the key geographical concepts of *landscape, scale*, and the *human-environment relationship*.

5.3. Schedule

#	Lecture Topics & Lab Assignments	Dates
1	Ways of Scaping, Ways of Doing: The Human-Environment Relationship	Monday, Sept 13
2	The Invisibility of Normalcy: Hegemonic Cultures of Capitalism, Consumerism, and Hydro-Carbon Fantasies	Monday Sept 20
3	Climate Change as Culture Wars: A Continuum of Positions and Reactions	Monday, Sept 27

#	Lecture Topics & Lab Assignments	Dates
4	Bye Buy: Consuming Towards Zero Waste: The Three 'Rs' Are Not Enough <i>Lab #1: Your Plastic Life</i>	Monday, Oct 4
	Thanksgiving – Lecture / Lab Cancelled	Monday, Oct 11
5	Where Are You Going and How Are You Getting There? <i>Lab #2: Greening Your Vacation</i>	Monday, Oct 18
6	Dressing for Climate Change: What to Wear?	Monday, Oct 25
	Reading Week: No Classes Nov. 1st – 5th	
7	What's On Your Plate and Why It Matters <i>Lab #3: How Much Carbon Is on Your Plate?</i>	Monday, Nov 8
	Film Fest: Let's Watch an Inspiring Documentary TBA	Monday, Nov 15
8	Living Locally with Global Eco-Anxieties: Toward Well-Being, Mindfulness, Minimalism and Simple Living <i>Lab # 4: A Simple Living Challenge</i>	Monday, Nov 22
9	Unleashing Your Inner 'Greta': How to Affect Change in Your Communities, Institutions, Businesses, and Governments? <i>Lab #5: Advocating for a Cultural Change</i>	Monday, Nov 29
10	Earning Hope: Reasons to be Cautiously Optimistic about Climate Change and Culture Change	Monday, Dec 6

6. Communication

Please read this course outline and all assignments thoroughly and completely before asking questions, the answers to which may well be found in the outline or assignment itself. If you have long and complex questions—and we hope you do—we will be delighted to address them during the lecture or our office hours. Please take advantage of the office hours posted on the front page of this outline. Both the instructor and the TA want to help you succeed.

Please read all announcements posted via OWL.

Please use e-mail judiciously. Short answer questions are welcome; longer and more complex questions may require a phone call or a Zoom meeting, both of which can be arranged by email.

Please do not expect an instantaneous response to your email, particularly if it is not sent during office hours: it may take 24-36 hours. We are unlikely to respond to emails after 5:00 pm and rarely to never on weekends. Please use proper English in your correspondence. Communication, like politeness, is a two-way street, and we shall extend to you the same courtesies. Thank you for respecting these boundaries.

7. Evaluation

7.1. Assignments

Assignment	Weight	Assigned On	Due Dates
Book Commentary	15%	Mon., Sept 13 th	Mon., Oct. 18 th
Lab Exercises	25% (5 x 5%)	See schedule above	Following Monday
Essay	30%	Monday, Oct 18 th	Mon., Nov. 22
Final Examination	30%	T.B. A	Dec. 10-21, <i>(take home)</i>

7.2. Assessment

How do I grade? A mark below 50% reflects an unacceptable level of content and/or presentation. A mark between 50%-59% shows minimally acceptable content and/or presentation. Marks between 60%-69% indicate competent work meeting requirements. I regard the mark of a low 'B' (70% - 73%) indicative of average work, both competent and acceptable. You have completed all of the assignments and readings and demonstrated a general understanding of the course material as evidenced in the essays, labs and final exam. A grade of mid to high 'B' (74%-79%) reflects evidence of an above average performance. Not only have you fulfilled the assignments in a more meticulous fashion, but you have also demonstrated a more thorough understanding of the material and gone a few extra steps beyond the average student as evidenced on the test and in your written work. An 'A' (80%-89%) is reserved for outstanding effort and achievement. Exceptional diligence, a thorough knowledge of the course material, and the ability to apply and convey concepts in an effective, logical and literate fashion are clearly evident. Hard labour and exceptional effort are necessary but not, by themselves, sufficient to warrant an 'A.' An 'A+' (90%+) is rare but is certainly possible. An exceptionally outstanding performance on the examination, essay and labs demonstrating a superb command of English and a critical mind capable of synthesizing complex facts and ideas to arrive at particularly astute conclusions, will earn this prestigious grade.

