

## **COURSE OUTLINE**

### **Climate and Society**

ENVR 4800/GEOG 4800/GEOG 7800

Winter 2024

Mondays 2:30 to 5:15pm

Location: 123 St Paul's College

**Nicole Wilson**

Meetings by appointment

[Nicole.J.Wilson@umanitoba.ca](mailto:Nicole.J.Wilson@umanitoba.ca)

**Credit Hours** 3 + 0

**Prerequisites** 3 credit hours of 2000-, 3000- or 4000-level GEOG or ENVR, or permission of the instructor.

### **CALENDAR DESCRIPTION**

Climate change is transforming the world as we know it. There is growing awareness of the reality of climate change and a recognition that the sooner we take action, the better chance we have to reduce the risk of severe, widespread, and irreversible impacts globally. Climate change has largely been understood as a biophysical problem but addressing this global challenge will only be possible if we come to recognize the social, economic, political and cultural processes that both drive climate change and influence responses including adaptation and mitigation. Scientific evidence that humans are causing climate change does not alone stimulate action. Research from the social sciences highlights the ways that responses to climate change are influenced by values, identities, knowledge systems and emotions and the differential amounts of power held across social groups. This course takes an interdisciplinary approach that links both biophysical and social systems and knowledges to explore the social causes, consequences, and necessary responses to climate change.

### **Course Objectives**

- To engage with concepts and analytic approaches that link the biophysical dimensions of climate change to the social, economic, political, and cultural processes that both drive climate change and influence responses.
- To test these concepts and theories by applying them to real world case studies of climate impacts and responses.

### **Learning Outcomes**

In this course, students will learn to:

- Identify key concepts and analytic approaches that have been developed to understand the social causes, consequences, and responses to climate change.

- Critically appraise the social, political and equity implications of the social causes, consequences, and responses to climate change.
- Apply key concepts and analytic approaches to case studies and to their own experience.
- Develop the ability to communicate about potential climate impacts and responses,

### Territorial Acknowledgement

The University of Manitoba campuses are located on original lands of the Anishinaabeg, Cree, Ojibwe-Cree, Dakota, and Dene peoples, and on the homeland of the Red River Métis. We respect the Treaties that were made on these territories, we acknowledge the harms and mistakes of the past, and we dedicate ourselves to move forward in partnership with Indigenous communities in a spirit of Reconciliation and collaboration.

### Course Materials

All course materials will be made available through the UofM’s course management interface UMLearn. Articles and links will be posted weekly. Students can also access these academic articles through the UofM Library e-journal service.

### Course Schedule

This schedule is subject to change at the discretion of the instructor and/or based on the learning needs of the students but such changes are subject to [Section 2.8 of ROASS](https://umanitoba.ca/governance/governing-documents-academic#responsibilities-of-academic-staff-with-regard-to-students) (<https://umanitoba.ca/governance/governing-documents-academic#responsibilities-of-academic-staff-with-regard-to-students>).

Date	Lecture / Event	Required Reading
January 8 <sup>th</sup>	<b>Introduction to the climate and society</b> <ul style="list-style-type: none"> <li>- The basics of the climate system – carbon cycle, greenhouse effect etc.</li> <li>- Creating a classroom agreement</li> </ul>	Burch and Harris, 2021 Chapter 1: “Climate Change in the Public Sphere.” pp. 3-12.  IPCC, 2021. Climate Change 2021: The Physical Science Basis: Summary for Policy Makers.
January 15 <sup>th</sup>	<b>Climate Change and Impacts on Human Systems</b> <ul style="list-style-type: none"> <li>- Human drivers of climate change</li> <li>- Climate impacts on diverse human systems</li> <li>- Climate discourses</li> </ul>	Goldman, M.J., Turner, M.D., Daly, M., 2018. A critical political ecology of human dimensions of climate change: Epistemology, ontology, and ethics. Wiley Interdisciplinary Reviews: Climate Change 4, e526. <a href="https://doi.org/10.1002/wcc.526">https://doi.org/10.1002/wcc.526</a>  O’Brien, K., Leichenko, R., 2019. “Chapter 3: The power of discourses”, in: Climate and

