

## GEOG 3414B – Digital Technology, Society & The Environment

### Course Syllabus\*: Winter 2023

This course is taught in-person

*\*Syllabus subject to change*

#### 1. Course Information



	Delivery Mode	Day/Time	Location
Lecture	In-person	Tues 2:30-4:30	SSC 1004
Lab	In-person	Thurs 3:30-4:30 <i>* starting Thurs Jan 19<sup>th</sup></i>	SSC 1004

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

Classes Start	Spring Reading Week	Classes End	Study day(s)	Exam Period
January 9	February 18-26	April 10	April 11 & 12	April 13-30

January 17, 2023: Last day to add a second-term half course

February 20, 2023: Family Day

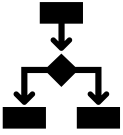
March 7, 2023: Last day to drop a first term half course without penalty



Course Instructor	Contact Information	Office Hours
Dr. Agnieszka Leszczynski	<a href="mailto:aleszczy@uwo.ca">aleszczy@uwo.ca</a>	Tues 11:30 – 12:30 SSC 1402

Teaching Assistant(s)	Contact Information	Office Hours
Evans Batung	TBA	TBA

## 2. Calendar Description



This course engages with digital technologies as social and spatial phenomena. Through an exploration of themes including the cloud, internet infrastructures, digital platforms, and the gig/sharing economy, the course identifies the environmental and social implications of pervasive digitality.

2 lecture hours per week, 1 tutorial hour per week, 0.5 course

Prerequisite(s): Registration in Year 3 or 4 in any module.

Prerequisite checking is the student's responsibility

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

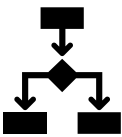
## 3. Textbook



**Required textbook:** No textbook is required for this class.

**Reading resources:** Reading materials will be made available via the **Course Readings**, accessible via the OWL site for this course. See **item 7. Weekly Readings & Podcasts** for readings assigned each week.

## 4. Course Objectives and Format



Research is the systematic pursuit of answers to questions that fascinate us. Social science research investigates a vast range of problems related to inequality, prejudice, mobility, social behaviour, cultural identity, and more. This course is designed to:

- Examine the myriad societal and environmental implications of pervasive digital technologies, the digital economy, and everyday digital practices, and to trace their geographies.
- Introduce and navigate through the range of narratives and discourses which frame digital technologies as either socially beneficial or deleterious.
- Critically evaluate the merits of competing claims about technologies and their potential social and environmental consequences.

Attendance is required.

Missed work must be completed within 48 hours of the stated submission deadline (excluding weekends). Missed assignments/assessments not submitted within 48 hours (excluding weekends) of the original submission date will not be accepted for grading.

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:

- Understand digital technologies as phenomena that are socially and spatially produced.
- Identify the consequences of digital assemblages along social, ecological, and economic axes.
- Critically navigate through false binaries of utopian versus dystopian discourses of digital technologies.
- Identify the global and local geographies of digital technology production, circulation, and impacts.

## 6. Course Content and Schedule



Week	Lecture Topic	Lab Activity	Notes	Podcast Progress "Benchmarks"
<b>Week 1</b> • <b>Lec:</b> Tues Jan 10 <sup>th</sup>	Course Overview & Introduction	<b>NO LAB</b>		
<b>Week 2</b> • <b>Lec:</b> Tues Jan 17 <sup>th</sup> • <b>Lab:</b> Thurs Jan 19 <sup>th</sup>	The Cloud	Podcast team member "round robin" (think of this as 'speed dating' to identify team members for your podcast group)  <i>*Those who do not show up in person will be randomly assigned to a group</i>		