Your evaluation is based primarily on your ability to fulfill the primary objectives of the course as evidenced in your book commentary, lab exercises, essay, and final exam. The format of the final exam is essay and will be a take home.

Students are responsible for material covered in the lectures as well as the assigned reading material and videos. To pass this course you must earn a final minimum mark of 50%.

All assignments are due in the student's OWL drop box on the date noted by 11:55 pm EST unless otherwise specified.

Written assignments might be submitted to Turnitin at the instructor's discretion.

Students are asked to wait 24 hours to digest feedback before contacting their evaluator. If you have questions or concerns about your evaluation, please seek assistance within seven days of having received the graded assignment.

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.

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

8. Make-up Examinations, Late Submissions, Extensions

Makeups will be granted with approved documentation only. All documentation for missed exams must be provided to the Academic Counselling Office within 48 hours of the scheduled exam, otherwise the instructor will assign a grade of zero.

The format and content of make-ups may differ substantially from the scheduled test or examination.

Assignments submitted late will lose 5% of the assignment's value each day, including weekends. Assignments submitted after four days late will receive zero but will be graded for your educational benefit. All requests for extensions on assignments must be made in writing to me at least two weeks before the due date. You may have up to three days beyond the initial due date. Material submitted beyond the new due date will be penalized as per the course penalty (5% per day).

9. Appeals

Requests to have an examination or assignment formally re-evaluated must be done within one week of receiving the graded assignment. In this concisely written request to me or the Teaching Assistant you will specify the aspects of your work that you would like re-visited and the justification for doing so. ***Please be aware that disliking or disagreeing with your grade is no grounds for re-assessment.***

Should you feel that your final grade in the course is biased, inaccurate or unfair, you do have the right to appeal your final mark. Please refer to the *Western Calendar* prior to doing so (see web site below). In an attempt to avoid such time-consuming and stressful procedures for all, be assured that each and every piece of work is graded carefully and thoroughly. ***Be aware that marks may be raised--as well as lowered--through an appeal process.***

You are advised to read the course calendar to familiarize yourself with Western's regulations and procedures concerning appeals, grades, regulations, penalties and such at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf. Alternative Examination Dates, Dropping the Course

The date of the final examination is set by the Office of the Registrar and will not be changed. If you consider that you have grounds to write a final examination on an alternate date, you must follow the procedure established by the Dean's Office and complete the appropriate forms. The same holds for dropping the course

10. 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](#).

Academic Consideration for Student Absence

Students will have up to two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the term, provided the following conditions are met: the absence is no more than 48 hours in duration, and the assessment for which consideration is being 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 period of the self-reported absence, unless noted on the syllabus. Students are not able to use the self-reporting option in the following circumstances:

- for exams scheduled by the Office of the Registrar (e.g., December and April exams)
- absence of a duration greater than 48 hours,
- 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 will need to provide a Student Medical Certificate if the absence is medical or provide appropriate documentation if there are compassionate grounds for the absence in question. Students are encouraged to contact their faculty academic counselling office to obtain more information about the relevant documentation.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. **All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office of a student's Home Faculty.**

For Western University policy on Consideration for Student Absence, see

[Policy on Academic Consideration for Student Absences - Undergraduate Students in First Entry Programs](#)

and for the Student Medical Certificate (SMC), see:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should 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. Electronic Devices

No electronic devices will be allowed during tests and examinations.

