

GEOG 2153A – Environment, Economy, and Society

Course Outline: Fall 2022

“Unless someone like you cares a whole awful lot, nothing is going to get better. It’s not.”
– The Lorax (Dr. Seuss)

1. Course Information

Course Description: The human uses of and impacts on environment and resources; the concept of sustainability; current resource issues.

3 lecture hours; 0.5 course; no prerequisites

Lectures will be held in-person in SSC-3028 from 9:30 a.m. to 12:20 p.m. on Tuesdays.

Classes Start	Fall Reading Week	Classes End	Study Day	Exam Period
September 8	October 31 – November 6	December 8	December 9	December 10 – 22

September 16, 2022: Last day to add a first-term half course

October 10, 2022: Thanksgiving holiday

November 12, 2022: Last day to drop a first-term half course without penalty

Course Instructor	Email Address	Office Hours
Haley Everitt (she/her)	heveritt@uwo.ca	9:30 to 11:30 a.m. on Wednesdays in SSC-2250 or virtually on Zoom (or by appointment)

Teaching Assistant	Email Address	Office Hours
Olivia Caruso (she/her)	ocaruso@uwo.ca	2:00 to 4:00 p.m. on Thursdays virtually on Zoom (or by appointment)

Land Acknowledgement: Western University is situated on the traditional territories of the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Chonnonton Nations, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. We respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (First Nations, Métis, and Inuit) endure in Canada, and we accept responsibility to contribute toward revealing and correcting miseducation. Further, in this course, we are committed to recognizing how Indigenous Peoples continue to be disproportionately impacted by climate change and other environmental hazards. The local First Nation communities of this area include Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In the region, there are eleven First Nation communities and a growing Indigenous urban population. This land continues to be home to diverse Indigenous Peoples whom we recognize as contemporary stewards of the land and vital contributors of our society.

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](#).

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.

2. Course Learning Outcomes

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

- (1) Explain the pillars of sustainability and critically assess the complex connections between the environment, the economy, and our society.
- (2) Investigate the functions of effective and equitable climate change adaptation and mitigation strategies in the development of sustainable systems and communities.
- (3) Recognize that climate change and other environmental hazards disproportionately impact vulnerable communities and examine how multiple intersecting identify factors influence how and to what extent an individual is affected.
- (4) Observe and participate in sustainability advocacy and action within a local context.
- (5) Confront existing knowledge, questions, and assumptions, and describe new insights about self, community, and sustainability.

3. Course Materials

Ayana Elizabeth Johnson and Katharine K. Wilkinson (2021). *All We Can Save: Truth, Courage, and Solutions for the Climate Crisis* (ISBN: 9780593237083).

This book will be our primary course text. It is available to purchase at the campus bookstore, online, and likely at your local bookstore. Copies are available to loan from the London Public Library and through the OMNI catalogue available through Western Libraries.

The following is a list of additional assigned resources that you will be asked to review in accordance with the weekly course schedule:

Wilkinson, K. (2020). *The Drawdown Review: Climate Solutions for a New Decade*. <https://drawdown.org/drawdown-review>

Agyeman, J. (2008). Toward a 'just' sustainability? *Continuum*, 22:6, 751-756. <https://doi.org/10.1080/10304310802452487>

Quested, T. E., Marsh, E., Stunell, D., & Parry, A. D. (2013). Spaghetti soup: The complex world of food waste behaviours. *Resources, Conservation and Recycling* 79, 43-51. <https://doi.org/10.1016/j.resconrec.2013.04.011>

Wheeler, S. (2021). *Reimagining Sustainable Cities: Strategies for Designing Greener, Healthier, More Equitable Communities*. Berkeley: University of California Press. (Chapter 3 “How might we create more sustainable economies?” only) <https://doi.org/10.1525/9780520381209>

International Bank for Reconstruction and Development & The World Bank (2022). Tracking SDG7: The energy progress report 2022. (Executive summary only) https://trackingsdg7.esmap.org/data/files/download-documents/sdg7-report2022-full_report.pdf

