



**GEOGRAPHY FINAL COURSE OUTLINE: WINTER 2018**  
**GEOGRAPHY 553**  
**H(3-0)**

**Globalization and the City**

<b>Section</b>	<b>Days</b>	<b>Times</b>	<b>Location</b>
LEC01	TuTh	09:30 – 10:45	EDC 252

Instructor: Aida Nciri	Office: ES 912
Office Hours: Tuesday 11am-12pm, Thursday 2pm-3pm	

***Please note: The appropriate emergency evacuation assembly point for all classes taught in Education Classroom Block is Scurfield Hall Atrium.***

**Official Course Description**

Introduction to the social, cultural, political and economic forces operating on a global scale that increasingly shape the dynamics of cities. Emphasis is placed on social and cultural hybridity, translocal interaction, geographies of social and economic polarization, and the scalar politics and regulation of globalization.

**Course Objectives:**

This course provides students with the opportunity to explore in-depth how the diverse economic, political, environmental, social and cultural forces associated with globalization are influencing contemporary urbanization around the world. In this course, students will become acquainted with ideas and ongoing debates about the capitalist world system, global cities, world cities, urban restructuring and city-regions, policy mobilities, global civil society, cultural hybridity, transnational urbanism, and the ecological crisis. Topics will be grounded. In addition, there will be a great deal of emphasis placed on the challenges, limits and importance of comparative research. In this class students will focus on developing a collaboratively written comparative research paper on how globalization is specifically affecting two places: Calgary, Canada and Dubai, United Arab Emirates. This class combines lectures, guest speakers grounding some concepts in real case-studies, in-depth in-class discussions, a group research paper, student presentations, and a reflection paper.

**Course Learning Outcomes:**

The Department of Geography is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate and the expected level of achievement.

Course Learning Outcomes	PLO(s)	Level(s)
Students will to acquire the intellectual and methodological skills to read academic literature critically, identify core theses, and summarise them	7,8	3
Student will learn to analyse and discuss how globalization is impacting contemporary urbanization, and relate to worldwide events.	2, 4	3
Student will make observations and discern key details in patterns and changes to the urban environment that are related to the processes associated with globalization	1, 2, 7	
Effectively communicate major research findings through oral and written means	7, 8	3
Students should be able to show and analyze the effects of urban politics on social justice and sustainability concerns.	4,5	3
Students will employ knowledge of urban political processes in classroom discussions	1,4,5,7	2, 3
Work in team and collaborate to produce research outcome, present and support their argument, and structure their idea	1,4,5,7	2, 3
Acquire a methodology to undertake literature review and comparative research	3	3
Students will collaboratively produce a research paper that will connect apply theories and concepts from class, discussion and observation, to the analysis of a particular urban-political issue.	1,4,5,7,8	3

**PLOs = Program Learning Outcomes:** 1 = reflect and communicate diverse human-environment perspectives, 2 = identify and explain human-environment processes, 3 = implement sampling, data collection, analyses and communication methods, 4 = analyze spatial and temporal aspects of human-environment systems, 5 = employ knowledge, arguments, and methodologies for solving human-environment problems, 6 = evaluate geospatial data and manipulate it to create cartographic products, 7 = communicate geographic concepts using oral, written, graphic, and cartographic modes, and 8 = demonstrate literacy skills. **Levels:** (1) Introductory, (2) Intermediate, (3) Advanced.

**Prerequisite:** One of Anthropology 379, 387, Economics 365, Geography 341, 351 or Sociology 353.

#### **Learning Resources:**

There is **one required textbook** for this course:

The Globalizing Cities Reader (2018) 2nd Edition Edited, by Xuefei Ren, Roger Keil

Copies are available at the University's bookstore.

**Additional readings will be posted on D2L.** If you need help accessing or using D2L, please visit the Desire2Learn resource page for students: <http://elearn.ucalgary.ca/desire2learn/>

**Please check the syllabus for the correct readings for the class.** All students are expected to read all the material assigned to them, which means the entire book, book section, or article.

In addition, students are encouraged to use the two resources below to explore further some concepts introduced in the course (both are available online through the portal of the University of Calgary Library):

- Gregory Derek, The dictionary of human geography (5th ed.). Oxford, UK: Blackwell Publishers to some concepts
- Latham, D. McCormack, K. McNamara, & et. al., Key concepts in urban geography. London, UK: Sage UK.