Never record digitally or otherwise any part of the class lectures or tutorials/labs without prior and specific permission from the instructor or Teaching Assistant (*i.e., do not take photos with your phone of the PowerPoint slides*). If you are observed doing so you will be expelled from that lecture or tutorial. If you are caught a second time, you will be expelled from the course. Note taking is highly encouraged. No electronic devices will be allowed during the examinations.

If you wish to engage in personal or recreational use of your phone, laptop or any other

distraction, please quietly leave the classroom. I will ask you to leave if you do not do so yourself.

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. Attend class: 80% of success is showing up.
2. 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.
3. Make it a daily habit to log onto OWL to ensure you have seen everything posted to help you succeed in this class.
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. Continuity of Education Plan

13.1. In-Person Class Pivoting to Online Learning

In the event of a COVID-19 resurgence during the course that necessitates the university to direct courses move away from face-to-face interaction, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor.

13.2. Zoom Format and Etiquette

If lectures go synchronous—live via Zoom—during our regularly scheduled lecture time on Mondays, 10:30-12:20. You can download the Zoom app to your laptop or phone at the following address: <https://wts.uwo.ca/zoom/index.html>. The weekly Zoom address will be posted on OWL.

Delivering and receiving lectures in this format is far from ideal, and we need to be patient with one another. Toward minimizing problems, below are several participant expectations we must all respect. Students who do not follow these guidelines will be removed from the Zoom meeting if necessary.

- Mute your microphone if you are not talking
- Use your real name
- Be on time
- Only post chat messages relevant to the lessons
- If you have a question, please raise your 'hand' in the 'reactions' icon at the bottom of your screen or post a chat message to me.

- I would prefer to see your face and you mine, rather than turning off your video. I won't demand this of you but seeing your reaction would certainly help me 'read' the audience and assist me to better convey the material.

14. Information on COVID-19

Masking Guidelines

Students will be expected to wear triple layer, non-medical, paper masks at all times in the classroom as per University policy and public health directives. Students who are unable to wear a mask must seek formal accommodation through Western Accessible Education, and present medical documentation.

Students are not permitted to eat or drink while in class to ensure masks stay in place. Students will be able to eat and drink outside of the classroom during scheduled breaks.

Students unwilling to wear a mask as stipulated by Western policy and public health directives will be referred to the Dean, and such actions will be considered a violation of the student Code of Conduct.

Course Absences due to Daily COVID Screening Questionnaire

Missed assessments (e.g., presentations, essays, quizzes, tests, midterms, etc.) require formal academic considerations (typically self-reported absences and/or academic counselling).

Students should be aware that some learning outcomes cannot be easily made up and may need to be completed in a subsequent year.

Students who demonstrate a pattern of routinely missing coursework due to self-reported COVID symptoms, and therefore do not demonstrate mastery of the learning outcomes of the course, will not receive credit for the course.]

15. 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.

16. 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.

17. Mental Health

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

18. Support Services

[Western's Support Services](#)
[Student Development Centre](#)

19. Important Dates

September 8: Classes resume
September 16: Last day to add a first term half course
October 11: Thanksgiving Holiday – Department Office Closed
November 1 to November 7: Fall Reading Week (No classes; Department Office open)
November 12: Last day to drop a first term half course without penalty
November 30: Last day to drop a full course without penalty
December 8: Classes end
December 9: Study Day
December 10-21: Examination Period

20. Mutual Expectations

This course is an intellectual forum wherein we share our thoughts and ideas. We all must respect the thoughts and opinions of one another. Our lectures are a safe space to explore ideas from a geographical perspective; everyone's voice and interpretations are welcome. Respecting each other and being sensitive toward one another, and if need be, forgiving toward one another, is not only the mature way to learn, but is also vital. As the course instructor, I will provide you with a set of theoretical concepts, models and various interpretations of the issues raised, as I understand them. Using these models and concepts, you will be encouraged and challenged to develop your *own* interpretations of these various issues. ***Your grounded interpretations and opinions in no way whatsoever need parallel my own, or those of your peers, to succeed in this course.*** Freedom of thought and expression is strongly encouraged, and please do so in a courteous, responsible, and respectful manner.

