

## GEOG 3465: Urban Economic Development and Policy

### Course Outline: Section 001 Fall 2021

This course is taught in-person

#### 1. Course Information



	Delivery Mode	Day/Time	Location
<b>Lecture</b>	In-person	<b>Thursdays 11:30AM-1:20PM</b>	<b>SSC 3014</b>
<b>Tutorial</b>	In-person	<b>Thursdays 1:30PM-2:20PM</b>	<b>SSC 3014</b>

\*Details about design and delivery of the course are listed below in Section 5

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



Course Instructor	Contact Information	Office Hours
<b>Dr Godwin Arku</b>	garku@uwo.ca	Thursdays 9:30-11:00AM

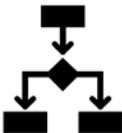
Teaching Assistant(s)	Contact Information	Office Hours
<b>John Hutchenreuther</b>	Email: jhutch5@uwo.ca	Office: SSC 2436 Tuesdays 2:00-3:00PM

Office hours will be held in-person or zoom or by Appointment

Students will be able to sign up for an appointment using email in OWL

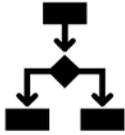


#### 2. Calendar Description



The promotion of economic development is an important item on the policy agendas of regions and communities around the world. Practitioners are adopting a wide range of policies aimed at promoting economic growth and enhancing the economic and fiscal health of their communities. This course takes an interdisciplinary approach to examine economic development policies—ranging from “traditional” to more recent “innovative” practices. Topics include concepts and theories of urban economic development, analytical techniques for describing and evaluating urban economies, development strategies and tools, technology policies, and place-based economic development strategies. This course will also look into how COVID-19 is changing economic development and cities.

Prerequisite(s): Third or fourth-year status; at least one of Geography 1400F/G, 2210A/B, 2220A/B, 2420A/B, 2460F/G. (*Prerequisite checking is the student's responsibility*)



2 lecture hours and 1 tutorial hour, 0.5 course

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

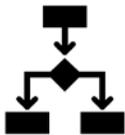


Selected textbooks will be used throughout the course although students will not be required to purchase them. Relevant articles on various topics will be posted on the course's webpage. In addition, relevant published reports by various levels of government will be made available to students for consultation.

### 4. Course Objectives and Format

Attendance is required in weekly tutorials. There is 5% for weekly tutorial attendance and participation.

Missed assignments will have to be completed within 7 days from the due date. No assignments will be accepted 7 after the due date.



All course material will be posted to OWL: <http://owl.uwo.ca>. Any changes will be indicated on the OWL site and discussed with 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, 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.

### 5. Learning Outcomes

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

Insert Learning Outcomes:



- ✓ 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. Communication



- Students should check the OWL site regularly (at least once every 24 hours)
- A weekly update will be provided on the OWL announcements
- Students should email their instructor(s) and teaching assistant(s) using OWL “messages”
- For any other communication, the centrally administered **e-mail account** provided to students will be considered the individual’s official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at his/her official university address is attended to in a timely manner. You can read about the privacy and security of the UWO email accounts [here](#).
- Emails will be monitored daily; students will receive a response in 24 – 48 hours
- This course will use the OWL forum for additional discussions in the course
- 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

## 7. Course Content and Schedule

	Topic
<b>Sept 9</b>	Introductory Overview
Lecture 1	<ul style="list-style-type: none"> <li>• Introduction and course overview</li> <li>• Economic development environment prior to COVID-19</li> <li>• Economic Environment in COVID-19 environment</li> <li>• What is economic development?</li> <li>• Why should urban government do economic development?</li> <li>• The economic development problem</li> <li>• Global economic trends – shaping cities</li> </ul>
Tutorial	*Start thinking about a project partner*

\*Walks, A. (2011). Economic Restructuring and Trajectories of Socio-spatial Polarization in the Twenty-First-Century Canadian City. In: S. Bourne et al. (eds.) *The Canadian Urban Region: Trajectories of Growth and Change*. Toronto: Oxford University Press. Pages 125-159.