Week	Lecture Topic	Lab Activity	Notes	Podcast Progress "Benchmarks"
<b>Week 3</b> <ul style="list-style-type: none"> <li>• <b>Lec:</b> Tues Jan 24<sup>th</sup></li> <li>• <b>Lab:</b> Thurs Jan 26<sup>th</sup></li> </ul>	Crypto	<u>Term Project Specifics</u> (led by Dr. Leszczynski)		
<b>Week 4</b> <ul style="list-style-type: none"> <li>• <b>Lec:</b> Tues Jan 31<sup>st</sup></li> <li>• <b>Lab:</b> Thurs Feb 2<sup>nd</sup></li> </ul>	Ridehailing	<u>Podcast team group work:</u> <ul style="list-style-type: none"> <li>• brainstorming podcast topic and idea</li> </ul>		<i>Your team should collectively decide on a tentative topic by the end of this week</i>
<b>Week 5</b> <ul style="list-style-type: none"> <li>• <b>Lec:</b> Tues Feb 7<sup>th</sup></li> <li>• <b>Lab:</b> Thurs Feb 9<sup>th</sup></li> </ul>	Micromobilities	<u>Group Discussion</u> (led by TA): <b>Types of podcasting roles</b> , based on Podcast Review #1 (see <b>Notes</b> for this week) <ul style="list-style-type: none"> <li>• <i>participation points accrued this week</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Podcast Review #1</b> due @ start of lab</li> </ul>	<i>Your team should decide on audio (vocal) roles for each team member by the end of this week</i>
<b>Week 6</b> <ul style="list-style-type: none"> <li>• <b>Lec:</b> Tues Feb 14<sup>th</sup></li> <li>• <b>Lab:</b> Thurs Feb 16<sup>th</sup></li> </ul>	MIDTERM EXAM (1 hr, in-class)	<u>Group Discussion</u> (led by TA): <b>Ways of enrolling evidence in podcasts</b> , based on Podcast Review #2 (see <b>Notes</b> for this week) <ul style="list-style-type: none"> <li>• <i>participation points accrued this week</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Podcast Review #2</b> due @ start of lab</li> </ul>	<i>You should be working towards your podcast proposals, which are due @ start of lab the week after reading week</i>
<b>FEB 18 - 26</b>	<b>WINTER READING WEEK</b>			

Week	Lecture Topic	Lab Activity	Notes	Podcast Progress "Benchmarks"
<b>Week 7</b> <ul style="list-style-type: none"> <li>• <b>Lec:</b> Tues Feb 28<sup>th</sup></li> <li>• <b>Lab:</b> Thurs Mar 2<sup>nd</sup></li> </ul>	Gig Economy	<u>All About Annotated Bibliographies</u> (led by Dr. Leszczynski)	<ul style="list-style-type: none"> <li>• <b>Podcast Review #3</b> due @ start of lab</li> <li>• <b>Group podcast proposals due @ start of lab this week</b></li> </ul>	
<b>Week 8</b> <ul style="list-style-type: none"> <li>• <b>Lec:</b> Tues Mar 7<sup>th</sup></li> <li>• <b>Lab:</b> Thurs Mar 9<sup>th</sup></li> </ul>	On-demand Delivery	<u>Group Discussion</u> (led by TA): <b>Podcast interview &amp; reporting styles</b> , based on Podcast Review #3 (see <b>Notes</b> for this week)  <i>participation points accrued this week</i>	<ul style="list-style-type: none"> <li>• <b>Podcast Review #3</b> due @ start of lab</li> </ul>	
<b>Week 9</b> <ul style="list-style-type: none"> <li>• <b>Lec:</b> Tues Mar 14<sup>th</sup></li> <li>• <b>Lab:</b> Thurs Mar 16<sup>th</sup></li> </ul>	Short-Term Rentals	<u>Group progress check-ins</u> (with Dr. Leszczynski) + dedicated group work time		
<b>Week 10</b> <ul style="list-style-type: none"> <li>• <b>Lec:</b> Tues Mar 21<sup>st</sup></li> <li>• <b>Lab:</b> Thurs Mar 23<sup>rd</sup></li> </ul>	AI	<u>Group Discussion</u> (led by TA): <b>Podcast audiences</b> , based on Podcast Review #4 (see <b>Notes</b> for this week)  <i>participation points accrued this week</i>	<ul style="list-style-type: none"> <li>• <b>Podcast Review #4</b> due @ start of lab</li> </ul>	<b>Podcast audio due next week</b>

