

JPG 1621H Fall 2020

Innovation and Governance

Tuesdays, 10:00 AM - 12:00 PM
Room SS 5017A (Sidney Smith Hall)

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Course Description

The course discusses a broad range of topics related to innovation and governance including (i) technological change and its social and economic consequences, (ii) the spatial effects, which result from this, and (iii) necessities for innovation policies at different territorial levels. As the international competitiveness of industrial economies cannot be based on cost advantages alone, future growth in the knowledge-based economy will increasingly rely on capabilities related to knowledge generation and innovation. As a consequence, questions of performance in innovation and economic support policy will become decisive at the firm, regional-state and national-state levels.

The seminar is divided into three main parts. The first part deals with conceptual foundations of innovation, and explores the connection between economic learning, knowledge creation and innovation processes. In the second part, innovation and governance are investigated in territorial context, ranging from national and subnational innovation systems to permanent and temporary clusters and varieties of capitalism. The third part of the course discusses aspects of transnational innovation processes and multilevel governance challenges. The seminar develops a relational perspective of institution-building and territorial governance, which helps to understand corporate, inter-firm, trans-local and cross-national innovation processes.

The course is inter-disciplinary in nature and uses literature from a number of different fields dealing with innovation, governance and its consequences in economic and social life. The course is thus of interest to students in Economics, Geography, History and Philosophy of Science and Technology, Management, Political Science and Sociology.

Learning Outcomes

By the end of this course, students will 1. understand how innovation processes are shaped by economic and non-economic forces and specific institutional contexts, 2. understand how innovation processes unfold in industrial and territorial governance systems, 3. understand principles of innovation policy and governance at different spatial scales.

Course Organization

This course has a seminar format. The individual seminars will be held in-class and also live-streamed through BB Collaborate (there will be no seminar during Reading Week, November 9-13).

Course evaluation will be based on a [seminar presentation](#) and two research components: a [research proposal](#) (2 pages double-spaced plus annotated bibliography) and a [research paper](#) (20-25 pages double-spaced). Active [seminar participation](#) will also be marked.

The written assignments should be submitted online through the Quercus-based course website where they will be checked through Turnitin.com. The due dates and weights for the assignments are noted below.

Quercus

The course uses the management system Quercus which helps to establish efficient communication between instructor and students. One of its advantages is that students can access their marks at any time on an individual basis. Questions related to the course should be directed to the instructor. An answer will usually be provided within 1-2 days, except for the weekend. In urgent cases, students should discuss issues with the instructor in person or by telephone.

To access the Quercus-based course website, go to the [UofT portal login page](#) and log in using your [UTORid](#) and password.

Once you have logged into the portal using your UTORid and password, you will find a link on the Quercus “Dashboard” to this course website, along with links to all your other Quercus-based courses. At times, the instructor may decide to send out important course information by e-mail. To this end, all UofT students are required to have a valid UofT e-mail address. You are responsible for ensuring that your UofT e-mail address is set up and properly entered in the ACORN system.

Assignments and Evaluation

[Assignment 1 – Paper Proposal \(2 pages double-spaced plus annotated bibliography\)](#)

Due date October 20 (class 7); weight: 20%

The paper proposal should introduce the topic, put forward the main question or problem to be addressed, provide a structure of the argument to be advanced, and indicate the conceptual framework used to structure the research. An annotated bibliography should be attached to the proposal that gives an overview of the sources to be used.

For the research proposal and research paper, students are expected to choose a topic, which is closely linked to the context of the course, and relate this topic to empirical cases in Canada and/or the US (if possible). Students should aim to conduct a comparative study. This could be an investigation of an industry in two countries or in two regions; a study of the differences in the organization of regional innovation conditions; or a study comparing specific aspects of two innovation systems. For instance, students could compare the organization of innovation in two regional clusters in Canada, or compare the institutional basis of innovation in a specific industry in two Canadian and/or US regions. Often the rule is: the more specific the research question, the better.

[Assignment 2 – Research Paper \(20-25 pages double-spaced\)](#)

Due date December 4 (after class 12); weight: 60%

It is expected that this proposal and the comments received on it will provide the basis for the research paper due in the last week of classes.

Evaluation Criteria for Written Assignments:

1. Clarity in writing and referencing. The paper is expected to be free of spelling and grammatical errors. A recognized referencing style must be used in a consistent manner; references are always to be cited accurately in the paper. If references appear in the body of the paper but not in the “references cited” list and vice versa, this will negatively impact the grade.
2. Clarity and logic in structure. The paper should be written in a coherent, logical manner. The logic of the structure is determined by the goal, which is to test a hypothesis, answer a research question or defend a thesis statement.
3. Precision and accuracy. Precision means saying exactly and specifically what you mean, avoiding vague generalities. Accuracy refers to absence of major factual errors.
4. Analysis. Student papers are expected to demonstrate originality in thought and to summarize and assess information in a critical, objective manner. The term paper will be evaluated on the defensibility of their analysis in terms of their use of evidence and logical coherence.