	<p><b>Presentation:</b> Grace O’Hanlon, Librarian</p>	<p>Society: Transforming the Future. Polity Press, Newark, pp. 41-55.</p> <p>O’Brien, K., Leichenko, R., 2019. “Chapter 5: The Social Drivers of Greenhouse Gas Emissions”, in: Climate and Society: Transforming the Future. Polity Press, Newark, pp. 79–100.</p> <p><b>Recommended (Graduate Reading)</b> McNamara, K.E. and Jackson, G., 2019. Loss and damage: A review of the literature and directions for future research. 10 Wiley Interdisciplinary Reviews-Climate Change, 10(2).</p>
<b>January 19<sup>th</sup></b>	<b>Registration Deadline</b>	
January 22 <sup>nd</sup>	<p><b>Climate Responsibility and Justice</b></p> <ul style="list-style-type: none"> <li>- What is climate justice?</li> <li>- How does intersectionality help us think about climate justice and responsibility?</li> </ul>	<p>Sultana, F., 2022. Critical climate justice. Geographical Journal 188, 118–124. <a href="https://doi.org/10.1111/geoj.12417">https://doi.org/10.1111/geoj.12417</a></p> <p>Whyte, K., 2020. Too late for indigenous climate justice: Ecological and relational tipping points. WIREs Climate Change 11, e603. <a href="https://doi.org/10.1002/wcc.603">https://doi.org/10.1002/wcc.603</a></p> <p>UBC, 2021. Intersectionality: what is it and why it matters. The University of British Columbia. <a href="https://vpfo.ubc.ca/2021/03/intersectionality-what-is-it-and-why-it-matters/">https://vpfo.ubc.ca/2021/03/intersectionality-what-is-it-and-why-it-matters/</a> (accessed 12.10.22).</p> <p><b>Recommended (Graduate Reading)</b> Amorim-Maia, A.T., Anguelovski, I., Chu, E., Connolly, J., 2022. Intersectional climate justice: A conceptual pathway for bridging adaptation planning, transformative action, and social equity. Urban Climate 41, 101053. <a href="https://doi.org/10.1016/j.uclim.2021.101053">https://doi.org/10.1016/j.uclim.2021.101053</a></p>
January 29 <sup>th</sup>	<p><b>Climate Knowledges</b></p> <ul style="list-style-type: none"> <li>- How do we know what we know about climate change?</li> </ul>	<p>Burch and Harris, 2021 Chapter 7: “Climate Models.” pp. 123-140</p> <p>Gearheard, S., Pocernich, M., Stewart, R., Sanguya, J., Huntington, H.P., 2010. Linking</p>

	<ul style="list-style-type: none"> <li>- What are climate models?</li> <li>- What are Indigenous and Local climate knowledges?</li> </ul> <p><b>Guest lecture:</b> Alex Crawford</p>	<p>Inuit knowledge and meteorological station observations to understand changing wind patterns at Clyde River, Nunavut. <i>Climatic Change</i> 100, 267–294.  <a href="https://doi.org/10.1007/s10584-009-9587-1">https://doi.org/10.1007/s10584-009-9587-1</a></p> <p>Fox, S., Crawford, A., McCrystall, M., Stroeve, J., Lukovich, J., Loeb, N., Natanine, J., Serreze, M., 2023. Extreme Arctic Weather and Community Impacts in Nunavut: A Case Study of One Winter’s Storms and Lessons for Local Climate Change Preparedness. <i>Weather, Climate, and Society</i> 15, 881–892.  <a href="https://doi.org/10.1175/WCAS-D-23-0006.1">https://doi.org/10.1175/WCAS-D-23-0006.1</a></p> <p><b>Recommended (Graduate Reading)</b>  Klenk, N., Meehan, K., 2015. Climate change and transdisciplinary science: Problematizing the integration imperative. <i>Environmental Science &amp; Policy</i> 54, 160–167.  <a href="https://doi.org/10.1016/j.envsci.2015.05.017">https://doi.org/10.1016/j.envsci.2015.05.017</a></p> <p>Oreskes, N., 2018. The Scientific Consensus on Climate Change: How Do We Know We’re Not Wrong?, in: A. Lloyd, E., Winsberg, E. (Eds.), <i>Climate Modelling: Philosophical and Conceptual Issues</i>. Springer International Publishing, Cham, pp. 31–64.  <a href="https://doi.org/10.1007/978-3-319-65058-6_2">https://doi.org/10.1007/978-3-319-65058-6_2</a></p>
February 5 <sup>h</sup>	<p><b>Climate Responses I - Resilience and Vulnerability</b></p> <ul style="list-style-type: none"> <li>- How are the concepts of vulnerability and resilience defined and mobilized in response to climate change?</li> </ul> <p><b>Guest Lecture:</b> Emdad Haque</p> <p><b>Final assignment proposal due before class</b></p>	<p>Cote, M., Nightingale, A.J., 2012. Resilience thinking meets social theory Situating social change in socio-ecological systems (SES) research. <i>Prog Hum Geogr</i> 36, 475–489.  <a href="https://doi.org/10.1177/0309132511425708">https://doi.org/10.1177/0309132511425708</a></p> <p>Eakin, H., Luers, A.L., 2006. Assessing the vulnerability of social-environmental systems. <i>Annual Review of Environment and Resources</i> 31, 365–394.  <a href="https://doi.org/10.1146/annurev.energy.30.050504.144352">https://doi.org/10.1146/annurev.energy.30.050504.144352</a></p> <p><b>Recommended (Graduate Reading)</b>  Cameron, E.S., 2012. Securing Indigenous politics: A critique of the vulnerability and</p>