### Grading/Weighting

#### GRADING AND WEIGHTING

Assignment #1: Response Paper	15%	Individual
Assignment #2: Group paper	55%	Group
Assignment #3: Individual reflection paper	10%	Individual
Midterm exam:	10%	Individual

#### ASSESSMENT DESCRIPTION AND GUIDELINE

##### Assignment 1: Response papers (x10)

**Value:** 15% of final grade

**Due Date:** See Course Schedule

**Type:** Response papers aim to put in relation concepts and thesis presented in the readings with real-case example worldwide. These assignments are not graded for content. However, incoherent, thoughtless, or incomplete responses will not be accepted for any credit.

**Description:** Students are asked to

1) Identify the main thesis and concept of each reading and to rephrase them with their

own words, and keeping in mind the theme of the session;

2) Find a newspaper head/article about a certain region of the world and briefly discuss

how the article relates to **at least one** of the readings

##### Submission guidelines:

1. Each response paper should be sent electronically to [asnciri@ucalgary.ca](mailto:asnciri@ucalgary.ca) the day before class that the readings are assigned by 7:30pm; no late assignments will be accepted for credit.
2. No more than one-page long, font Calibri 11, Double space
3. Include the title of the newspaper article, journal name, date, and the URL link
4. Send as an attached Word document (not a PDF or email)
5. Name the Word document: LastName\_553\_# (# the number of the reading response – see schedule)

##### **I. Assignment 2: Group paper**

**Value:** 55% of final grade

**Due Date:** See Course Schedule

**Type:** All students are required to complete a group paper as part of this course. The paper will examine a topic about globalization and urbanization as it is related to Calgary and Dubai.

**Description:** The readings in the first part of this course will introduce a number of issues related to globalization. Your group will be responsible for selecting a topic, doing research on it, using related materials to write a research paper, and making a research presentation. In addition, to be graded on the quality of your written work and presentations, you will be evaluated for how well your group functions as a unit and for your individual involvement in the group. The group paper will be graded as follows:

- a. First Group Paper (Calgary) – 15%
- b. Second Group Paper (Dubai) – 15%
- c. Final Group Paper (Comparison) – 15%
- d. Oral Presentation – 5%
- e. Self-Evaluation and Participation in the Group – 5%

**Guideline for submitting assignment:** Additional information will be posted on D2L closer to the due date

### **II. Assignment 3: Individual reflection paper**

**Value:** 10% of final grade

**Due Date:** See Course Schedule

**Type:** The reflection paper aims to reflect on your key learnings in terms of content and how it changes your worldview.

**Description:** A reflection paper form will be posted on D2L closer to the due date.

**Guideline for submitting assignment:** Additional information will be posted on D2L closer to the due date

### **III.**

#### **IV. Midterm exam**

**Value:** 10% of final grade

**Date:** See Course Schedule

**Type:** In-class

**Description:** The examination will assess your comprehension of the themes covered in the readings and lectures in the first section of this course. The mid-term draws on class readings and discussions

**There is no final examination for this course.**

### **GRADING SYSTEM**

Letter grades will follow approximately the following scheme:

A+ (98-100); A (93-97); A- (90-92); B+ (87-89); B (83-86); B- (80-82); C+ (77-79); C (73-76); C- (70-72); D+ (67-69); D (63-66); D- (60-62); F (0-59)

## TEACHING AND LEARNING APPROACHES

From time to time, during this course, I will be asking you to give me feedback on your learning and on how my teaching strategies are helping or hindering your learning, in informal as well as formal ways, including through anonymous surveys. It's very important for me to know your reaction to what we're doing in class, so I encourage you to respond to these surveys, ensuring that together we can create an environment effective for teaching and learning.

## COURSE SCHEDULE

The following is a list of topics for class, associated readings, and assignment / exam due dates. Please note that unforeseen circumstances may cause changes to the schedule with respect to the timing of topics and readings. Students will be notified of all changes in a timely manner by way of email and D2L announcements. The exam dates are firm and will not be altered.