Week	Lecture Topic	Lab Activity	Notes	Podcast Progress "Benchmarks"
<b>Week 11</b> • <b>Lec:</b> Tues Mar 28 <sup>th</sup> • <b>Labs:</b> Thurs Mar 30 <sup>th</sup>	<b>NO LECTURE –</b> prof away @ conference	NO LAB	• <b>PODCAST            AUDIO DUE            via OWL by            4 pm on            Tuesday            March 28<sup>th</sup></b>	
<b>Week 12</b> • <b>Lec:</b> Tues Apr 4 <sup>th</sup> • <b>Lab:</b> Thurs Apr 6 <sup>th</sup>	The Smart Home	<b>LAB TIME dedicated to            PODCAST LISTENING            ACTIVITY &amp; PODCAST PEER            REVIEW</b>  <i>(independent activity – no            in person lab)</i>	• <b>Annotated            bibliography            &amp; podcast            script due            via OWL by            4 pm on            Tuesday Apr            4<sup>th</sup></b>	

## 7. Readings and Podcasts



Week	Topic	Readings and Podcasts
Week 1	N/A	
Week 2	The Cloud	<u>Readings:</u> <ul style="list-style-type: none"> <li>Hogan M (2018) Big data ecologies. <i>Ephemera: Theory &amp; Politics in Organization</i> 18(3): 631-657.</li> <li>Upham P, Sovacool BK &amp; Monyei CG (2022) Imaginaries on ice: Sociotechnical futures of data centre development in Norway and Iceland. <i>Environment and Planning E: Nature and Space</i>. DOI: 10.1177/25148486221126619.</li> </ul> <u>Podcast:</u> <ul style="list-style-type: none"> <li>Spark (CBC Podcasts), Episode 557 (2022). "Data centres in a time of crisis". <a href="https://pca.st/g9421nit">https://pca.st/g9421nit</a></li> </ul>
Week 3	Crypto	<u>Readings:</u> <ul style="list-style-type: none"> <li>Lally N, Kay K &amp; Thatcher J (2022) Computational parasites and hydropower: A political ecology of bitcoin mining on the Columbia River. <i>Environment and Planning E: Nature and Space</i> 5(1): 18-38.</li> </ul>

Week	Topic	Readings and Podcasts
		<ul style="list-style-type: none"> <li data-bbox="623 266 1417 365">Crandall J (2019) Blockchains and the “Chains of Empire”: Contextualizing Blockchain, Cryptocurrency, and Neoliberalism in Puerto Rico. <i>Design and Culture</i> 11: 279-300.</li> </ul> <p data-bbox="574 384 678 411"><u>Podcast:</u></p> <ul style="list-style-type: none"> <li data-bbox="623 430 1328 529">A Matter of Degrees, Season 3 Episode 5. “Crypto has a climate problem”. <a href="https://www.degreespod.com/episodes/season-3-episode-5">https://www.degreespod.com/episodes/season-3-episode-5</a></li> </ul>
Week 4	Ridehailing	<p data-bbox="574 560 691 588"><u>Readings:</u></p> <ul style="list-style-type: none"> <li data-bbox="623 606 1386 741">Brown A (2019) Prevalence and Mechanisms of Discrimination: Evidence from the Ride-Hail and Taxi Industries. <i>Journal of Planning Education and Research</i>. DOI: 10.1177/0739456X19871687.</li> <li data-bbox="623 760 1403 858">Brown A &amp; Williams R (2021) Equity Implications of Ride-Hail Travel during COVID-19 in California. <i>Transportation Research Record</i>. DOI: 10.1177/036119812111037246.</li> </ul> <p data-bbox="574 877 691 905"><u>Podcasts:</u></p> <ul style="list-style-type: none"> <li data-bbox="623 924 1417 1058">Marketplace (APM, 2021). “How ride-hailing accelerates climate change” <a href="https://www.marketplace.org/2021/09/24/how-ride-hailing-accelerates-climate-change/">https://www.marketplace.org/2021/09/24/how-ride-hailing-accelerates-climate-change/</a></li> <li data-bbox="623 1077 1398 1211">Morning Edition (NPR, 2021) “Uber and Lyft Are Experiencing A Classic Problem: Supply and Demand”. <a href="https://www.npr.org/2021/08/05/1025018864/uber-and-lyft-are-experiencing-a-classic-problem-supply-and-demand">https://www.npr.org/2021/08/05/1025018864/uber-and-lyft-are-experiencing-a-classic-problem-supply-and-demand</a></li> </ul>
Week 5	Micromobilities	<p data-bbox="574 1239 691 1266"><u>Readings:</u></p> <ul style="list-style-type: none"> <li data-bbox="623 1285 1382 1419">Hosford K &amp; Winters M (2018) Who Are Public Bicycle Share Programs Serving? An Evaluation of the Equity of Spatial Access to Bicycle Share Service Areas in Canadian Cities. <i>Transportation Research Record</i> 2672(36): 42-50.</li> <li data-bbox="623 1438 1403 1537">Kong V &amp; Leszczynski A (2022) Dockless micromobility sharing in Calgary: A spatial equity comparison of e-bikes and e-scooters. <i>Canadian Journal of Urban Research</i> 31(1): 97-110.</li> </ul> <p data-bbox="574 1556 678 1583"><u>Podcast:</u></p> <ul style="list-style-type: none"> <li data-bbox="623 1602 1406 1782">Marketplace (APM, 2018) “Scooters could improve mobility in low-income areas, but have an image problem” <a href="https://www.marketplace.org/2018/12/05/scooters-could-improve-mobility-low-income-areas-they-have-image-problem/">https://www.marketplace.org/2018/12/05/scooters-could-improve-mobility-low-income-areas-they-have-image-problem/</a></li> </ul>