		<p>adaptation approach to the human dimensions of climate change in the Canadian Arctic. <i>Global Environmental Change</i> 22, 103–114. <a href="https://doi.org/10.1016/j.gloenvcha.2011.11.004">https://doi.org/10.1016/j.gloenvcha.2011.11.004</a></p> <p>IPCC (2022) ‘Summary for Policymakers In: Climate Change 2022: Impacts, Adaptation and Vulnerability’, in H.-O. Pörtner, D.C. Roberts, E.S. Poloczanska, K. Mintenbeck, M. Tignor, A. Alegría, M. Craig, S. Langsdorf, S. Löschke, V. Möller, A. Okem (eds) (ed.) <i>Climate Change 2022: Impacts, Adaptation and Vulnerability. Contribution of Working Group II to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change</i>. Cambridge, UK and New York, NY, USA: Cambridge University Press, pp. 3–33. Available at: <a href="https://www.ipcc.ch/report/ar6/wg2/">https://www.ipcc.ch/report/ar6/wg2/</a>.</p>
February 12 <sup>th</sup>	<p><b>Climate Responses II – Mitigation</b></p> <ul style="list-style-type: none"> <li>- What is climate mitigation?</li> <li>- What contributions is Canada making to mitigating global climate change?</li> <li>- How can local or regional action contribute?</li> </ul>	<p>Burch, S., Harris, S.E., 2021. Chapter 6: Climate Change Mitigation: Reducing Greenhouse Gas Emissions and Transforming the Energy System. pp. 99-124.</p> <p>Stoddard, I., Anderson, K., Capstick, S., Carton, W., Depledge, J., Facer, K., Gough, C., Hache, F., Hoolohan, C., Hultman, M., 2021. Three decades of climate mitigation: why haven’t we bent the global emissions curve? <i>Annual Review of Environment and Resources</i> 46, 653–689.</p> <p>Nawaz, S., Satterfield, T., 2024. Towards just, responsible, and socially viable carbon removal: lessons from offshore DACCS research for early-stage carbon removal projects. <i>Environmental Science &amp; Policy</i> 151, 103633. <a href="https://doi.org/10.1016/j.envsci.2023.103633">https://doi.org/10.1016/j.envsci.2023.103633</a></p> <p><b>Recommended (Graduate Reading)</b> McAfee, K., 2016. Green economy and carbon markets for conservation and development: a critical view. <i>Int Environ</i></p>