Date	Topic	Readings and other work – to be completed <u>before class</u>	Evaluation
01/09	Introduction to class	<ol style="list-style-type: none"> <li>1. Globalization as uneven process</li> <li>2. World-Systems Theory</li> <li>3. World Cities in World System</li> <li>4. State restructuring and Regional Urbanization</li> <li>5. Peripheral cities: the case of Manila</li> <li>6. Contestation and Global Civil Society and Cities</li> <li>7. Urban Policy Mobilities: the case of Smart Cities</li> <li>8. Urban Transnationalism and Cultural Hybridity</li> <li>9. Cities and the ecological crisis</li> <li>10. Comparing and positioning cities</li> </ol>	–
01/11	Lecture and discussion on readings:  <b>Globalization as an historical, uneven, and hierarchical process</b>	<p>Peter Marcuse, Space in the globalizing city, In <u>Globalizing Cities Reader review (2018) 2nd Edition</u>, Edited by Xuefei Ren, Roger Keil, 67-74</p> <p>Peter Dicken (2015) Chap 1: What in the world is going on?, <u>Global Shift: Mapping the Changing Contours of the World Economy</u>, Seventh Edition, 2015, 1-9</p> <p>Peter Dicken (2015) Chap 2: The Centre of Gravity shifts: transforming the geographies of the global economy, in <u>Global Shift: Mapping the Changing</u></p>	Email response paper #1 by 7:30PM <u>the day before class</u> – include GEOG 553 in the object

		<p><u>Contours of the World Economy</u>, Seventh Edition, 2015, Guilford Publications – 14-<b>26</b></p> <p>Peter Hall (1966), The Metropolitan Explosion, In <u>Globalizing Cities Reader review</u> (2018) 2nd Edition, Edited by Xuefei Ren, Roger Keil, 7-9 <b>(OPTIONAL)</b></p>	
16/01	<p>Lecture and discussion on readings:</p> <p><b>The World-System and Cities</b></p>	<p>Fernand Braudel (1984) Divisions of space and time in Europe, In <u>Globalizing Cities Reader review</u> (2018) 2nd Edition, Edited by Xuefei Ren, Roger Keil, 9-15</p> <p>Michael Timberlake (1985), The World-System Perspective and Urbanization, In <u>Globalizing Cities Reader review</u> (2018) 2nd Edition, Edited by Xuefei Ren, Roger Keil, 47-51</p> <p>Giovanni Arrighi (2005). Globalization in World-Systems Perspective. Eds. Appelbaum, Richard P., and William I. Robinson. <u>Critical globalization studies</u>. Routledge: 33-45</p>	<p>Email response paper #2 by 7:30PM <u>the day before</u> class – include GEOG 553 in the object</p>
18/01	<p>Lecture and discussion on readings:</p> <p><b>The Global/World-City and World-Systems</b></p>	<p>John Friedmann and Goetz Wolff, (1982) World City Formation: An Agenda for Research and Action, In <u>Globalizing Cities Reader review</u> (2018) 2nd Edition, Edited by Xuefei Ren, Roger Keil, 16-24</p> <p>Peter Taylor (2001), Specification of the World City Network, In <u>Globalizing Cities Reader review</u> (2018) 2nd Edition, Edited by Xuefei Ren, Roger Keil, 147</p> <p>Saskia Sassen, (2002), Locating cities on global circuits, In <u>Globalizing Cities Reader review</u> (2018) 2nd Edition, Edited by Xuefei Ren, Roger Keil, 25-30</p> <p>Janet L. Abu-Lughod, 1999, Global city formation in New York, Chicago and Los Angeles: an historical perspective, In <u>Globalizing Cities Reader review</u> (2018) 2nd Edition, Edited by Xuefei Ren, Roger Keil, 53-58 <b>(OPTIONAL)</b></p>	<p>Email response paper #3 by 7:30PM <u>the day before</u> class – include GEOG 553 in the object</p>
01/23	<p>Discussion with a Guest speaker: Morgan Mouton</p>	<p>Robinson, J. (2002), Global and world cities: a view from off the map, In <u>Globalizing Cities</u></p>	<p>Email response paper #5 by 7:30PM <u>the day</u></p>