Bourne, L. S., Brunelle, C., Polese, M., & Simmons, J. (2011) Growth and Change in the Canadian Urban System. In: S. Bourne et al. (eds.) *The Canadian Urban Region: Trajectories of Growth and Change*. Toronto: Oxford University Press. Pages 43-80.

\*Leigh, N. G. & Blakely, E. J. (2017) *Planning Local Economic Development: Theory and Practice*. Sixth Edition. Los Angeles-London-New Delhi-Singapore-Washington DC: Sage Publications. Chapter 1.

Porter, M. (1995) The Competitive Advantage of the Inner City. *Harvard Business Review* May-June: 55-71. Renault, C. S. (2012) Economic Development in the US alters course because of Recession. *Local Economy*, 27(1): 50-54.

\*Rondenelli, D.A., Johnson, J.H., & Kasarda, J. D. (1998) The Changing Forces of Urban Economic Development: Globalization and City Competitiveness in the 21<sup>ST</sup> Century. *CityScape* 3 (3):

Rondinelli, D. A. (2001). Making Metropolitan Areas Competitive and Sustainable in the New Economy. *Journal of Urban Technology*, Vol. 18 (1): 1-21

	Topic
<b>Sept 16</b>	Concepts & Theories of Economic Development
Lecture 2	<ul style="list-style-type: none"> <li>• Fundamental concepts and issues of urban economic development</li> <li>• Classical theories on urban economic development</li> <li>• Neo-classical economic theory</li> <li>• Economic base theories</li> <li>• Current perspectives on urban economic development</li> </ul>
Tutorial	<ul style="list-style-type: none"> <li>• Profiling localities/communities: questions, unit of analysis, data sources</li> <li>• Team meeting</li> </ul>

Leigh, N. G. & Blakely, E. J. (2017) *Planning Local Economic Development: Theory and Practice*. Sixth Edition. Los Angeles-London-New Delhi-Singapore-Washington DC: Sage Publications. Chapter 3.

Malizia, E. E. & Feser, E. J. (1999) *Understanding Local Economic Development*. Rutgers University Center for urban.

McLean, M. L. & Voytek, K. P. (1992) Understanding Your Economy: Using Analysis to Guide Local Strategic Planning. Second Edition, Chicago: Planners Press, American Planning Association.

	Topic
<b>Sept 23</b>	Introduction to Analytical Methods for Local/Urban Economic Development Planning
Lecture 3	<ul style="list-style-type: none"> <li>• Information and analytical requirements for local economic planning</li> <li>• Understanding an economy's strength and weaknesses</li> <li>• Analytical techniques               <ul style="list-style-type: none"> <li>○ Economic base analysis (location quotients)</li> <li>○ Dynamic analysis (shift-share)</li> <li>○ Cluster analysis</li> <li>○ Labour flow analysis</li> <li>○ Business sector analysis</li> </ul> </li> </ul>
Tutorial	<ul style="list-style-type: none"> <li>• Assignment #1 introduced</li> <li>• Class discussion/Team meeting</li> </ul>

\* Leigh, N. G. & Blakely, E. J. (2017) *Planning Local Economic Development: Theory and Practice*. Sixth Edition. Los Angeles-London-New Delhi-Singapore-Washington DC: Sage Publications. Chapter 6.

Gibson, L. J. & Warden, M. A. (1981) Estimating the Economic Base Multiplier: A Test of Alternative Procedures. *Economic Geography* 57: 146-159.

Isserman, A. (1977a) A Bracketing Approach for Estimating Regional Economic Impact Multipliers and a Procedure for Assessing their Accuracy. *Environment & Planning A* 9: 1003-1011.

McLean, M. L. & Voytek, K. P. (1992) Understanding Your Economy: Using Analysis to Guide Local Strategic Planning. Second Edition, Chicago: Planners Press, American Planning Association.

	Topic
<b>Sept 30</b>	Economic Development Approaches
Lecture 4	<ul style="list-style-type: none"> <li>• Differences in approaches to economic development policy in US, Canada and Europe</li> <li>• Industrial Recruitment and Retention Strategies               <ul style="list-style-type: none"> <li>○ Supply-side approaches to economic development: competing for businesses                   <ul style="list-style-type: none"> <li>▪ Criticisms of recruitment strategies</li> </ul> </li> <li>○ Demand-side approaches to economic development: indigenous development</li> </ul> </li> </ul>
Tutorial	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Team meeting</li> </ul>

Leigh, N. G. & Blakely, E. J. (2017) *Planning Local Economic Development: Theory and Practice*. Sixth Edition. Los Angeles-London-New Delhi-Singapore-Washington DC: Sage Publications.