Food and Agriculture Organization of the United Nations (2021). The white/wiphala paper on Indigenous People’s food systems. (Chapters I “Characteristics of Indigenous Peoples’ food systems” and II “What Indigenous Peoples can bring to the current debate on sustainable food systems” only) <https://www.fao.org/3/cb4932en/cb4932en.pdf>

Johnson, A. E., & Blumberg, A. (2021). Is Your Carbon Footprint BS? *How to Save a Planet*. <https://gimletmedia.com/shows/howtosaveaplanet/xjh53gn>

Plautz, J. (2020). The environmental burden of Generation Z. *The Washington Post Magazine*. <https://www.washingtonpost.com/magazine/2020/02/03/eco-anxiety-is-overwhelming-kids-wheres-line-between-education-alarmism/>

4. Weekly Course Schedule

Week	Lecture Date	Topics	Assigned Readings from <i>All We Can Save</i>	Other Assigned Resources
Orientation Week (September 8 to 9): No class				
2	September 13	Foundations of Sustainability	None	None
3	September 20	Our Changing Climate	Chapter 1: Begin Chapter 2: Root	<u>“The Drawdown Review”</u>
4	September 27	Just Sustainability	Chapter 3: Advocate	<u>“Toward a ‘just’ sustainability?”</u>
5	October 4	A World of Waste	Chapter 4: Reframe	<u>“Spaghetti soup: The complex world of food waste behaviours”</u>
6	October 11	Wild Spaces & Midterm Exam Review	Chapter 5: Reshape	None
7	In-Class Midterm Exam (October 18)			
8	October 25	People Places	Chapter 6: Persist	<u>“Reimagining Sustainable Cities: Strategies for Designing Greener, Healthier, More Equitable</u>

				<u>Communities</u> (Chapter 3 only)
Reading Week (October 31 to November 4): No class				
10	November 8	Powering the World	Chapter 7: Feel	<u>“Tracking SDG7: The Energy Progress Report 2022”</u> (Executive summary only)
11	November 15	Food for Thought	Chapter 8: Nourish	<u>“The white/wiphala paper on Indigenous Peoples’ food systems”</u> (Chapters I & II only)
12	November 22	Behavioural Change	Chapter 9: Rise	<u>“Is your carbon footprint BS?”</u>
13	November 29	Solastalgia	Chapter 10: Onward	<u>“The environmental burden of generation Z”</u>
14	December 6	Next Steps & Final Exam Review	None	None
Final Exam Period (December 10 to 22): No class				

5. Evaluations

Students will be evaluated on the following course assessments:

Assessment	Weight	Deadlines
‘Trash Talkers’ Social Media Campaign	15%	9:30 a.m. on Tuesday October 11, 2022
Midterm Exam (in-class)	20%	11:30 a.m. on Tuesday October 18, 2022
Community Connections Reflection	15%	11:55 p.m. on Friday November 18, 2022
‘All I Can Save’ Reflection	20%	11:55 p.m. on Friday December 2, 2022
Final Exam	30%	To be scheduled by the Office of the Registrar between December 10 and 22, 2022

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

A+	90-100	One could scarcely expect better from a student at this level
F	below 50	Fail

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

5.1 ‘Trash Talkers’ Social Media Campaign (15%)

The ‘Trash Talkers’ social media campaign, a creative assignment that was formed in collaboration with [Sustainability Western](#), will be completed in groups of two. The assignment will be due by 9:30 a.m. on Tuesday October 11, 2022.

Your task is to work with a partner to create a social media post that will be used by the Sustainability Western team to encourage the Western community to engage with waste reduction and/or diversion on campus. Your post should be suitable for the Sustainability Western team to share on their Instagram and/or Twitter accounts as part of their ‘Trash Talkers’ campaign. This means that your post must be professional, accessible, educational, and attention-grabbing.