Week	Topic	Readings and Podcasts
Week 7	Gig Economy	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>Ticona J, Mateescu A &amp; Rosenblat A (2018) Beyond Disruption: How Tech Shapes Labor Across Domestic Work &amp; Ridehailing. <i>Data &amp; Society</i>. <a href="https://datasociety.net/wp-content/uploads/2018/06/Data_Society_Beyond_Disruption_FINAL.pdf">https://datasociety.net/wp-content/uploads/2018/06/Data_Society_Beyond_Disruption_FINAL.pdf</a></li> <li>Guerra A &amp; d'Andréa C (2022) Crossing the algorithmic 'Red Sea': Brazilian ubertubers' ways of knowing surge pricing. <i>Information, Communication &amp; Society</i>, DOI: 10.1080/1369118X.2022.2109979</li> </ul> <p><u>Podcast:</u></p> <ul style="list-style-type: none"> <li>Marketplace Tech (2020) "The gig economy and how workers might win it back". <a href="https://www.marketplace.org/2020/08/31/after-the-gig-juliet-schor-sharing-economy-uber-lyft/">https://www.marketplace.org/2020/08/31/after-the-gig-juliet-schor-sharing-economy-uber-lyft/</a></li> </ul>
Week 8	On-demand Delivery	<p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>Shapiro, A. (2022). Platform urbanism in a pandemic: Dark stores, ghost kitchens, and the logistical-urban frontier. <i>Journal of Consumer Culture</i>. DOI: 10.1177/14695405211069983</li> </ul> <p><u>Podcast:</u></p> <ul style="list-style-type: none"> <li>Mojtehedzadeh S (2020) <i>Hustled: The Complete 6 part podcast</i>. <a href="https://www.thestar.com/podcasts/hustled/2020/06/26/hustled-when-your-boss-is-an-app-the-complete-6-part-podcast.html">https://www.thestar.com/podcasts/hustled/2020/06/26/hustled-when-your-boss-is-an-app-the-complete-6-part-podcast.html</a></li> </ul>
Week 9	Short-Term Rentals	<p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>Wachsmuth D, Bélanger De Blois &amp; St-Hilaire (2021) Short-term rentals in the City of Toronto: Market overview and regulatory impact analysis. A report prepared for the City of Toronto by the UPGO Lab @ McGill. <a href="https://www.toronto.ca/legdocs/mmis/2021/ph/bgrd/backgroudfile-167231.pdf">https://www.toronto.ca/legdocs/mmis/2021/ph/bgrd/backgroudfile-167231.pdf</a></li> </ul> <p><u>Podcast:</u></p> <ul style="list-style-type: none"> <li>Planet Money (NPR, 2019) "New Orleans Vs. Airbnb." <a href="https://www.npr.org/sections/money/2019/02/28/698763891/episode-897-new-orleans-vs-airbnb">https://www.npr.org/sections/money/2019/02/28/698763891/episode-897-new-orleans-vs-airbnb</a></li> </ul>