Bradshaw, T. K. & Blakely, E. D. (1999) What are “Third-Wave” State Economic Development Efforts? From Incentives to Industrial Policy. *Economic Development Quarterly*, Vol. 13 (3): 229-244.

Buss, T. F. (2001) The Effect of State Tax Incentives on Economic Growth and Firm Location Decisions: An Overview of the Literature. *Economic Development Quarterly* 15 (1): 90-105.

\*Loveridge, S. (1996) On the Continuing Popularity of Industrial Recruitment. *Economic Development Quarterly* 10(2): 151-158.

\*Osgood, J., Opp, S., & Bernotsky, R. (2012). Yesterday’s gains versus today’s realities: Lessons from 10 years of economic development practice. *Economic Development Quarterly* Vol. 26(4) 334-350.

\*Peters, A. & Fisher, P. (2004) The Failures of Economic Development Incentives. *Journal of the American Planning Association* 70(1): 27-37.

Reese, L. A. (2007) Making the Least of Our Differences? Trends in Local Economic Development in Ontario and Michigan, 1990-2005. *Canadian Public Administration* 50(1): 79-99.

Rondinelli, D. A. & Burpitt, W. J. (2001). Do Government Incentives Attract and Retain International Investment? A Study of Foreign-Owned Firms in North Carolina. *Policy Sciences*, 33(2): 181-205.

Thomas, K. (2003) Geographic Scales and the Competition for Economic Growth. *American Behavioral Scientist* 46: 987-1001.

\*William, S. (2000) Curbing Business Subsidy Competition: Does the European Union Have an Answer? Working Paper, Corporation for Enterprise Development. Pp. 1-24.

\*Wolman, H & Stoker, G. (1992) Understanding Local Economic Development in a Comparative Context. *Economic Development Quarterly* 6: 406-417.

\*Yates, C. & Lewchuk, W. (2017) What Shapes Automotive Investment Decisions in a Contemporary Global Economy? *Canadian Public Policy*. DOI: 10.3138/cpp.2016-043

	Topic
<b>October 7</b>	Issues of Sustainability & Economic Development
Lecture 5	<ul style="list-style-type: none"> <li>• What is sustainable development?</li> <li>• How is sustainability being incorporated into local economic development?</li> <li>• What are the challenges and contradictions of sustainability as element of local economic development?</li> </ul>
Tutorial	<ul style="list-style-type: none"> <li>• Class Discussion/Team meeting</li> </ul>

	Topic
<b>Oct 14</b>	Economic Development in Ontario - I
Lecture 6	<ul style="list-style-type: none"> <li>• Institutional environment for economic development in Ontario/Canada</li> <li>• Trends in Ontario municipalities' economic development approaches, problems, challenges and responses</li> </ul>
Tutorial	<ul style="list-style-type: none"> <li>• Class Discussion/Team Meeting</li> </ul>

\*Arku G. (2013). Outsourcing Functions to Economic Development Corporations: Exploring the Perceptions of Officials in Ontario. *Public Organization Review* 14(1): 49-70.

\*Arku, G. (2014). Competition and Cooperation in Economic Development: Examining the Perceptions of City Officials in Ontario. Canada. *Journal of Urban Affairs* 36(1): 99-118.

Bradford, N. (2010). Economic ideas and development strategy: The case of London, Ontario. *Canadian Journal of Urban Research*, 19(1), 1-22.

\*Cleave, E., Arku, G. & Chatwin, M. (2017) Cities' Economic Development Efforts in a Changing Global Economy: Content Analysis of Economic Development Plans of Cities in Ontario, Canada. *Area* 49 (3): 359-368.

Reese, L. A. (2007) Making the Least of Our Differences? Trends in Local Economic Development in Ontario and Michigan, 1990-2005. *Canadian Public Administration* 50 (1): 79-99.