	<p><b>“Provincial” cities: the case of Manila (Philippines)</b></p>	<p>Reader review (2018) 2nd Edition, Edited by Xuefei Ren, Roger Keil, 60-66</p> <p>Shatkin, Gavin (1998) ‘Fourth World’ Cities in the Global Economy: The Case of Phnom Penh, Cambodia, In <u>Globalizing Cities Reader review</u> (2018) 2nd Edition, Edited by Xuefei Ren, Roger Keil, 130-135</p> <p>TBA</p>	<p><u>before</u> class – include GEOG 553 in the object</p>
01/25	<p>Lecture and discussion on readings:</p> <p><b>State restructuring and Global-City Regions</b></p>	<p>Allen J. Scott (2001) Globalization and the Rise of City-regions, In <u>Globalizing Cities Reader review</u> (2018) 2nd Edition, Edited by Xuefei Ren, Roger Keil, 222-227</p> <p>Edward Soja (2011) Regional Urbanization and the End of Metropolis Era in <u>The New Blackwell Companion to the City</u> Edited by Gary Bridge and Sophie Watson pp. 679-689.</p> <p>Neil Brenner (1998) Global cities, ‘glocal’ states: global city formation and state territorial restructuring in contemporary Europe, In <u>Globalizing Cities Reader review</u> (2018) 2nd Edition, Edited by Xuefei Ren, Roger Keil, 228-234</p> <p>Fulong Wu (2007) From ‘state-owned’ to ‘City Inc.’: the re-territorialization of the state in Shanghai, In <u>Globalizing Cities Reader review</u> (2018) 2nd Edition, Edited by Xuefei Ren, Roger Keil, 116-122 (<b>OPTIONAL</b>)</p>	<p>Email response paper #4 by 7:30PM <u>the day before</u> class – include GEOG 553 in the object</p>
01/30	<p>Lecture and discussion on readings:</p> <p><b>Contestation and Urban Global Civil Society</b></p>	<p>Mohamed Elshahed. (2014), From Tahrir Square to Emaar Square: Cairo's private road to a private city, In <u>Globalizing Cities Reader review</u> (2018) 2nd Edition, Edited by Xuefei Ren, Roger Keil, 282-283</p> <p>Saskia Sassen (2004) “Local actors in global politics In <u>Globalizing Cities Reader review</u> (2018) 2nd Edition, Edited by Xuefei Ren, Roger Keil, 284-288</p> <p>David Harvey (2008) The right to the city, In <u>Globalizing Cities Reader review</u> (2018) 2nd Edition, Edited by Xuefei Ren, Roger Keil, 289-293</p>	<p>Email response paper #6 by 7:30PM <u>the day before</u> class – include GEOG 553 in the object</p>

		<p><b>One of those three readings</b> (based on your interest):</p> <ul style="list-style-type: none"> <li>- Teresa Caldeira (2013), São Paulo: the city and its protest, In <u>Globalizing Cities Reader review</u> (2018) 2nd Edition, Edited by Xuefei Ren, Roger Keil, 301-305</li> <li>- Xuefei Ren, (2011) Global city building in China and its discontents, In <u>Globalizing Cities Reader review</u> (2018) 2nd Edition, Edited by Xuefei Ren, Roger Keil, 306-311</li> <li>- AbdouMaliq Simone (2001), Between ghetto and globe: remaking urban life in Africa, In <u>Globalizing Cities Reader review</u> (2018) 2nd Edition, Edited by Xuefei Ren, Roger Keil, 313-317</li> </ul>	
02/01	<p>Lecture and discussion on readings:</p> <p><b>Transnationalism, Cultural Hybridity, and Inequality</b></p>	<p>Ross, Andrew (2014) High Culture and Hard Labor, In <u>Globalizing Cities Reader review</u> (2018) 2nd Edition, Edited by Xuefei Ren, Roger Keil, 338-340</p> <p>Massey, D. (1994) A Global Sense of Place, in <u>Space, Place, and Gender</u>, Minneapolis: University of Minnesota Press, 146-156</p> <p>Anthony King, World Cities: Global? Postcolonial? Postimperial? Or Just the Result of Happenstance? In <u>Globalizing Cities Reader review</u> (2018) 2nd Edition, Edited by Xuefei Ren, Roger Keil, 341-346</p> <p>Manuel Castells (2002), Local and global: cities in network society In <u>Globalizing Cities Reader review</u> (2018) 2nd Edition, Edited by Xuefei Ren, Roger Keil, 148-152</p> <p>Michael Peter Smith (2001) The global cities discourse: a return to the master narrative?, In <u>Globalizing Cities Reader review</u> (2018) 2nd Edition, Edited by Xuefei Ren, Roger Keil, 399-406 <b>(OPTIONAL)</b></p>	<p>Email response paper #7 by 7:30PM <u>the day before</u> class – include GEOG 553 in the object</p>