		<p>Agreements 16, 333–353.  <a href="https://doi.org/10.1007/s10784-015-9295-4">https://doi.org/10.1007/s10784-015-9295-4</a></p> <p>Council of Canadian Academies, 2022. Nature-Based Climate Solutions. The Expert Panel on Canada’s Carbon Sink Potential, CCA, Ottawa Canada. <a href="https://www.cca-reports.ca/wp-content/uploads/2022/12/Carbon-Sinks_EN_Final.pdf">https://www.cca-reports.ca/wp-content/uploads/2022/12/Carbon-Sinks_EN_Final.pdf</a></p>
February 19 <sup>th</sup> to 23 <sup>rd</sup>	<b>Winter term break</b>	
February 26 <sup>th</sup>	<p><b>Climate Responses III  Adaptation and  Maladaptation</b></p> <ul style="list-style-type: none"> <li>- What is climate adaptation?</li> <li>- What is climate maladaptation?</li> <li>- What is Canada’s approach to climate adaptation?</li> </ul> <p><b>Book Review Due</b></p>	<p>Nightingale, A.J., 2017. Power and politics in climate change adaptation efforts: Struggles over authority and recognition in the context of political instability. <i>Geoforum</i> 84, 11–20. <a href="https://doi.org/10.1016/j.geoforum.2017.05.011">https://doi.org/10.1016/j.geoforum.2017.05.011</a></p> <p>Schipper, E.L.F., 2022. Catching maladaptation before it happens. <i>Nat. Clim. Chang.</i> 12, 617–618. <a href="https://doi.org/10.1038/s41558-022-01409-2">https://doi.org/10.1038/s41558-022-01409-2</a></p> <p>Wale, J., 2023. Bad Forecast: The Illusion of Indigenous Inclusion and Representation in Climate Adaptation Plans in Canada. The Yellowhead Institute. <a href="https://yellowheadinstitute.org/wp-content/uploads/2023/05/Bad-Forecast-YI-Special-Report-2023-1.pdf">https://yellowheadinstitute.org/wp-content/uploads/2023/05/Bad-Forecast-YI-Special-Report-2023-1.pdf</a></p> <p><b>Recommended (Graduate Reading)</b></p> <p>Mills-Novoa, M., 2023. What happens after climate change adaptation projects end: A community-based approach to ex-post assessment of adaptation projects. <i>Global Environmental Change</i> 80, 102655. <a href="https://doi.org/10.1016/j.gloenvcha.2023.102655">https://doi.org/10.1016/j.gloenvcha.2023.102655</a></p> <p>Environment and Climate Change Canada (2022) <i>Government of Canada Adaptation Action Plan</i>. Ottawa, Canada: Government of Canada. Available at: <a href="https://www.canada.ca/en/services/environment/weather/climatechange/climate-">https://www.canada.ca/en/services/environment/weather/climatechange/climate-</a></p>

		<a href="#">plan/national-adaptation-strategy/action-plan.html</a> .
March 4 <sup>th</sup>	<p><b>Climate Responses IV Transformation, Transition, Degrowth</b></p> <ul style="list-style-type: none"> <li>- What potential exists to transform or transition our energy systems?</li> </ul>	<p>O’Brien, K., 2012. Global environmental change II: From adaptation to deliberate transformation. <i>Progress in Human Geography</i> 36, 667–676. <a href="http://dx.doi.org/10.1177/0309132511425767">http://dx.doi.org/10.1177/0309132511425767</a></p> <p>Williams, S., Doyon, A., 2019. Justice in energy transitions. <i>Environmental Innovation and Societal Transitions</i> 31, 144–153. <a href="https://doi.org/10.1016/j.eist.2018.12.001">https://doi.org/10.1016/j.eist.2018.12.001</a></p> <p>Perkins, P.E.E., 2019. Climate justice, commons, and degrowth. <i>Ecological Economics</i> 160, 183–190. <a href="https://doi.org/10.1016/j.ecolecon.2019.02.005">https://doi.org/10.1016/j.ecolecon.2019.02.005</a></p> <p>Government of Canada (2023) <i>Sustainable Jobs Plan</i>. Government of Canada. Available at: <a href="https://www.canada.ca/en/services/jobs/training/initiatives/sustainable-jobs/plan.html">https://www.canada.ca/en/services/jobs/training/initiatives/sustainable-jobs/plan.html</a>.</p> <p><b>Recommended (Graduate Reading)</b> Blythe, J., Silver, J., Evans, L., Armitage, D., Bennett, N.J., Moore, M.-L., Morrison, T.H., Brown, K., 2018. The Dark Side of Transformation: Latent Risks in Contemporary Sustainability Discourse. <i>Antipode</i>. <a href="https://doi.org/10.1111/anti.12405">https://doi.org/10.1111/anti.12405</a></p>
March 11 <sup>th</sup>	<p><b>Climate Policy, Governance, and Politics: International</b></p> <ul style="list-style-type: none"> <li>- Governing climate change: actors, interests, challenges</li> <li>- The UNFCCC</li> <li>- Kyoto and Paris</li> </ul>	<p>Burch, S., Harris, S.E., 2021. “Chapter 11: Climate Policy and Governance.” pp. 195-218.</p> <p>Quirico, O., 2018. Climate Change and State Responsibility for Human Rights Violations: Causation and Imputation. <i>Neth Int Law Rev</i> 65, 185–215. <a href="https://doi.org/10.1007/s40802-018-0110-0">https://doi.org/10.1007/s40802-018-0110-0</a></p> <p>Joselow, M., 2022. Environmentalists slam corporate influence at U.N. climate talks. <i>Washington Post</i>.</p>

