

GEOG 3446F – Climate Change, Culture Change

Course Outline: Section 001 – Fall 2024

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

1. Course Information

1.1. Location: #1004 Social Science Centre

Lecture: in person

Lab: Lab exercises are take-home and completed weekly.

1.2. Important Dates

Classes Start	Fall Reading Week	Classes End	Study day(s)	Exam Period
September 5	Oct 14-20	December 6	December 7&8	December 9-22

September 13, 2024: Last day to add a first-term half course

September 30, 2024: National Day for Truth & Reconciliation (No Classes)

October 14, 2024: Thanksgiving Holiday

October 14-18, 2024, Reading Week

November 30, 2024: Last day to drop a first term half course without penalty

1.3. Contact Information:

Instructor: Dr. Jeff Hopkins

Office Hours: Monday and Wednesday, 3:00 -4:00 via email, phone or Zoom

Email: jhopkins@uwo.ca

Teaching Assistant: T.B.A.

Office Hours: Email as needed unless specified otherwise

Email: T.B.A.

2. Calendar Description

2.1. Course Description

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

2 lecture hours, 2 tutorial hours (take home), 0.5 course

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

Prerequisite checking and registration are the student's responsibility

2.2. Senate Regulations

Senate Regulations state, “unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to

your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.”

3. Textbook and Course Materials

The required textbook is available in the UCC bookstore for some \$30.00. Is it also available to read online through Western Libraries: <https://www.lib.uwo.ca/>

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

Additional weekly course readings, lab exercises, assignments, and assorted resources will be posted in the course site on OWL Brightspace learning environment:

<https://westernu.brightspace.com/d2l/home>. 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 Brightspace Help page](#). Alternatively, they can contact the [Western Technology Services Helpdesk](#). They can be contacted by phone at 519-661-3800 or ext. 83800.

4. Course Objectives and Learning Outcomes

4.1. Course Objectives

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

The course has several subsidiary objectives:

- 1) To explain and critique the cultures—the ways of doing and thinking—of climate change theoretically, conceptually and experientially;
- 2) by way of systematically engaging relevant scholarly works, videos, films, exercises and discussions, toward;
- 3) recognizing one’s own agency and responsibility—and that of society’s commercial, civic, educational and governmental institutions—toward mitigating and adapting to the climate emergency, and in so doing;

4) highlight the necessity—the dire need—to re-think and re-orient our human-environment relationship through the lifestyle choices we make as individuals, and the current economic, political, and social structures we collectively create and support.

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

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

Among the generic skills practiced and enhanced are as follows:

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

4.2. Learning Outcomes

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

- 1) Be more mindful of their own human-environment relationship and its role in climate change.
- 2) Appreciate the primacy of their own agency in that relationship.
- 3) Be able to identify ways of doing and thinking in their own everyday geographies to mitigate and adapt to climate change.
- 4) Be aware of options available to affect structural changes at local, national, and global scales.

- 5) To understand and appreciate the larger economic, political, social, psychological and geographical processes giving rise to the climate emergency and to question critically the cultural changes required by individuals and society to mitigate and adapt to our changing environments.

5. Course Format, Content and Schedule

5.1. Format

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

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

5.2. Content

The course pursues such questions as:

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

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

5.3. Schedule

#	Lecture Topics & Lab Assignments	Dates
1	Ways of Scaping, Ways of Doing: The Human-Environment Relationship	Monday, Sept 9
2	The Invisibility of Normalcy: Hegemonic Cultures of	Monday, Sept 16