Your post submission must include: (1) either a short video or an infographic, (2) a corresponding caption that describes your video or infographic, and (3) a reference list. The overall message conveyed through your post must address one of the following:

- (1) Western’s two-stream recycling program
 - Examples: What goes where, an explanation of why containers and paper must be separated, what ‘diversion rate’ means, and how to properly sort commonly confused items (e.g., plastic cutlery, coffee cups, paper-based food containers, etc.)
- (2) Western’s organics diversion program
 - Examples: The program’s acceptance criteria, where to find organics diversion bins on campus, why it’s important to divert organics from landfill and incineration, and how to properly sort commonly confused items (e.g., plastic cutlery, coffee cups, paper-based food containers, etc.)
- (3) Waste reduction
 - Examples: Tips to reduce waste and why we should care about waste reduction

If you and your partner decide to create a short video, your video must be between 30 and 60 seconds in length. To ensure your post is accessible, your video must have closed captions. Everyone who appears in your video must sign and submit a video release form so that your post can be used by the Sustainability Western team. Be aware of your surroundings while filming to avoid capturing others on video that will not be willing or able to sign a video release form. You are not required to appear in your video. Avoid including brand logos in your video and be aware that copyright laws prohibit the copying of literary and artistic works from other sources. Your post must be original work created by you and your partner. Videos must be filmed vertically or be formatted as a square and need to be submitted as an .mp4 file.

If you and your partner decide to create an infographic, you may create one image that encompasses your entire message, or you may breakup your message and create a series of two to four complementary images. To ensure your post is accessible, you must submit a short and descriptive

explanation of your infographic so that the Sustainability Western team can include alt text during the posting process. Be aware that copyright laws prohibit the copying of literary and artistic works from other sources. Your post must be original work created by you and your partner. Infographics must be formatted as squares and need to be submitted as either .png or .jpg files (i.e., no .pdf files). A free template for creating Instagram posts is available on [Canva](#).

Corresponding captions must be no more than 280 characters, including spaces, emojis, hashtags, and hyperlinks. Your caption should summarize the key message(s) conveyed in your post. Consider how you can incorporate creative and attention-grabbing elements into your caption to increase the overall engagement with your post, and ultimately with campus waste diversion and reduction efforts.

Reference lists should include all resources (including open access resources) that were used in the creation of your post. You may use any reference style so long as you maintain consistency. Submit your reference list as a separate .docx or .pdf file.

The assignment is worth 15% of a student’s final course grade and will be graded out of a total of 10 marks. One grade will be earned per group. The following rubric will be used to assess the quality of your submission:

Needs Improvement 0 to 4 marks	Developing 5 to 6 marks	Good 7 to 8 marks	Exemplary 9 to 10 marks
The social media post and corresponding caption did not effectively communicate a campus-specific waste diversion or reduction message. The submission is not professional, accessible, educational, and/or engaging. Some required components were missing and/or the submission was not completed in accordance with all assessment instructions.	The social media post and corresponding caption effectively communicated a campus-specific waste diversion or reduction message. The submission is professional, accessible, and educational; but lacks creativity and is not overly engaging. All required components were submitted and completed in accordance with the assessment instructions.	The social media post and corresponding caption effectively and creatively communicated a campus-specific waste diversion or reduction message. The submission is professional, accessible, educational, and engaging. All required components were submitted and completed in accordance with the assessment instructions.	It is evident that the social media post and corresponding caption were created with exceptional effort. A campus-specific waste diversion or reduction message was effectively and creativity communicated. Great care was taken to ensure that the submission is professional, accessible, educational, and engaging. All required components were submitted and completed in accordance with the assessment instructions.

We will discuss the ‘Trash Talkers’ Campaign in class on Tuesday October 4, 2022. There will be an opportunity to ask questions about the assignment, form pairs, and work towards the completion of the assignment at this time. Further instructions regarding the online submission process will also be provided to you on October 4.

5.2 Midterm Exam (20%)

The midterm exam will be completed in-class on Tuesday October 18, 2022. The exam will begin at 10:30 a.m. and end at 11:30 a.m., providing students with one hour to complete and submit the assessment.