		<p><a href="https://www.washingtonpost.com/politics/2022/11/04/environmentalists-slam-corporate-influence-un-climate-talks/">https://www.washingtonpost.com/politics/2022/11/04/environmentalists-slam-corporate-influence-un-climate-talks/</a></p> <p>United Nations, 2015. Paris Agreement. <a href="https://unfccc.int/sites/default/files/english_paris_agreement.pdf">https://unfccc.int/sites/default/files/english_paris_agreement.pdf</a></p> <p><b>Recommended (Graduate Reading)</b>  Cifuentes, S., 2021. Rethinking Climate Governance: Amazonian Indigenous Climate Politics and Integral Territorial Ontologies. <i>Journal of Latin American Geography</i> 20, 131–155.</p>
<p>March 18<sup>th</sup></p>	<p><b>Climate Policy, Governance, and Politics: Canada</b></p>	<p>MacNeil, R., 2021. On the Immorality and Futility of Canadian Climate Policy under Trudeau. <i>Capitalism Nature Socialism</i> 32, 111–129. <a href="https://doi.org/10.1080/10455752.2021.1898653">https://doi.org/10.1080/10455752.2021.1898653</a></p> <p>Reed, G., Brunet, N.D., McGregor, D., Scurr, C., Sadik, T., Lavigne, J., Longboat, S., 2022. Toward Indigenous visions of nature-based solutions: an exploration into Canadian federal climate policy. <i>Climate Policy</i> 22, 514–533. <a href="https://doi.org/10.1080/14693062.2022.2047585">https://doi.org/10.1080/14693062.2022.2047585</a></p> <p>Government of Canada, 2016. Pan-Canadian Framework on Clean Growth and Climate Change. Government of Canada, Ottawa Canada.</p> <p>Government of Manitoba. 2017. Made-in-Manitoba Climate and Green Plan. Winnipeg, MB.</p> <p><b>Recommended (Graduate Reading)</b>  Lucas, A.R., 2022. Canada’s carbon energy overhang. <i>Journal of Energy &amp; Natural Resources Law</i> 40, 17–31. <a href="https://doi.org/10.1080/02646811.2021.2012349">https://doi.org/10.1080/02646811.2021.2012349</a></p>



<b>March 20<sup>th</sup></b>	<b>Voluntary Withdrawal deadline</b>	
March 25 <sup>th</sup>	<b>Presentation preparation</b> <b>No class</b>	No readings
April 1 <sup>st</sup>	Presentations	No readings
April 8 <sup>th</sup>	Presentations	No readings
<b>April 12th to 18th</b>	<b>Final Exam period.</b>	<b>Final paper due April 15<sup>th</sup></b>

### **Evaluative Feedback**

All marks will be posted on UM learn. Let your instructor know immediately if you believe that there has been a marking error. Evaluative feedback will be provided by the voluntary withdrawal date for this course, which is March 22<sup>nd</sup>, 2023.