02/06	Lecture and discussion on readings: <b>Cities and the ecological crisis</b>	<p>Mike Douglass (1998), World city formation on the Asia Pacific Rim: poverty, 'everyday' forms of civil society and environmental management, In <u>Globalizing Cities Reader review</u> (2018) 2nd Edition, Edited by Xuefei Ren, Roger Keil, 244-250</p> <p>Luke Timothy (2003), Global Cities vs. 'global cities': rethinking contemporary urbanism as public ecology, In <u>Globalizing Cities Reader review</u> (2018) 2nd Edition, Edited by Xuefei Ren, Roger Keil, 270-275</p> <p>IPCC (2014) Climate Change 2014: Synthesis Report. Contribution of Working Groups I, II and III to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change. p 2-31, <a href="https://www.ipcc.ch/report/ar5/syr/">https://www.ipcc.ch/report/ar5/syr/</a> (<b>TO SKIM</b>)</p> <p>Susan Parnell and Edgar Pieterse (2011) The 'right to the city': institutional imperatives of a developmental state, In <u>Globalizing Cities Reader review</u> (2018) 2nd Edition, Edited by Xuefei Ren, Roger Keil, 264-268</p>	Email response paper #8 by 7:30PM <u>the day before</u> class – include GEOG 553 in the object
02/08	Discussion with a guest speaker: Anthony Levenda <b>Smart cities and policy mobilities</b>	<p>Cristina Temenos, and Eugene McCann. "Geographies of policy mobilities." <i>Geography Compass</i> 7.5 (2013): 344-357</p> <p>David Murakami-Wood, 2013, Global cities between biopolitics and necropolitics: (in)security and circuits of knowledge in the global city network, In <u>Globalizing Cities Reader review</u> (2018) 2nd Edition, Edited by Xuefei Ren, Roger Keil, 191-197</p>	Email response paper #9 by 7:30PM <u>the day before</u> class – include GEOG 553 in the object
02/13	<b>Groups projects and topic selection</b>	<ul style="list-style-type: none"> <li>• Discuss: Possible Project Topics</li> <li>• Discuss: What is a Literature Review</li> <li>• Group Formation</li> <li>• Setup Group Contract</li> <li>• Work on a research question</li> </ul>	Class work
02/15	<b>Mid-term exam</b>		
02/20	<b>Break</b>		

02/22	<b>Break</b>		
02/27	<p>Lecture and discussion on readings:</p> <p><b>Methodologies to Compare and position cities in the world-system</b></p>	<p>John Walton, Accumulation and comparative urban systems, In <u>Globalizing Cities Reader review</u> (2018) 2nd Edition, Edited by Xuefei Ren, Roger Keil, 41-45</p> <p>Jennifer Robinson, 2014, New geographies of theorizing the urban: putting comparison to work for global urban studies, In <u>Globalizing Cities Reader review</u> (2018) 2nd Edition, Edited by Xuefei Ren, Roger Keil, 453-458</p> <p>Eugene McCann and Kevin Ward (2010), Relationality/territoriality: toward conceptualization of cities in the world, In <u>Globalizing Cities Reader review</u> (2018) 2nd Edition, Edited by Xuefei Ren, Roger Keil, 205-209</p> <p><b><u>One of those four readings</u></b> (based on your interest):</p> <ul style="list-style-type: none"> <li>- Richard Child Hill and Joe Feagin (1989), Detroit and Houston: two cities in global perspective, In <u>Globalizing Cities Reader review</u> (2018) 2nd Edition, Edited by Xuefei Ren, Roger Keil, 90-96</li> <li>- Edward W. Soja (2000) The stimulus of a little confusion: a contemporary comparison of Amsterdam and Los Angeles, In <u>Globalizing Cities Reader review</u> (2018) 2nd Edition, Edited by Xuefei Ren, Roger Keil, 98-104</li> <li>- Jonathan V. Beaverstock, Michael Hoyler, Kathryn Pain, and Peter J. Taylor, (2001) Comparing London and Frankfurt as world cities: a relational study of contemporary urban change, In <u>Globalizing Cities Reader review</u> (2018) 2nd Edition, Edited by Xuefei Ren, Roger Keil, 154-160</li> <li>- Xuefei Ren, Governing the informal in globalizing cities: comparing China, India and Brazil, In <u>Globalizing Cities Reader review</u> (2018) 2nd Edition, Edited by Xuefei Ren, Roger Keil, 459-464</li> </ul>	<p>Email response paper #10 by 7:30PM <u>the day before</u> class – include GEOG 553 in the object</p>