We should expect each other to come prepared for, and attend, all lectures regularly and punctually. We should strive to promote a collegial atmosphere of mutual respect conducive to the exchange of ideas and learning. If we all abide by this code of civility, we set the stage for a mature, safe and stimulating intellectual forum. Included below is the *Code of Conduct for Students, Staff, and Faculty for the Department of Geography*. The *University of Western Ontario Code of Student Conduct* is available at <https://www.uwo.ca/univsec/pdf/board/code.pdf>; please familiarize yourself with both of these documents.

Finally, if you have problems, questions, ideas or concerns with any aspect of the course, please raise the matter before, during or after class, or during my office hours. I welcome your questions

and constructive criticisms. I am approachable and want to assist you to succeed.

21. Geography Code of Conduct

CODE OF CONDUCT FOR STUDENTS, STAFF, AND FACULTY FOR THE DEPARTMENT OF GEOGRAPHY

Affiliation with the Department of Geography presumes mutual respect among students, staff, teaching assistants, and faculty. A positive atmosphere of professionalism and collegiality is essential for everyone to perform to the best of his or her abilities. This requires respect for the opinions and questions of others and behaviour that is, at all times, courteous, and conducive to creating a pleasant and productive environment for learning and working.

As members of a Department of Geography, we are expected to show special respect for our environment, being individually responsible for promoting a clean and safe work environment within the facilities of the Department and the Social Science Centre, including classrooms, laboratories, the Map Library, offices, hallways, washrooms, exterior grounds, and the facilities and vehicles used in field courses and field trips.

It is inevitable that misunderstandings will occur from time to time. However, it is in everyone's interest to try and resolve problems in a non-confrontational manner. Threatening, violent, or abusive behaviour, harassment (including sexual and racial harassment), rudeness (in person, in writing, or on the telephone), and abuse of authority, for whatever reasons, corrode good working and learning conditions.

Incidents that cannot be resolved amicably may be reported to the Chair of the Department (661-3653). The Chair will consider appropriate actions for resolving the problem, usually after consultation with the parties involved. If required, contact with university services (e.g., Police, Equity) or civil authorities will be invoked.

Student Use of University Facilities and Classroom Decorum:

Students are expected to comply with the authority of University staff and faculty on all matters relating to access to facilities (offices, classrooms, laboratories, and Map Library) and to use of equipment and resources.

Students are expected to attend all lectures and laboratory sessions regularly and punctually.

Instructors are responsible for maintaining an appropriate academic atmosphere in all class activities; students are expected to cooperate in this effort.

Actions that impede instruction deter the ability of students to learn, or show disrespect for instructors and fellow students, will not be condoned in Geography classrooms and labs. Such actions include reading during lectures, disturbing consumption of food or drink, use of Walkman's and radios, and disruptive conversation. Serious disrespect for classroom decorum should be reported to the instructor and, if required, to the Chair of the Geography Department (SSC 2429, Telephone 661-3653).

Students are expected to adhere to University standards of academic honesty, as outlined under "Scholastic Offences" in the Western Calendar. Unacceptable practices include cheating, impersonation, plagiarism, misrepresentation of research, falsification of documents, obstructing the academic activities of another, aiding or abetting academic misconduct, and abuse of confidentiality. In addition to incurring penalties, as outlined in the Calendar, some academic offences may fall under the Criminal Code of Canada.

Approved on behalf of Faculty, Staff, and Students by the Council of the Department of Geography on 4 March 1994.

PLEASE NOTE *Course content & order of presentations may deviate from this general outline due to unforeseen circumstances.*