### **Assignments\***

<b>All Sections</b>	<b>Grades</b>	<b>Due Dates</b>
Reading responses	10%	Undergraduates: Two reading responses due January 15 <sup>th</sup> and 22 <sup>nd</sup> Graduates: Seven reading responses
Final assignment proposal	15%	February 5 <sup>th</sup>
Book Review	25%	February 26 <sup>th</sup>
Presentation	15%	Undergraduates: April 1 <sup>st</sup> or 8 <sup>th</sup> Graduates: TBD
Final Assignment due	25%	April 15 <sup>th</sup>
Class participation**	10%	Ongoing

\* Further details on all assignments will be made available in separate handouts

\*\* Will be based on in class discussion including asking questions during presentation Q&A

### ***Reading responses***

*Undergraduate Students:* Submit two responses to course readings for January 15<sup>th</sup> and 22<sup>nd</sup> (each worth 5%). The responses will be a minimum of 1-page long. Students have the option to revise and resubmit one of their responses.

*Graduate Students:* Submit seven responses to course readings. The responses will be a minimum of 2-pages long. Students have the option to revise and resubmit one of their responses.

### ***Final Assignment Proposal***

*Undergraduate Students:* Students will be required to submit a proposal for their final assignment that includes a 250-word description of their topic plus 5 references they plan to cite.

*Graduate Students:* Submit a proposal that lists the topic of their paper that includes a description (500 words) of their topic including their argument plus 10 references, and target journal.

### **Book Review**

*Undergraduate Students:* Students will complete a book review that applies key concepts related to climate and society. Students can review a fiction or non-fiction book from an approved list. Alternative books must be approved in consultation with the instructor. Students will be given handouts for the assignment three weeks before the due date.

*Graduate Students:* Students will complete a book review that applies key concepts related to climate and society. The book selected should be relevant to your research area and published in 2020 or later.

### **Final Assignment**

*Undergraduate Students:* Students will develop a final project on a topic of their choosing that critically explores the relationship between climate and society through applying key concepts learned throughout the course. Students can choose to submit a research paper (2500 words), or alternately, a short video, or a podcast. The last two must be accompanied by a short-written description (1000 words).

*Graduate Students:* Graduate students will be expected to submit a journal article quality paper (6000 words plus references). The article can be a review of existing research, or an empirical paper based on their own fieldwork.

### **Final Grade**

A total mark of less than 50% in the course will result in a grade of **F**. Marks between 50% and 100% will be graded from **D** to **A+**. Tests will be graded and recorded as a percentage. The final letter grade will be assigned based on the total percentage of available marks.

<b>Letter Grade</b>	<b>Percentage</b>	<b>Letter Grade</b>	<b>Percentage</b>
F	0-49%	B	70-74%
D	50-59%	B+	75-79%
C	60-64%	A	80-89%
C+	65-69%	A+	90-100%

### **Course Policies**

#### **Communication with students**

The University of Manitoba has a new policy on electronic contact with students that requires **all email contact on university business to use students' official University email addresses**. The policy is at:

[http://umanitoba.ca/admin/governance/governing\\_documents/community/electronic\\_communication\\_with\\_students\\_policy.html](http://umanitoba.ca/admin/governance/governing_documents/community/electronic_communication_with_students_policy.html)

#### **Academic regulations and expectations (additional information in Schedule A)**

**Recording Class Seminars:** Dr Nicole Wilson of the University of Manitoba hold copyright over the course materials and lectures that form the components of this course. No audio or video recording of lectures is allowed in any format, openly or surreptitiously, in whole or in part without permission of the Instructor. Course materials are for the participant's private study and research.

### **Academic Dishonesty: Plagiarism, Cheating and Examination Impersonation**

Plagiarism or any other form of cheating in examinations, term tests or academic work is subject to serious academic penalty (e.g., suspension or expulsion from the faculty or university). Cheating in examinations or tests may take the form of copying from another student or bringing unauthorized materials into the exam room (e.g., crib notes, pagers, or cell phones). Exam cheating can also include exam personation. (Please see Exam Personation, found in the Examination Regulations section of the General Academic Regulations). A student found guilty of contributing to cheating in examinations or term assignments is also subject to serious academic penalty.