#	Lecture Topics & Lab Assignments	Dates
	Capitalism, Consumerism, and Hydro-Carbon Fantasies	
	No Class/Tutorial this Week: <i>Instructor on Field Course</i>	Monday, Sept 23
	No Class/Tutorial this Week: <i>National Truth and Reconciliation Day</i>	Monday, Sept 30
3	Climate Change as Culture Wars: A Continuum of Positions & Reactions	Monday, Oct 7
	No Class/Tutorial this Week: <i>Reading Week</i>	Monday, Oct 14
4	Bye Buy: Consuming Towards Zero Waste: The Three 'Rs' Are Not Enough <i>Lab #1: Your Plastic Life</i>	Monday, Oct 21
5	Where Are You Going and How Are You Getting There? <i>Lab #2: Greening Your Vacation</i>	Monday, Oct 28
6	Dressing for Climate Change: What to Wear?	Monday, Nov 4
7	What's On Your Plate and Why It Matters <i>Lab #3: How Much Carbon Is on Your Plate?</i>	Monday, Nov 11
8	Living Locally with Global Eco-Anxieties: Toward Well-Being, Mindfulness, Minimalism and Simple Living <i>Lab # 4: A Simple Living Challenge</i>	Monday, Nov 18
9	Unleashing Your Inner 'Greta': How to Affect Change in Your Communities, Institutions, Businesses, and Governments? <i>Lab #5: Advocating for a Cultural Change</i>	Monday, Nov 25
10	Earning Hope: Reasons to be Cautiously Optimistic about Climate Change and Culture Change	Monday, Dec 2

6. Communication

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

Please read all announcements posted via OWL Brightspace.

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

Please do not expect an instantaneous response to your email, particularly if it is not sent during office hours: it may take 24-36 hours. We are unlikely to respond to emails after 5:00 pm and rarely to never on weekends. Please use proper English in your correspondence. Communication,

like politeness, is a two-way street, and we shall extend to you the same courtesies. Thank you for respecting these boundaries.

7. Evaluation

7.1. Assignments

Assignment	Weight	Assigned On	Due Dates
Book Commentary	15%	Mon., Sept 9 th	Mon., Oct. 7 th
Lab Exercises	25% (5 x 5%)	See schedule above	Following Monday
Essay	30%	Monday, Oct 21 st	Mon., Nov. 18 th
Final Examination	30%	T.B. A	Dec. 9-22, (<i>take home</i>)

7.2. Assessment

Your evaluation is based primarily on your ability to fulfill the primary objectives of the course as evidenced in your book commentary, lab exercises, essay, and final exam. The format of the final exam is essay and will be a take home. The evaluation methods described in the course outline are essential requirements for the course. **Students are responsible for material covered in the lectures, including any in-class videos, as well as the assigned lab exercises and all accompanying assigned readings.** A final cumulative grade of 50% or more is required to pass this course.

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

All assignments are due in the student's OWL Brightspace drop box on the date noted by 11:59 pm EST unless otherwise specified.

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

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

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

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

8. Make-up Examinations, Late Submissions, Extensions

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

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

Lab Assignments are assigned on Mondays during the lecture and are due in your OWL Brightspace drop box no later than 11:59 pm the following Sunday--six days after the Monday they are assigned. Late labs will lose 5% of the assignment's value each day. Assignments submitted after four days late--on or after the Friday--will receive zero but will be graded for your educational benefit. Both the book commentary and essay assignments are due on the dates indicated above. You are all granted an automatic three-day extension on both the book commentary report and the essay but not the labs. Neither the book report of the essay will be accepted after this three-day 11:59 pm deadline unless academic accommodation has been granted.

9. Appeals

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

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

You are advised to read the course calendar to familiarize yourself with Western's regulations and procedures concerning appeals, grades, regulations, penalties and such at

Alternative Examination Dates, Dropping the Course

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

10. Accommodation Policies

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#).

General Information about missed work:

University policy on academic considerations are described [here](#). This policy requires that all requests for academic considerations must be accompanied by a self-attestation. Further information about academic considerations, and information about submitting this self-attestation with your academic consideration request may be found here.

Please note that any academic considerations granted in this course will be determined by the instructor, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course outline.

Formal Documentation Designation statement:

Please note that the book report, the five lab exercises, the essay and the final examination assessments are considered to be central to the learning objectives for this course. Accordingly, students seeking academic consideration for these assessments will be required to provide formal supporting documentation. Students who are granted academic consideration for any one of these assessments will be provided with the following opportunity to make up this work by submitting it at an agreed upon later date.

Flexibility statements

Because all assessments in this course are required, any consideration will involve establishing new due dates for the missed assessment.

Please note that because the submission deadline for both the book commentary report and the essay already includes flexibility in the form of an automatic three-day extension, the instructor reserves the right to deny academic consideration for assignments which are submitted following the end of the period of flexibility.