Tassonyi, A. T. (2005) *Local economic development: Theory and the Ontario experience* (ITP Paper No. 0511). Toronto, Ontario, Canada: University of Toronto, Rothman School of Management Institute for International Business.

	Topic
<b>Oct 21</b>	Economic Development in Ontario – II
Lecture 7	<ul style="list-style-type: none"> <li>• Economic Development in Rural Ontario <ul style="list-style-type: none"> <li>○ Guest Presenter: <b>Catherine Oosterbaan</b> (OMAFRA)</li> </ul> </li> </ul>
Tutorial	<ul style="list-style-type: none"> <li>• Class discussion/Team Meeting</li> </ul>

\* Arku, G. (2015) Economic Development Practices of Cities in Ontario. *Community Development*. 46(5): 604-615.

Arku, G. & Oosterbaan, C. (2015). Evidence of inter-territorial collaborative economic development strategies in Ontario, Canada. *GeoJournal*. 80(3): 361-374.

Donald, B. (2005) The Politics of Local Economic Development in Canada's Global Cities: new deals and a new politics of scale? *Space and Polity* 9 (3): 261-291.

\*Wolfson, J. & Frisken, F. (2000). Local Response to the Global Challenge: Comparing Local Economic Development Policies in a Regional Context. *Journal of Urban Affairs* 22 (4): 361-384.

	Topic
<b>Oct 28</b>	<b>Manufacturing and Economic Development</b>
<b>Lecture 8</b>	<ul style="list-style-type: none"> <li>• Early importance of manufacturing</li> <li>• Decline of manufacturing and consequences for local economic development</li> <li>• Recent policy response to manufacturing challenges</li> <li>• Guest Presentation: <b>Marcello Vecchio</b></li> </ul>
Tutorial	<ul style="list-style-type: none"> <li>• Class Discussion/Team meeting</li> </ul>

Charles, K., Hurst, E., & Notowidigdo, M. (2016). The masking of the decline in manufacturing employment by the housing bubble. *The Journal of Economic Perspectives*, 30(2), 179-200.

Christopherson, S., Martin, R., Sunley, P., & Tyler, P. (2014). Reindustrialising regions: Rebuilding the manufacturing economy? *Cambridge Journal of Regions, Economy and Society*, 7(3), 351-358.

\*Cleave, E. Vecchio, M. Spilsbury, D. & Arku, G. (2019) Manufacturing Change and Policy Response in the Contemporary Economic Landscape: How cities in Ontario, Canada understand and plan for manufacturing. *Regional Studies, Regional Science*.

\*Holmes, J., Rutherford, T., & Carey, J. (2017) Challenges Confronting the Canadian Automotive Parts Industry: What Role for Public Policy? *Canadian Public Policy*, 43(1), 75-89.

	Topic
<b>Nov 4</b>	FALL READING BREAK
Tutorial	***No Class***

	Topic
<b>Nov. 11</b>	Resilience and Economic Development—Guest Presenter: <b>Jesse Sutton</b>
Lecture 9	<ul style="list-style-type: none"> <li>• What is Resilience? Examining its origins and its defining characteristics.</li> <li>• How is resilience defined? Highlighting its main interpretations.</li> <li>• What constitutes resilience? Highlighting its dimensions of resilience.</li> <li>• Why do localities need to be resilient? Examining disturbances.</li> <li>• How do regions react to disturbance? Examining localities' reaction to shocks.</li> <li>• What are the determinants of resilience? Highlighting the main determinants.</li> </ul>
Tutorial	<ul style="list-style-type: none"> <li>• Class Discussion/Team meeting</li> </ul>

Boschma, R. (2015). Towards an Evolutionary Perspective on Regional Resilience. *Regional Studies*, 49(5), 733-751.

Bristow, G., & Healy, A. (2014). Regional Resilience: An Agency Perspective. *Regional Studies*, 48(5), 923–935.