If you have exam accommodations (e.g., extra time, quiet location, rest breaks, etc.), please email the course instructor by no later than Tuesday October 4, 2022, to confirm that I am aware of your exam accommodations. If you have not arranged for exam accommodations with Accessible Education, but would like to, please follow the instructions listed on the Office of the Registrar's website, which can be accessed by clicking [here](#). If you require assistance with this process, please do not hesitate to contact the course instructor.

The midterm exam is worth 20% of a student's final course grade and will be graded out of a total of 40 marks. The exam will be comprised of 10 multiple-choice questions, 10 true/false questions, 10 fill-in-the-blank questions, and two written answer questions.

Each multiple-choice, true/false, and fill-in-the-blank question is worth a single mark. Multiple-choice and true/false questions will ask you to indicate the best possible or most appropriate answer to the question/statement. Fill-in-the-blank questions will require you to provide the best possible or most appropriate term to fit the blank in each listed statement. A word bank will not be provided. Half marks may be earned on fill-in-the-blank questions when incorrect, but closely related, terms are submitted. The course instructor and teaching assistant will determine whether a fill-in-the-blank answer has earned a full mark, a half mark, or a zero. Spelling will not be evaluated; however, spelling errors may result in clarity issues that have the potential to impact your grade.

Written answer questions are worth five marks each. Written answer questions will require you to respond to a question or statement in one to two, concisely written paragraphs. Your answers will be graded using the following criteria:

- (1) How thoroughly and thoughtfully did you engage with the question/statement? (2 marks)
- (2) Did you effectively support your argument(s) with example(s) and scholarly evidence? (2 marks)
- (3) Did you articulate your response clearly and concisely? (1 mark)

Half marks may be earned on written answer questions when deemed appropriate by the course instructor and/or teaching assistant. Spelling and grammar will not be evaluated; however, the presence of numerous writing errors may result in clarity issues that have the potential to impact your grade.

The midterm exam is to be completed independently. No notes, electronic devices, or any other aids are permitted. Please follow the exam instructions carefully and answer each question to the best of your ability. Wrong answers are not subtracted from right answers. If you are not sure what the answer is, there is no penalty for taking a guess.

The midterm exam will evaluate your knowledge of material covered in the first five weeks of the course, including: Foundations of Sustainability, Our Changing Climate, Just Sustainability, A World

of Waste, and Wild Spaces. All course content covered during this period, including lectures, class activities, assigned readings from *All We Can Save*, and other assigned resources, are testable.

A make-up midterm exam will only be available to students with approved documentation. All documentation for missed exams must be provided to your academic counselling office within 48 hours of the scheduled exam, otherwise you will earn a grade of zero on this exam. You can access your faculty's academic counselling office's website by clicking [here](#). The format and content of the make-up midterm exam may differ substantially from the scheduled exam.

We will discuss the midterm exam in class on Tuesday October 4, 2022. There will be an opportunity to ask questions about the exam at this time. Additionally, a midterm exam review will take place in class on Tuesday October 11, 2022.

If you are interested in improving your studying and/or exam writing skills, Western's Learning Development & Success team offers several synchronous and asynchronous resources that you may find helpful. You can review the Learning Development & Success website by clicking [here](#). The schedule for Fall 2022 synchronous workshops, which are available to attend virtually or in-person, can be reviewed by clicking [here](#). Additionally, several asynchronous modules are available by clicking [here](#). Please reach out to the course instructor if you require assistance navigating these resources and supports.

5.3 Community Connections Reflection (15%)

The Community Connections Reflection is a written assignment that will be due by 11:55 p.m. on Friday November 18, 2022.

Your task is to attend one community event centred around sustainability in September, October, or November 2022, and reflect on your experiences at the event, with that community, and/or with the event's topic/theme. I will provide multiple event recommendations in class. You are also welcomed to seek out events on your own. I encourage you to explore event opportunities off campus; however, you may also choose to attend a campus event. You are welcomed to attend events hosted outside of London. Both in-person and virtual participation is acceptable. You may attend your chosen event with peers; however, your written reflection is to be completed independently.