To plagiarize is to take ideas or words of another person and pass them off as one's own. In short, it is stealing something intangible rather than an object. Plagiarism applies to any written work, in traditional or electronic format, as well as orally or verbally presented work. Obviously, it is not necessary to state the source of well-known or easily verifiable facts, but students are expected to appropriately acknowledge the sources of ideas and expressions they use in their written work, whether quoted directly or paraphrased. This applies to diagrams, statistical tables and the like, as well as to written material, and materials or information from Internet sources.

To provide adequate and correct documentation is not only an indication of academic honesty but is also a courtesy which enables the reader to consult these sources with ease. Failure to provide appropriate citations constitutes plagiarism. It will also be considered plagiarism and/or cheating if a student submits a term paper written in whole or in part by someone other than him/herself or copies the answer or answers of another student in any test, examination, or take-home assignment.

Working with other students on assignments, laboratory work, take-home tests, or on-line tests, when this is not permitted by the instructor, can constitute Inappropriate Collaboration and may be subject to penalty under the [Student Discipline By-Law](#).

An assignment which is prepared and submitted for one course should not be used for a different course. This is called "duplicate submission" and represents a form of cheating because course requirements are expected to be fulfilled through original work for each course.

When in doubt about any practice, ask your professor or instructor.

The Student Advocacy Office, 519 University Centre, 474-7423, is a resource available to students dealing with Academic Integrity matters.

**Academic Supports:** The University of Manitoba provides many services and supports to encourage good scholarship and encourage all members and students to maintain a respectful work and learning environment. Policies have been developed regarding threatening behavior, or

assaults whether verbal or physical to support victims and discipline offenders. For more information on these see Schedule A attached and available on the UM Learn site.

**Department Policies**

<http://umanitoba.ca/faculties/environment/departments/geography/index.html>

**Student Advocacy** - <http://umanitoba.ca/student/advocacy/>; 520 University Centre; 204 474 7423; [student\\_advocacy@umanitoba.ca](mailto:student_advocacy@umanitoba.ca)

## SCHEDULE A

### Academic Supports

**Writing and Learning Support:** The Academic Learning Centre (ALC) offers services that may be helpful to you throughout your academic program. Through the ALC, you can meet with a learning specialist to discuss concerns such as time management, learning strategies, and test-taking strategies. The ALC also offers peer supported study groups called Supplemental Instruction (SI) for certain courses that students have typically found difficult. In these study groups, students have opportunities to ask questions, compare notes, discuss content, solve practice problems, and develop new study strategies in a group-learning format.

You can also meet one-to-one with a writing tutor who can give you feedback at any stage of the writing process, whether you are just beginning to work on a written assignment or already have a draft. If you are interested in meeting with a writing tutor, reserve your appointment two to three days in advance of the time you would like to meet. Also, plan to meet with a writing tutor a few days before your paper is due so that you have time to work with the tutor's feedback. These Academic Learning Centre services are free for U of M students. For more information, please visit the Academic Learning Centre website at: <http://umanitoba.ca/student/academiclearning/>

You can also contact the Academic Learning Centre by calling 204-480-1481 or by visiting 201 Tier Building.

**University of Manitoba Libraries (UML)** - As the primary contact for all research needs, your liaison librarian can play a vital role when completing academic papers and assignments. Liaisons can answer questions about managing citations, or locating appropriate resources, and will address any other concerns you may have, regarding the research process. Liaisons can be contacted by email or phone, and are also available to meet with you in-person. A complete list of liaison librarians can be found by subject: <http://bit.ly/WcEbA1> or name: <http://bit.ly/1tJ0bB4>.

In addition, general library assistance is provided in person at 19 University Libraries, located on both the Fort Garry and Bannatyne campuses, as well as in many Winnipeg hospitals. For a listing of all libraries, please consult the following: <http://bit.ly/1sXe6RA>. When working remotely, students can also receive help online, via the Ask-a-Librarian chat found on the Libraries' homepage: [www.umanitoba.ca/libraries](http://www.umanitoba.ca/libraries)

### Mental Health

**For 24/7 mental health support, contact the Mobile Crisis Service at 204-940-1781.**

**Student Counseling Centre:** Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life

concerns. SCC offers crisis services as well as individual, couple, and group counselling. <http://umanitoba.ca/student/counselling/>; 474 University Centre; S207 Medical Services; (204) 474-8592