Evenhuis, E. (2017). New directions in researching regional economic resilience and adaptation. *Geography Compass*, 11(11), <https://doi.org/10.1111/gec3.12333>

Hill, E., Wial, H., & Wolman, H. (2008). *Exploring Regional Economic Resilience*. Working Paper 2008-06, Institute of Urban and Regional Development, University of California, Berkeley. Retrieved from <https://escholarship.org/uc/item/7fq4n2cv>

Hu, X., & Hassink, R. (2020). Adaptation, adaptability and regional economic resilience: a conceptual framework. In *Handbook on Regional Economic Resilience* (pp. 54–68). Edward Elgar Publishing. Retrieved from <https://doi.org/10.4337/9781785360862.00009>

Martin, R., & Sunley, P. (2020). Regional economic resilience: evolution and evaluation. In *Handbook on Regional Economic Resilience* (pp. 10–35). Edward Elgar Publishing. <https://doi.org/10.4337/9781785360862.00007>

Martin, R., Sunley, P., Gardiner, B., & Tyler, P. (2016). How Regions React to Recessions: Resilience and the Role of Economic Structure. *Regional Studies*, 50(4), 561–585.

Modica, M., & Reggiani, A. (2015). Spatial Economic Resilience: Overview and Perspectives. *Networks and Spatial Economics*, 15(2), 211–233.

Sensier, M., Bristow, G., & Healy, A. (2016). Measuring Regional Economic Resilience across Europe: Operationalizing a complex concept. *Spatial Economic Analysis*, 11(2), 128–151.

Simmie, J., & Martin, R. (2010). The economic resilience of regions: Towards an evolutionary approach. *Cambridge Journal of Regions, Economy and Society*, 3(1), 27-43.

	Topic
<b>Nov 18</b>	Short Examination
Tutorial	Team meeting

	Topic
<b>Nov 25</b>	Place and Project-Based Economic Development Strategies
Lecture 10	<ul style="list-style-type: none"> <li>• Empowerment zones</li> <li>• Enterprise zones</li> <li>• Neighbourhoods (e.g. BIAs)</li> </ul>
Tutorial	<ul style="list-style-type: none"> <li>• Class Discussion/Team meeting</li> </ul>

\*Blakely, E. J. (2001) Competitive Advantage for the 21<sup>st</sup> Century: can a place-based approach to economic development survive in a cyberspace age? *APA Journal* 67 (2): 133-141.

Darchen, S. (2013) The Creative City and the Redevelopment of the Toronto Entertainment District: A BIA-Led Regeneration Process. *International Planning Studies*, 18(2): 188-203.

Boyle, R. (1995) Empowerment Zones: Picking the Winners. *Economic Development Quarterly* 9 (3): 207-211.

\*Elwood, S. (2002) Neighbourhood Revitalization through 'Collaboration': Assessing the Implications of Neoliberal Urban Policy at the Grassroot. *GeoJournal* 58: 121-130.

Elvery, J. A. (2009) The Impact of Enterprise Zones on Resident Employment: An Evaluation of the Enterprise Zone Programs of California and Florida. *Economic Development Quarterly* 23 (1): 44-59.

Greenbaum, R. T. (2004) Sitting it Right: Do States Target Economic Distress When Designating Enterprise Zones: *Economic Development Quarterly* 18 (1): 67-80.

\*Hoyt L. & Gopal-Agge, D (2007) The Business Improvement District Model: A Review of Contemporary Debates. *Geography Compass* 1/4: 946-958.

Jenkins, N. T. & Bennett, M. I. J. (1999) Toward an Empowerment Zone Evaluation. *Economic Development Quarterly* 13(1): 23-28.

Ladd, H. (1994). Spatially-Targeted Economic Development Strategies: Do They Work? *Cityscape* 3: 193-218.

	Topic
<b>Dec 2</b>	Presentations/Wrap-Up
Lecture	<ul style="list-style-type: none"><li>• Group Project Presentations</li></ul>
Tutorial	<ul style="list-style-type: none"><li>• Course Overview</li><li>• Final Project Due</li></ul>

### Summary Readings (5%)

1. Blakely, E. J. (2001) Competitive Advantage for the 21<sup>st</sup> Century: can a place-based approach to economic development survive in a cyberspace age? *APA Journal* 67 (2): 133-141.

2. Bradford, N. (2010). Economic ideas and development strategy: The case of London, Ontario. *Canadian Journal of Urban Research*, 19(1), 1-22.