Your reflection must include a brief event synopsis (i.e., title, location, date, keynote speaker(s), and topic), followed by a critical analysis of and/or personal reflections on the event content and your understanding of the topic. Consider the following questions when writing your reflection:

- (1) Did any of the approaches or perspectives shared during the event challenge your previous knowledge and/or assumptions? If so, how? If not, why?
- (2) What connections did you form between the event and this course?
- (3) How has attending your chosen event impacted your understanding of self, community, and/or a particular issue/concept?

You are welcomed to incorporate creative elements into your reflection writing, but you are expected to primarily write using proper essay format.

The maximum word count for this assignment is 500 words; however, this assignment will adhere to a '10% rule', meaning that if you are 10% under or over the word count limit, marks will not be deducted from your assignment. Your title, name, sub-titles (should you choose to use them), and reference list do not count towards your word limit; however, in-text citations and essay text do count within the 500-word limit. Please use 1-inch margins (i.e., the default margin setting on Microsoft Word); double space; and use a standard, 12-point, black font, such as Times New Roman, Arial, or Calibri. You are welcome to use as many credible resources as needed to sufficiently support your analysis. Reflections must be submitted in .docx or .pdf format.

All dates, statistics, questionable facts, and ideas other than your own must be referenced. It is better to over-reference than neglect to do so and run the risk of plagiarism. You may use any reference style (e.g., APA, MLA, etc.) so long as you maintain consistency. Both direct quotations (i.e., the direct transfer of five or more words from a source to your text) and paraphrased material (i.e., re-wording of something written or spoken by someone else) must be cited.

The assignment is worth 15% of a student's final course grade and will be graded out of a total of 30 marks. The following rubric will be used to assess the quality of your submission:

	Non-Reflection 0 to 4 marks	Understanding 5 to 6 marks	Reflection 7 to 8 marks	Critical Reflection 9 to 10 marks
Reflection on Existing Knowledge	The student provided superficial responses with little deliberate thought or reference to existing knowledge. The student's responses were offered without attempting to understand them.	The student made use of existing knowledge without an attempt to evaluate or appraise it. The student demonstrated understanding but did not relate their event experience to other experiences.	The student actively and carefully considered their existing knowledge and articulated a new understanding of knowledge because of their event experience.	The student critically reviewed their existing knowledge, questions, and assumptions, and articulated new perspectives because of their event experience.
Connection to Academic Concepts	Connections between the event and course concepts were not drawn.	Connections between the event and course concepts were drawn but remained superficial or abstract.	The student clearly demonstrated connections between the event and course concepts and provided evidence of application of theory.	The student demonstrated superior connection between the event and course concepts and provided evidence of application of theory and reconstruction of perspective.
Evidence of Development	The student provided no insights about self, community, or a particular issue/concept as a result of their event experience.	The student provided limited and/or superficial insight about self, community, or a particular issue/concept as a result of their event experience.	The student articulated a new understanding or insight about self, community, or a particular issue/concept as a result of their event experience.	The student articulated transformation of their perspective of self, community, or a particular issue/concept as a result of their event experience.

Adopted from Kember, D., McKay, J., Sinclair, K., Kam, F., & Wong, Y. (2008). A four-category scheme for coding and assessing the level of reflection in written work. *Assessment & Evaluation in Higher Education*, 33(4), 369-379.

We will discuss the Community Connections Reflection in class on Tuesday September 13, 2022. There will be an opportunity to ask questions about the assignment at this time. Further instructions regarding the online submission process will be provided to you in class, closer to the submission deadline.

If you are interested in improving your writing skills, Western's Writing Support Centre offers one-to-one advising sessions, writing workshops, and other writing supports that you may find helpful. You can review the Writing Support Centre's website by clicking [here](#). Please reach out to the course instructor if you require assistance navigating these resources and supports.

5.4 'All / Can Save' Reflection (20%)

The 'All / Can Save' Reflection is a creative, written assignment that will be due by 11:55 p.m. on Friday November 29, 2022.