03/01	<b>Groups projects and topic selection</b>	<ul style="list-style-type: none"> <li>• Present Research Question and Proposal</li> <li>• Find 3-5 Key Academic Articles To Guide Paper</li> </ul>	Group work
03/06	Group work on Calgary	TBA	
03/08	Group work on Calgary	TBA	
03/13	All Groups	<ul style="list-style-type: none"> <li>• Calgary Paper Due</li> <li>• Give copy to another peer group for evaluation</li> <li>• Discussion debrief: challenges and issues in collecting data and writing</li> </ul>	Calgary Section Due – 20% Final Grade
03/15	All groups	Peer feedback: Students will discuss each other group's paper	Must read & provide constructive feedback on another group's paper BEFORE CLASS
03/20	Group work on Dubai	TBA	
03/22	Group work on Dubai	TBA	
03/27	Discussion: The limits and challenges of comparative research	Readings TBA	
03/29	All Groups	<ul style="list-style-type: none"> <li>• Dubai Paper Due</li> <li>• Give copy to another peer group for evaluation</li> </ul>	Dubai Section Due - 20% of final grade
04/03	All Groups	Peer feedback: Students will discuss each other group's paper	Must read & provide constructive feedback on another group's paper BEFORE CLASS
04/12	Class Discussion: Conclusion	Neil Brenner, Christian Schmid (2011) In <u>Globalizing Cities Reader review</u> (2018) 2nd Edition, Edited by Xuefei Ren, Roger Keil, 449-451	–

		<p>Ananya Roy (2015) What is urban about critical urban theory? In <u>Globalizing Cities Reader review</u> (2018) 2nd Edition, Edited by Xuefei Ren, Roger Keil, 441-447</p> <p>Michiel van Meeteren, Ben Derudder, and David Bassens (2016) Can the straw man speak? An engagement with postcolonial critiques of 'global cities research, In <u>Globalizing Cities Reader review</u> (2018) 2nd Edition, Edited by Xuefei Ren, Roger Keil, 426-432</p> <p>Henri Lefebvre, 1968, The Urban Revolution, In <u>Globalizing Cities Reader review</u> (2018) 2nd Edition, Edited by Xuefei Ren, Roger Keil, 465-470</p>	
04/05	All Groups	Student Presentations	Groups 1-3 will be graded on a 15 minute presentation on their major findings
04/10	All Groups	Student Presentations	Groups 4-6 will be graded on a 15 minute presentation on their major findings
04/19		<ul style="list-style-type: none"> <li>• Final Group Paper Due</li> <li>• Individual Reflection Paper Due</li> </ul>	<p>Final Paper Due - 25% Final Grade</p> <p>Must be placed in the dropbox in the ES building. The box number will be communicated closer to the due date.</p> <p>Electronic submissions will not be accepted.</p>

## **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Attendance in the first half of the course is essential but not enforced. Attendance for any group's presentation is mandatory and your absence will negatively affect your grade. Also, your attendance is required on days when your group meets in class for group work.

Absences must be fully justified. For absences due to emergency, e-mail me on the same day as the emergency and follow up with written documentation as per student rules.

Religious Holy Days Exemption: You must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

### **Human subjects**

Students will not participate as subject or researchers on human subjects in this course.

### **Supplementary Fees**

N/A

*For additional detailed course information posted by the instructor, visit the course Desire2Learn page online at <https://d2l.ucalgary.ca/d2l/home>.*

## **SUPPLEMENTAL INFORMATION**

### **Writing across the Curriculum**

Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The university supports the belief that throughout their university careers students should be taught how to write well, so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their university courses and, where appropriate, faculty members can and should consider quality of writing as a factor in the evaluation of student work. The services provided by Writing Support Services can be utilized by all undergraduate and graduate students who feel they require further assistance: [www.ucalgary.ca/ssc/writing\\_support/overview](http://www.ucalgary.ca/ssc/writing_support/overview).

### **Academic Accommodations**

It is the student's responsibility to request academic accommodations, according to the university policies and procedures listed in the University Calendar.