3. \*Cleave, E. Vecchio, M. Spilsbury, D. & Arku, G. (2019) Manufacturing Change and Policy Response in the Contemporary Economic Landscape: How cities in Ontario, Canada understand and plan for manufacturing. *Regional Studies, Regional Science*.

4. Martin, R., Sunley, P., Gardiner, B., & Tyler, P. (2016). How Regions React to Recessions: Resilience and the Role of Economic Structure. *Regional Studies*, 50(4), 561–585.

5. Allen, G. (2007). Place branding: New tools for economic development. *Design Management Review* 18(4): 60-69.

### Relevant Websites

1. American Council for Community and Economic Research (ACCRA)

2. Economic development council of Ontario (EDCO) <http://www.edco.on.ca/en/>

3. Economic Development Association of Canada <https://edac.ca/>
4. Federal Development Agency for Southern Ontario - FedDev Ontario  
<http://www.feddevontario.gc.ca/eic/site/723.nsf/intro>
5. International Economic development Council (IEDC) <https://www.iedconline.org/>
6. Ontario Association of Community Futures Development Corporations <https://www.cfontario.ca/>
7. Ontario Ministry of Economic Development [www.investinontario.com](http://www.investinontario.com)
8. Ontario Municipal Information Network [www.OMKN.ca](http://www.OMKN.ca)
9. Rural Economic Development Data and Intelligence (REDDI) <http://www.reddi.gov.on.ca> - REDDI can help with your local economic development planning from strategic planning to downtown revitalization and project financing
10. [www.investinontario.com](http://www.investinontario.com) - Ontario Government website for comparative investment data, real estate and community information.

## 8. Evaluation & Course Policy Statements

Course assessments and grades for the course are as follows:

Evaluation Components	Percentage of Course Grade	Assignment Schedule
Assignment #1 (individual)	25%	October 21
Short Examination	25%	November 15
Group Project Presentation	5%	December 2
Group Project Report	30%	December 2
Summary of Assigned Articles	5%	Various dates
Class Participation	5%	Throughout the term
Course Reflection	5%	TBD



\*\*\*\*Students are responsible for material covered in the lectures as well as the assigned chapters/sections in the text.

\*\*\*\*All submissions will be made online (i.e. in OWL).

- All assignments are due at 11:55 pm EST unless otherwise specified
- Written assignments may be submitted to Turnitin (statement in policies below)
- Rubrics will be used to evaluate assessments and will be posted with the instructions
- 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
- Unless permission is granted students cannot absent themselves from GUEST LECTURES. Failure to attend guest lectures will attract a heavy penalty, mostly likely zero score for class participation mark.
- Attendance of the lectures and tutorials is not optional. Your participation mark of 5% is based on regular attendance, active contributions in lectures and tutorials, and individual presentation of reading materials and information from local news media.

- Students are expected to attend all lectures and tutorials and are strongly encouraged to read relevant articles/chapters before coming to these classes.
- For each tutorial session, selected students will be tasked to summarize the readings for the day and also lead the discussion of these materials. The teaching assistant will keep track of attendance at all lectures and tutorials.
- Please note that copies of my lecture overheads/ppt presentations will also be posted a day before the lectures. These are for review purposes only. The overheads provide only a very condensed overview of the material covered in class. They do not constitute adequate notes by themselves, and are **no substitute for regular attendance of lectures**.



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

#### Information about late or missed evaluations:

- Late assessments without illness self-reports will be subject to a late penalty 1%/day
- Late assessments with illness self-reports should be submitted within 24 hours of submission of the last illness self-report
- An assessment cannot be submitted after it has been 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.

## 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](#).

### 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](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](#).

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

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.

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

No electronic devices will be allowed during tests and examinations.

## **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. 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.
4. Make it a daily habit to log onto OWL to ensure you have seen everything posted to help you succeed in this class.
5. Follow weekly checklists created on OWL or create your own to help you stay on track.
6. 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.
7. Connect with others. Try forming a study group and try meeting on a weekly basis for study and peer support.
8. 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).
9. 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 (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.

### **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.

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

### **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.

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.

## **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