Your task is to write a personal essay that would fit into an anthology like, *All We Can Save*. Creatively describe your sustainability story. Reflect on your experiences of sustainability and what you've learned in this course and write a personal essay out of those feelings, insights, and developments. Consider the following questions during your reflective process:

- (1) What sparked your interest in sustainability? Why are you passionate about this topic?
- (2) How does sustainability fit within your personal and/or professional life?
- (3) What knowledge and/or skills have you developed that have/will help you effectively contribute to sustainability advocacy and action? How has this course contributed to your development?
- (4) What next steps would you like to take to begin/continue to partake in sustainability advocacy and action? Do you have a specific area or expertise that you would like to further develop? How will you accomplish this development?
- (5) What communities or individuals have supported you in your sustainability journey? Have you been a part of any organizations or collective efforts?

You are welcomed to incorporate creative elements, such as poetry and visual art, into your reflection submission.

The maximum word count for this assignment is 1,000 words; however, this assignment will adhere to a '10% rule', meaning that if you are 10% under or over the word count limit, marks will not be deducted from your assignment. Your title, name, sub-titles (should you choose to use them), and reference list do not count towards your word limit; however, in-text citations and reflection text do count within the 1,000-word limit. You are welcome to use as many credible resources as needed to sufficiently support your reflection. Reflections must be submitted in .docx or .pdf format. Your reflection is to be completed independently. There are no other formatting requirements for this assignment, so get creative!

All dates, statistics, questionable facts, and ideas other than your own must be referenced. It is better to over-reference than neglect to do so and run the risk of plagiarism. You may use any reference

style (e.g., APA, MLA, etc.) so long as you maintain consistency. Both direct quotations (i.e., the direct transfer of five or more words from a source to your text) and paraphrased material (i.e., re-wording of something written or spoken by someone else) must be cited.

The assignment is worth 20% of a student’s final course grade and will be graded out of a total of 30 marks. The following rubric will be used to assess the quality of your submission:

	Non-Reflection 0 to 4 marks	Understanding 5 to 6 marks	Reflection 7 to 8 marks	Critical Reflection 9 to 10 marks
Reflection on Existing Knowledge and/or Experiences	The student provided superficial responses with little deliberate thought or reference to existing knowledge and/or experiences. The student’s responses were offered without attempting to understand them.	The student made use of existing knowledge and/or experiences without an attempt to evaluate or appraise it.	The student actively and carefully considered their existing knowledge and/or experiences and articulated a new understanding of their knowledge/ experiences.	The student critically reviewed their existing knowledge and/or experiences and articulated new perspectives.
Connection to Academic Concepts	Connections between the student’s sustainability story and course concepts were not drawn.	Connections between the student’s sustainability story and course concepts were drawn but remained superficial or abstract.	The student clearly demonstrated connections between their sustainability story and course concepts and provided evidence of application of theory.	The student demonstrated superior connection between their sustainability story and course concepts and provided evidence of application of theory and reconstruction of perspective.
Evidence of Development	The student provided no insights about self, community, or a particular issue/concept.	The student provided limited and/or superficial insight about self, community, or a particular issue/concept.	The student articulated a new understanding or insight about self, community, or a particular issue/concept.	The student articulated transformation of their perspective of self, community, or a particular issue/concept.

Adopted from Kember, D., McKay, J., Sinclair, K., Kam, F., & Wong, Y. (2008). A four-category scheme for coding and assessing the level of reflection in written work. *Assessment & Evaluation in Higher Education*, 33(4), 369-379.

We will discuss the ‘All / Can Save’ Reflection in class on Tuesday November 8, 2022. There will be an opportunity to ask questions about the assignment at this time. Further instructions regarding the online submission process will be provided to you in class, closer to the submission deadline.

If you are interested in improving your writing skills, Western’s Writing Support Centre offers one-to-one advising sessions, writing workshops, and other writing supports that you may find helpful. You can review the Writing Support Centre’s website by clicking [here](#). Please reach out to the course instructor if you require assistance navigating these resources and supports.