The student accommodation policy can be found at: [www.ucalgary.ca/access/accommodations/policy](http://www.ucalgary.ca/access/accommodations/policy). Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: [www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf](http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf).

Students needing an accommodation based on a protected ground other than disability should communicate this need, preferably in writing, to the Department Head (email: [geograph@ucalgary.ca](mailto:geograph@ucalgary.ca)).

### **Principles of Conduct**

The University Calendar includes a statement on the principles of conduct expected of all members of the university community (including students, faculty, administrators, any category of staff, practicum supervisors, and volunteers), whether on or off university property. This statement applies in all situations where members of the university community are acting in their university capacities. All members of the university community have a responsibility to familiarize themselves with the principles of conduct statement, which is available at: [www.ucalgary.ca/pubs/calendar/current/k.html](http://www.ucalgary.ca/pubs/calendar/current/k.html).

### **Plagiarism, Cheating, and Student Misconduct**

The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect.

Academic dishonesty is not an acceptable activity at the University of Calgary, and students are **strongly advised** to read the Student Misconduct section in the University Calendar at: [www.ucalgary.ca/pubs/calendar/current/k-3.html](http://www.ucalgary.ca/pubs/calendar/current/k-3.html). Often, students are unaware of what constitutes academic dishonesty or plagiarism. The most common are (1) presenting another student's work as your own, (2) presenting an author's work or ideas as your own without adequate citation, and (3) using work completed for another course. Such activities will not be tolerated in this course, and students suspected of academic misconduct will be dealt with according to the procedures outlined in the calendar at: [www.ucalgary.ca/pubs/calendar/current/k-5.html](http://www.ucalgary.ca/pubs/calendar/current/k-5.html).

### **Internet and electronic communication device information:**

There is **a/no** restriction on the use of laptops and tablets in class if they are used to take notes or find information relevant to the class, **and** if there is no disturbance or distraction of other students or the instructor. Phones must be turned off during class, unless you have previously identified yourself to the instructor as a health care or law enforcement professional. The use of any calculators and/or devices during examinations **will/will not be allowed**.

### **Freedom of Information and Protection of Privacy**

Freedom of Information and Protection of Privacy (FOIP) legislation in Alberta disallows the practice of having students retrieve assignments from a public place, such as outside an instructor's office, the department office, etc. Term assignments will be returned to students individually, during class or during the instructor's office hours; if students are unable to pick up their assignments from the instructor, they must provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

### **Posting of Grades and Picking-up of Assignments**

Graded assignments will be returned by the instructor or teaching assistant personally during schedule lecture or laboratory periods, unless they are made available electronically through the course D2L webpage. Grades and assignments will not be available at the Department of Geography's main office.

### **Faculty of Arts Program Advising and Student Information Resources**

Have a question, but not sure where to start? The Faculty of Arts Students Centre is your information resource for everything in Arts! Drop in at SS 102, call us at 403-220-3580, or email us at [ascarts@ucalgary.ca](mailto:ascarts@ucalgary.ca). You can also visit the Faculty of Arts website at

<http://arts.ucalgary.ca/undergraduate>, which provides detailed information about common academic concerns.

For guidance on course registration (add, drop, swap), information about paying fees, and assistance with your Student Centre, contact Enrolment Services at 403-210-7625 or visit them at the MacKimmie Block.

### **Contact Information for Student and Faculty Representation**

- SU VP Academic Phone: 220-3911 and e-mail: [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca)
- SU Faculty Rep. Phone: 220-3913 and e-mail: [arts1@ucalgary.ca](mailto:arts1@ucalgary.ca)
- The students ombudsman office information can be found at: [www.ucalgary.ca/ombuds/](http://www.ucalgary.ca/ombuds/)

### **Wellness and Mental Health Resources**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness, and academic success and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the mental health resources available throughout the university community, such as counselling, self-help resources, peer support, or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

### **Campus Safewalk**

Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day, to any location on Campus, including the LRT station, parking lots, bus zones, and university residences. Contact Campus Security at 220-5333 or use a help phone, and Safewalkers or a Campus Security officer will accompany you to your campus destination.

### **USRI Surveys**

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses ([www.ucalgary.ca/usri](http://www.ucalgary.ca/usri)). Your responses make a difference, so please participate in USRI surveys.