Week	Topic	Readings and Podcasts
Week 10	AI	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Crawford K (2021) <i>Atlas of AI</i>. New Haven, London: Yale University Press. Read the following chapters: <ul style="list-style-type: none"> <li>○ Chapter 1, Introduction: pp. 1-9</li> <li>○ Chapter 2, Labour: pp. 57-69</li> <li>○ Chapter 3, Data: pp. 89-98, pp. 106-109</li> <li>○ Chapter 4, Classification: pp. 127-133</li> </ul> </li> </ul>
Week 12	The Smart Home	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Herrero ST, Nichols L &amp; Strengers Y (2018) Smart home technologies in everyday life: do they address key energy challenges in households? <i>Current Opinion in Environmental Sustainability</i> 31: 65-70.</li> <li>• Strengers Y and Nicholls L (2018) Aesthetic pleasures and gendered tech-work in the 21st-century smart home. <i>Media International Australia</i> 166(1): 70-80.</li> </ul> <p><u>Podcast:</u></p> <ul style="list-style-type: none"> <li>• The Philosopher's Zone (ABC, 2020). AI home devices: A feminist perspective.  <a href="https://www.abc.net.au/radionational/programs/philosopherszone/ai-home-devices-a-feminist-perspective/12564584">https://www.abc.net.au/radionational/programs/philosopherszone/ai-home-devices-a-feminist-perspective/12564584</a> </li> </ul> <p><u>Video:</u></p> <ul style="list-style-type: none"> <li>• Watch this short CBC documentary: <i>Internet of Everything: Home Assistants</i>.  <a href="https://www.cbc.ca/cbcdocspov/features/your-smart-speaker-is-hurting-the-environment">https://www.cbc.ca/cbcdocspov/features/your-smart-speaker-is-hurting-the-environment</a> </li> </ul>

## 8. Communication



- Students should check the OWL site every 24 – 48 hours
- For any other communication, the centrally administered **e-mail account** provided to students – i.e., your “@uwo.ca” email address - 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 Monday - Friday; standard response time is **24 – 48 hours excluding weekends**.
- When emailing, please put “**GEOG 3414**” in the subject line
- If you have **lab specific questions**, attend the **TA office hours** or email your TA

## 9. Evaluation

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



Assessment	Format	Weighting	Due Date
<b>Podcast Reviews</b> (x 4; independent work)	Written	20% (5% each)	See course schedule
<b>Participation</b>		8%	See course schedule for when participation marks are accrued
<b>Podcast</b> (group work; each member of the group receives the same grade for each component of this assignment)	Multiple	32% of final course grade <ul style="list-style-type: none"> <li>• proposal: 10% of assignment grade</li> <li>• audio: 50% of assignment grade</li> <li>• script: 20% of assignment grade</li> <li>• annotated bibliography: 20% of final course grade</li> </ul>	See course schedule for when different assignment components are due
<b>Midterm Exam</b>	Written	15%	In class, 1 hr (see course schedule)
<b>Final exam</b>	Written (long answer)	25%	Final exam period, 2 hrs

Students are responsible for material covered in the lectures, labs, as well as the assigned readings and podcasts.

Except where otherwise indicated, **all assignments are to be typed and submitted in PDF format via OWL by the due date specified**

Except where otherwise indicated, **all assignments are due at the start of the lab section (@ 12:30 pm)** in the week that the lab is indicated as being due. Any assignments submitted **>15 minutes** after the start of a scheduled lab section will be considered late.

- **late penalties = 10% per day, up to a maximum of 48 hrs** (see item immediately below)

**Assignments will be accepted up to 48 hours after their scheduled due date & time.**

- e.g., if your lab is due on Tuesday @ 12:30 pm, you will have until 12:30 pm on Thursday to submit it.

After an assessment is returned, students should wait 24 hours to digest feedback before contacting their TA. **If you have questions about your grade** on any one assignment, **please raise this with your TA first**. To ensure a timely response, reach out within 7 days (i.e., within a week of your lab being handed back to you).

When deemed necessary, virtual proctoring may be used in the delivery of the final exam.