5.5 Final Exam (30%)

The final exam will be scheduled by the Office of the Registrar during the Fall 2022 final exam period (December 10 to 22, 2022). Students will have two hours to complete and submit the assessment.

If you have exam accommodations (e.g., extra time, quiet location, rest breaks, etc.), please email the course instructor by no later than Tuesday November 22, 2022, to confirm that I am aware of your exam accommodations. If you have not arranged for exam accommodations with Accessible Education, but would like to, please follow the instructions listed on the Office of the Registrar's website, which can be accessed by clicking [here](#). If you require assistance with this process, please do not hesitate to contact the course instructor.

The final exam is worth 30% of a student's final course grade and will be graded out of a total of 80 marks. The exam will be comprised of 20 multiple-choice questions, 20 true/false questions, 20 fill-in-the-blank questions, and four written answer questions.

Each multiple-choice, true/false, and fill-in-the-blank question is worth a single mark. Multiple-choice and true/false questions will ask you to indicate the best possible or most appropriate answer to the question/statement. Fill-in-the-blank questions will require you to provide the best possible or most appropriate term to fit the blank in each listed statement. A word bank will not be provided. Half marks may be earned on fill-in-the-blank questions when incorrect, but closely related, terms are submitted. The course instructor and teaching assistant will determine whether a fill-in-the-blank answer has earned a full mark, a half mark, or a zero. Spelling will not be evaluated; however, spelling errors may result in clarity issues that have the potential to impact your grade.

Written answer questions are worth five marks each. Written answer questions will require you to respond to a question or statement in one to two, concisely written paragraphs. Your answers will be graded using the following criteria:

- (1) How thoroughly and thoughtfully did you engage with the question/statement? (2 marks)
- (2) Did you effectively support your argument(s) with example(s) and scholarly evidence? (2 marks)
- (3) Did you articulate your response clearly and concisely? (1 mark)

Half marks may be earned on written answer questions when deemed appropriate by the course instructor and/or teaching assistant. Spelling and grammar will not be evaluated; however, the presence of numerous writing errors may result in clarity issues that have the potential to impact your grade.

The final exam is to be completed independently. No notes, electronic devices, or any other aids are permitted. Please follow the exam instructions carefully and answer each question to the best of your ability. Wrong answers are not subtracted from right answers. If you are not sure what the answer is, there is no penalty for taking a guess.

The final exam is not cumulative. The final exam will evaluate your knowledge of material covered after the week of the midterm exam, including People Places, Powering the World, Food for Thought, Behavioural Change, and Solastalgia. All course content covered during this period, including

lectures, class activities, assigned readings from *All We Can Save*, and other assigned resources, are testable.

A make-up final exam will only be available to students with approved documentation. All documentation for missed exams must be provided to your academic counselling office within 48 hours of the scheduled exam, otherwise you will earn a grade of zero on this exam. You can access your faculty's academic counselling office's website by clicking [here](#). The format and content of the make-up final exam may differ substantially from the scheduled exam.

We will discuss the final exam in class once it has been scheduled by the Office of the Registrar. There will be an opportunity to ask questions about the exam at this time. Additionally, a final exam review will take place in class on Tuesday December 6, 2022.

If you are interested in improving your studying and/or exam writing skills, Western's Learning Development & Success team offers several synchronous and asynchronous resources that you may find helpful. You can review the Learning Development & Success website by clicking [here](#). The schedule for Fall 2022 synchronous workshops, which are available to attend virtually or in-person, can be reviewed by clicking [here](#). Additionally, several asynchronous modules are available by clicking [here](#). Please reach out to the course instructor if you require assistance navigating these resources and supports.

6. Course Policies

Safe Space: Everyone – students, the course instructor, and the teaching assistant – is expected to communicate professionally and respectfully in this course. Be courteous towards your peers, your teaching assistant, your instructor, and the authors whose work you discuss. Cite the ideas of others appropriately. Proper 'netiquette' and use of academic tone is expected when communicating virtually and participating in online activities. Be respectful of the diversity of viewpoints that you will encounter in class and in assigned readings/resources. The exchange of diverse ideas and opinions is part of the scholarly environment. Anything less than mutual respect for all course participants will not be tolerated.