Absence from Course Commitments

Students must familiarize themselves with the [Policy on Academic Consideration – Undergraduate Students in First Entry Programs](#)

Students missing course work for medical, compassionate or extenuating circumstances can request academic consideration by completing a request at the central academic consideration portal. Students are permitted one academic consideration request per course per term without supporting documentation. Note that supporting documentation is **always** required for academic consideration requests for examinations scheduled by the office of the registrar (e.g. December and April exams) and for practical laboratory and performance tests typically schedule during the last week of the term. Students should also note that the instructor may designate one assessment per course per term that requires supporting documentation. This designated assessment is described elsewhere in this document. Please note that any academic considerations granted in this course will be determined by the instructor of this course, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course outline. Supporting documentation for academic considerations for absences due to illness should use the Student Medical Certificate or, where that is not possible, equivalent documentation by a health care practitioner.

Course Assessments that Require Supporting Documentation

For this course the following assessment has been designated as requiring supporting documentation:

Essay: due November 18th, with a three-day extension to November 21st.

Accommodation for Religious Holidays

Students should review the policy for Accommodation for Religious Holidays. Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but not later than two weeks prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm.

11. Electronic Devices

Never record digitally or otherwise any part of the class lectures or tutorials/labs without prior and specific permission from the instructor or Teaching Assistant (*i.e., do not take photos with your phone of the PowerPoint slides*). If you are observed doing so you will be expelled from that lecture or tutorial. If you are caught a second time, you will be expelled from the course. Note taking is highly encouraged. If you wish to engage in personal or recreational use of your phone, laptop or any other distraction during the lecture, please quietly leave the classroom.

12. How to Be Successful in this Class:

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

1. Attend class: 80% of success is showing up.
2. Invest in a planner or application to keep track of your courses. Populate all your deadlines at the start of the term and schedule time at the start of each week to get organized and manage your time.
3. Make it a daily habit to log onto OWL to ensure you have seen everything posted to help you succeed in this class.
4. Take notes as you go through the lesson material. Keeping handwritten notes or even notes on a regular Word document will help you learn more effectively.
5. Connect with others. Try forming a study group and try meeting on a weekly basis for study and peer support.
6. Do not be afraid to ask questions. If you are struggling with a topic, check the online discussion boards or contact your instructor(s) and or teaching assistant(s).
7. Reward yourself for successes. It seems easier to motivate ourselves knowing that there is something waiting for us at the end of the task.

13. Continuity of Education Plan

13.1. In-Person Class Pivoting to Online Learning

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

13.2. Zoom Format and Etiquette

If lectures go synchronous—live via Zoom—they will be held during our regularly scheduled lecture time on Mondays, 12:30-2:20. You can download the Zoom app to your laptop or phone at the following address: <https://wts.uwo.ca/zoom/index.html>. The weekly Zoom address will be posted on OWL.

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

- Mute your microphone if you are not talking
- Use your real name
- Be on time
- Only post chat messages relevant to the lessons
- If you have a question, please raise your 'hand' in the 'reactions' icon at the bottom of your screen or post a chat message to me.
- I would prefer to see your face and you mine, rather than turning off your video. I won't demand this of you but seeing your reaction would certainly help me 'read' the audience and assist me to better convey the material.

14. Information on COVID-19, Influenza and Colds

Masking Guidelines

Given the instructor's compromised immune system, he will wear a triple layer, non-medical, paper mask at all times in the classroom. Students are **NOT** required nor asked to do so. Masks will be available for those who wish to use one.

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>).

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

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.

To connect with a case manager or set up an appointment, please contact support@uwo.ca.

19. Important Dates

September 5: Classes resume
September 13: Last day to add a first term half course
October 14: Thanksgiving Holiday – Department Office Closed
October 14-20: Fall Reading Week (No classes; Department Office open)
November 30: Last day to drop a first term half course or full course without penalty
December 6: Classes end
December 7&8: Study Day
December 9-22: Examination Period

20. Mutual Expectations

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

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

Finally, if you have problems, questions, ideas or concerns with any aspect of the course, please raise the matter before, during or after class, or during my office hours. I welcome your questions and constructive criticisms. I am approachable and want to assist you to succeed.

21. Geography Code of Conduct

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

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

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

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

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

Student Use of University Facilities and Classroom Decorum:

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

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

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

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

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

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

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