Assignment 3 – Presentation and Seminar Participation

Weight: 20%

Course readings will be presented and discussed in class. Presentations and active seminar participation will be equally considered. Students who miss more than two classes without acceptable reasoning and documentation, such as a doctor’s or a registrar’s note, will receive 0% on their seminar participation mark.

Late Penalties

For lateness, a penalty of 3% per day will be deducted from the mark for the first 7 days. After this 7-day period, papers will receive a grade of 0%. Extensions without penalty will be granted for reasons of accommodation, illness or emergencies when appropriate documentation is submitted to the instructor. Reweighting of assignments/grades is not permitted.

Turnitin.com

The course uses Turnitin.com, a web-based program to deter plagiarism and ensure academic integrity. Normally, students will be required to submit their written assignments to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of the Turnitin.com service are described on the Turnitin.com website.

If, as a student, you object to using Turnitin.com, please see the course instructor to establish appropriate alternative arrangements for submission of your written assignments. This must be done at least 4 weeks before the submission deadline.

Plagiarism is a serious academic offence and will be dealt with accordingly. For further clarification and information on plagiarism, see the [University of Toronto’s policy on Plagiarism](#).

The submission of written assignments to Turnitin.com is done through the Quercus-based website, without the need to register separately with Turnitin.com. Students have to select “Assignments” from the Quercus course menu and click the corresponding link to upload and submit their assignments (“Submit Assignment”). Help regarding this process is available through the Quercus “Help” menu or help.desk@utoronto.ca.

Required Text

(a) The readings for this course consist of chapters from an edited book plus additional readings. All required readings are accessible online by clicking the link “Library Course Reserves” on the Quercus-based course website. Readings marked by an asterisk (*) below are core readings which all students are required to read. Graduate students are expected to read 1-2 additional texts per week.

(b) The core reading of the course is the following edited book: Bathelt, H., Cohendet, P., Henn, S. and Simon, L. (Eds.) (2017): *The Elgar Companion to Innovation and Knowledge Creation*. Cheltenham, Northampton (MA): Edward Elgar. The book is available as eBook through the [UofT library catalog](#). It is also available for individual purchase as eBook through eBooks.com and Google Play eBooks for \$70-80.

Weekly Course Schedule

A. Learning, knowledge creation and innovation

1. Innovation as a process
2. Concept and measurement of innovation
3. Innovation and creativity
4. Innovation and institutions
5. Innovation, learning and networking

B. Innovation and governance in territorial context

6. Spatiality of innovation and innovation systems
7. Different dynamics in national innovation systems
8. Varieties of capitalism and institutional complementarities
9. Innovation in permanent and temporary clusters
10. Subnational innovation and governance

C. Transnational innovation and multilevel governance challenges

11. Global networks of innovation
12. Multilevel governance and innovation policy

Readings

Topic 1 – Innovation as a process

*Bathelt, H., Cohendet, P., Henn, S. and Simon, L. (2017): Innovation and knowledge creation: Challenges to the field. In: Bathelt, H., Cohendet, P., Henn, S. and Simon, L. (Eds.): *The Elgar Companion to Innovation and Knowledge Creation*. Cheltenham, Northampton (MA): Edward Elgar. Chapter 1.

Dosi, G. (1988): The nature of the innovative process. In: Dosi, G., Freeman, C., Nelson, R. R., Silverberg, G. and Soete, L. L. G. (Eds.): *Technical Change and Economic Theory*. London, New York: Pinter, pp. 221-238.

Pavitt, K. (2005): Innovation process. In: Fagerberg, J., Mowery, D. C. and Nelson, R. R. (Eds.): *The Oxford Handbook of Innovation*. Oxford: Oxford University Press, pp. 86-114.

Rigby, D. K., Gruver, K. and Allen, J. (2009): Innovation in turbulent times. *Harvard Business Review* 87 (6): 79-86.

Schumpeter, J. (2003): The process of creative destruction. In: Schumpeter, J. (Ed.): *Capitalism, Socialism and Democracy*. London and New York: Routledge (first published in 1943), pp. 81-86.

Topic 2 – Concept and measurement of innovation

*Cohendet, P. and Simon, L. (2017): Concepts and models of innovation. In: Bathelt, H., Cohendet, P., Henn, S. and Simon, L. (Eds.): *The Elgar Companion to Innovation and Knowledge Creation*. Cheltenham, Northampton (MA): Edward Elgar. Chapter 3.

*Lhuillery, S., Raffo, J. and Hamdan-Livramento, I. (2017): Measurement of innovation. In: Bathelt, H., Cohendet, P., Henn, S. and Simon, L. (Eds.): *The Elgar Companion to Innovation and Knowledge Creation*. Cheltenham, Northampton (MA): Edward Elgar. Chapter 7.