Class Participation: This is an active learning course. In class, you will be regularly asked to engage in learning activities that will help you co-construct your knowledge of the ideas and experiences we encounter throughout the course. You will be asked to actively reflect and demonstrate how the ideas you encounter in the course have impacted your own beliefs about and actions towards sustainability. Be prepared to be an active participant in this course through discussions, individual tasks, and group activities.

Content Warnings: Potentially sensitive content may be discussed in class and/or be present in assigned readings/resources throughout the term. As the course instructor, I will do my best to provide verbal and/or written content warnings so that you can prepare to adequately engage or, if necessary, disengage with this content. You are welcome to email me or attend my office hours at any time throughout the term to request further information about any course content.

Email: During the 'regular' work week (i.e., 9:00 a.m. to 5:00 p.m., Monday to Friday), the course instructor and teaching assistant will do their best to reply to student emails within 24-hours of

receiving them. Please do not expect a response immediately, after 5:00 p.m., on holidays, or on weekends. Please only send emails from your Western account, as non-Western emails usually end up in our junk folders. We kindly ask that you include the full course code in the subject line. This will minimize the likelihood of your email getting lost in our (often very full!) inboxes.

Office Hours: You are encouraged to visit the instructor's and/or teaching assistant's office hours to ask questions, discuss concerns, and receive support. If you are not available to meet with us during our scheduled office hours, we are also available by appointment. To request a meeting outside our scheduled office hours, please send us an email with some suggested dates and times that work with your schedule. You may attend the instructor's office hours in-person or virtually. In-person office hours are drop-in. If you would like to meet virtually with the instructor or the teaching assistant, please email us this request so that we can organize a Zoom meeting for the appropriate day and time.

24-Hour Cool-Off Periods: Following the release of assessment grades and feedback, a cool-off period will be in effect for 24 hours. During this period, please refrain from contacting the course instructor or the teaching assistant about your returned assessment. If you have questions or concerns about your returned assessment, use this 24-hour cool-off period to digest the feedback you've received. Review the applicable instructions and reflect on the time and effort you spent preparing for and/or completing the assessment. If, after completing these two tasks, you still have a question or concern, you are welcome to email the course instructor or the teaching assistant once the 24-hour cool-off period has ended. You are required to seek assistance within one week of having received your graded assessment.

Flexible Deadlines: Two course assessments – Community Connections Reflection and 'All I Can Save' Reflection – will have flexible deadlines. If you are struggling to meet the deadlines for either (or both) of these reflection-based assessments, you may have up to 48 additional hours to complete and submit your assignment(s) without penalty. This means that the flexible deadline for the Community Connections Reflection will be 11:55 p.m. on Sunday November 20, 2022, and the flexible deadline for the 'All I Can Save' Reflection will be 11:55 p.m. on Sunday December 4, 2022. You do not need to email the instructor or the teaching assistant to communicate that you will be using the flexible deadline option. You are not required to provide any explanation or personal details as to why you would like to use the flexible deadline option, and formal accommodation through your academic counselling office is not required. We understand that life happens, so please use the flexible deadline option for one or both of these assessments if needed.

Late Submissions: Assignments that are submitted late, without a granted extension, will be subject to a -5% per day late deduction. Assignments submitted five days (or more) late will earn a mark of zero but will be graded for your educational benefit.

Extensions: Extensions will only be available to students with approved documentation. All documentation for missed assessments must be provided to your academic counselling office within 48 hours of the original assessment deadline, otherwise you will earn a grade of zero on the assessment. You can access your faculty's academic counselling office's website by clicking [here](#).

7. 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: The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet their academic responsibilities.

[Policy on Academic Consideration for Medical Illness - Undergraduate Students](#)

[Student Medical Certificate](#) (SMC)

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](#).

8. 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: 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.

9. 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>).

10. **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.

11. **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.

12. **Support Services**

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