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

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

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

### Information about late or missed evaluations:

- ☒ Assignments (labs, term project) will **not** be accepted for grading more than 48 hours (**excluding weekends**) after the scheduled due date & time. See details below for how this applies to late assignments submitted with and without illness self-reports.
- ☒ **Late assessments without illness self-reports** will be subject to a late penalty of 10%/24 hour period up to a maximum of 20% (where/when submitted within 48 hours of the scheduled submission deadline).
- ☒ **Late assessments with illness self-reports** should be submitted within 24 hours of submission of the last illness self-report.
  - Illness self-reports will only be accepted as applying to scheduled submission dates.
  - Illness self-reports do not extend the 48 hour post-deadline period for the submission of late assignments, but a late penalty will not apply for the first 24 hrs or full 48 hrs post submission deadline, depending on the temporal window covered by your illness self-report.

## 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

[Instructors are encouraged, in the first instance, to arrange participation requirements and multiple small assignments in such a way as to allow students some flexibility. A student seeking academic accommodation for any work worth less than 10% must contact the instructor or follow the appropriate Department or course specific instructions provided on the course outline.

In arranging accommodation, instructors will use good judgment and ensure fair treatment for all students. Instructors must indicate on the course outline how they will be dealing with work worth less than 10% of the total course grade. In particular, instructors must indicate whether medical documentation will be required for absences, late assignments or essays, missed tests, laboratory experiments or tutorials, etc. Where medical documentation is required, such documentation must be submitted by the student directly to the appropriate Faculty Dean's office, and it will be the Dean's office that will make the determination whether accommodation is warranted. Given the University's Official Student Record Information Privacy Policy, instructors may not collect medical documentation.

In all cases where accommodation is being sought for work totalling 10% or more of the final grade in a course, students will be directed to the appropriate Faculty Dean's office.

Clearly define how the absence will be handled (e.g., an extension, make-up opportunity, or reweighting).

When defining the rules for excused absences, you should ensure that the essential requirements of the course are still met. For example, if the final examination is not cumulative, it would normally be advisable to offer a make-up for the midterm test rather than a reweighting to the final.

Students who have been denied accommodation by an instructor may appeal this decision to the appropriate Faculty Dean's office but will be required to present appropriate documentation.]

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](#).

## **11. Make-up Examinations**

**No makeup will be offered for the midterm exam.** 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. **If the midterm exam is missed (with approved accommodation from Academic Advising in your home faculty; required for course components worth >10% of course grade), midterm exam will be reweighted to the final exam.**

**Makeups for the final exam 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.

Note: missed work can only be excused through one of the mechanisms above. Being asked not to attend an in-person course requirement due to potential COVID-19 symptoms is not sufficient on its own. Students should check the Western website to see what directives for Covid are to be followed. Western has been and will continue to follow directives established by the

Middlesex-London Health Unit. That directive will state whether students should or should not come to campus/class and any other requirements (e.g., masks are mandatory). Please check on your own and do not email the instructor, the Department Undergraduate Advisor/Coordinator or the Faculty of Social Science Academic Counselling Office.

## 12. Use of Electronic Devices

**The use of electronic devices for purposes of photographing and/or recording still images (e.g., photos), video, or audio of lectures or labs is strictly prohibited.** This means that you cannot audio or video record the instructor, TAs, or other members of the lab teaching staff.

- If you require an accommodation on this policy, please contact the instructor (Dr. Leszczynski). For further information about accommodations, please see item 18 (Western's Commitment to Accessibility) below.

**No electronic devices will be allowed during examinations.**

## 13. Lecture materials and course content

**All course materials – including lecture slides, lecture audio and vide – are the copyright of the instructor, and may not be disseminated, posted, shared, or made available online through any course notes websites, or any other channels. Should Dr. Leszczynski become aware that materials are being circulated online, pdfs of lecture slides will cease to be made available.**

## 14. How to Be Successful in this Class:



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

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

## 15. **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.

## 16. **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 (via academic counselling).

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.

## 17. **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> ).

## 18. 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.

## 19. 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.

## 20. Support Services

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

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at [https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html).

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

## 21. Important Dates

Monday January 9: Classes resume

Tuesday January 17: Last day to add a second term half course

Monday February 20: Family Day – Department Office Closed

February 18 to February 26: Spring Reading Week (No classes; Department Office open)

Tuesday March 7: Last day to drop a second term half course without penalty

Friday April 7: Good Friday – Department Office Closed

Monday April 10: Classes end

April 11 and 12: Study days

April 13-30: Examination Period