**Student Support Case Management:** Contact the Student Support Case Management team if you are concerned about yourself or another student and don't know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team. <http://umanitoba.ca/student/case-manager/index.html>; 520 University Centre; (204) 474-7423

**University Health Service:** Contact UHS for any medical concerns, including mental health problems. UHS offers a full range of medical services to students, including psychiatric consultation. <http://umanitoba.ca/student/health/>; 104 University Centre, Fort Garry Campus; (204) 474-8411 (Business hours or after hours/urgent calls)

**Health and Wellness:** Contact our Health and Wellness Educator if you are interested in information on a broad range of health topics, including physical and mental health concerns, alcohol and substance use harms, and sexual assault. <http://umanitoba.ca/student/health-wellness/welcome.html>; 469 University Centre; (204) 295-9032

**Live Well @ UofM:** For comprehensive information about the full range of health and wellness resources available on campus, visit the Live Well @ UofM site: <http://umanitoba.ca/student/livewell/index.html>

**Copyright Information** - All students are required to respect copyright as per Canada's *Copyright Act*. Staff and students play a key role in the University's copyright compliance as we balance user rights for educational purposes with the rights of content creators from around the world. The Copyright Office provides copyright resources and support for all members of the University of Manitoba community. For more information: <http://umanitoba.ca/copyright>

## **Rights and Responsibilities**

**Your rights and responsibilities:** As a student of the University of Manitoba you have rights and responsibilities. It is important for you to know what you can expect from the University as a student and to understand what the University expects from you. Become familiar with the policies and procedures of the University and the regulations that are specific to your faculty, college or school.

The [Academic Calendar](http://umanitoba.ca/student/records/academiccalendar.html) <http://umanitoba.ca/student/records/academiccalendar.html> is one important source of information. View the sections *University Policies and Procedures* and *General Academic Regulations*.

While all the information contained in these two sections is important, the following information is highlighted.

If you have questions about your grades, talk to your instructor. There is a process for term work and final **grade appeals**. Note that you have the right to access your final examination scripts. See the Registrar's Office website for more information including appeal deadline dates and the appeal form: <http://umanitoba.ca/registrar/>

You are expected to view the General Academic Regulation section within the Academic Calendar and specifically read the **Academic Integrity** regulation. Consult the course syllabus or ask your instructor for additional information about demonstrating academic integrity in your academic work. Visit the Academic Integrity Site for tools and support <http://umanitoba.ca/academicintegrity/> View the **Student Academic Misconduct** procedure for more information.

The University is committed to a respectful work and learning environment. You have the right to be treated with respect and you are expected to conduct yourself in an appropriate respectful manner. Policies governing behavior are included in the next section.

## **Policies and Services Information**

### **Respectful Work and Learning Environment:**

[http://umanitoba.ca/admin/governance/governing\\_documents/community/230.html](http://umanitoba.ca/admin/governance/governing_documents/community/230.html)

### **Student Discipline**

[http://umanitoba.ca/admin/governance/governing\\_documents/students/student\\_discipline.html](http://umanitoba.ca/admin/governance/governing_documents/students/student_discipline.html)  
and,

### **Violent or Threatening Behaviour**

[http://umanitoba.ca/admin/governance/governing\\_documents/community/669.html](http://umanitoba.ca/admin/governance/governing_documents/community/669.html)

If you experience **Sexual Assault** or know a member of the University community who has, it is important to know there is a policy that provides information about the supports available to those who disclose and outlines a process for reporting. The **Sexual Assault** policy may be found at: [http://umanitoba.ca/admin/governance/governing\\_documents/community/230.html](http://umanitoba.ca/admin/governance/governing_documents/community/230.html) | More information and resources can be found by reviewing the Sexual Assault site <http://umanitoba.ca/student/sexual-assault/>

**Intellectual Property** - For information about rights and responsibilities regarding **Intellectual Property** view the policy:

[http://umanitoba.ca/admin/governance/media/Intellectual\\_Property\\_Policy\\_-\\_2013\\_10\\_01.pdf](http://umanitoba.ca/admin/governance/media/Intellectual_Property_Policy_-_2013_10_01.pdf)