*Glückler, J. (2017): Services and innovation. In: Bathelt, H., Cohendet, P., Henn, S. and Simon, L. (Eds.): *The Elgar Companion to Innovation and Knowledge Creation*. Cheltenham, Northampton (MA): Edward Elgar. Chapter 17.

Burger-Helmchen, T. and Hussler, C. (2017): Reverse innovation. In: Bathelt, H., Cohendet, P., Henn, S. and Simon, L. (Eds.): *The Elgar Companion to Innovation and Knowledge Creation*. Cheltenham, Northampton (MA): Edward Elgar. Chapter 5.

Vanhaverbeke, W. (2017): Broadening the concept of open innovation. In: Bathelt, H., Cohendet, P., Henn, S. and Simon, L. (Eds.): *The Elgar Companion to Innovation and Knowledge Creation*. Cheltenham, Northampton (MA): Edward Elgar. Chapter 6.

Topic 3 - Innovation and creativity

*Cohendet, P., Parmentier, G. and Simon, L. (2017): Managing knowledge, creativity, and innovation. In: Bathelt, H., Cohendet, P., Henn, S. and Simon, L. (Eds.): *The Elgar Companion to Innovation and Knowledge Creation*. Cheltenham, Northampton (MA): Edward Elgar. Chapter 13.

*Desrochers, P., Leppala, S. and Szurmak, J. (2017): Urban diversity and innovation. In: Bathelt, H., Cohendet, P., Henn, S. and Simon, L. (Eds.): *The Elgar Companion to Innovation and Knowledge Creation*. Cheltenham, Northampton (MA): Edward Elgar. Chapter 14.

Grandadam, D., Cohendet, P. and Simon, L. (2013): Places, spaces and the dynamics of creativity: The video game industry in Montreal. *Regional Studies* 17: 1701-1714.

Roberts, J. (2017): Community, creativity and innovation. In: Bathelt, H., Cohendet, P., Henn, S. and Simon, L. (Eds.): *The Elgar Companion to Innovation and Knowledge Creation*. Cheltenham, Northampton (MA): Edward Elgar. Chapter 21.

Topic 4 - Innovation and institutions

*Glückler, J. and Bathelt, H. (2017): Institutional context and innovation. In: Bathelt, H., Cohendet, P., Henn, S. and Simon, L. (Eds.): *The Elgar Companion to Innovation and Knowledge Creation*. Cheltenham, Northampton (MA): Edward Elgar. Chapter 8.

*Douglas, Y. and Hargadon, A. (2017): Domesticating innovation – Designing revolutions. In: Bathelt, H., Cohendet, P., Henn, S. and Simon, L. (Eds.): *The Elgar Companion to Innovation and Knowledge Creation*. Cheltenham, Northampton (MA): Edward Elgar. Chapter 10.

*Cantner, U. and Vannuccini, S. (2017): Innovation and lock-in. In: Bathelt, H., Cohendet, P., Henn, S. and Simon, L. (Eds.): The Elgar Companion to Innovation and Knowledge Creation. Cheltenham, Northampton (MA): Edward Elgar. Chapter 11.

Barley, S. R. and Tolbert, P. S. (1997): Institutionalization and structuration: Studying the links between action and institution. *Organization Studies* 18: 93-117.

North, D. C. (1991): Institutions. *Journal of Economic Perspectives* 5: 97-112.

Setterfield, M. (1993): A model of institutional hysteresis. *Journal of Economic Issues* 27: 755-774.

Topic 5 - Innovation, learning and networking

*Ferrary, M. and Granovetter, M. (2017): Social networks and innovation. In: Bathelt, H., Cohendet, P., Henn, S. and Simon, L. (Eds.): The Elgar Companion to Innovation and Knowledge Creation. Cheltenham, Northampton (MA): Edward Elgar. Chapter 20.

*Vellera, C., Vernet, E. and Ogawa, S. (2017): The user innovation phenomenon. In: Bathelt, H., Cohendet, P., Henn, S. and Simon, L. (Eds.): The Elgar Companion to Innovation and Knowledge Creation. Cheltenham, Northampton (MA): Edward Elgar. Chapter 23.

*Li, P. (2017): Horizontal learning. In: Bathelt, H., Cohendet, P., Henn, S. and Simon, L. (Eds.): The Elgar Companion to Innovation and Knowledge Creation. Cheltenham, Northampton (MA): Edward Elgar. Chapter 24.

Cohendet, P., Grandadam, D., Simon, L. and Capdevila, I. (2014): Epistemic communities, localization and the dynamics of knowledge creation. *Journal of Economic Geography* 14: 929-954.

Lundvall, B.-Å and Johnson, B. (1994): The learning economy. *Journal of Industry Studies* 1: 23-42.

Topic 6 - Spatiality of innovation and innovation systems

*Torre, A. and Rallet, A. (2005): Proximity and localization. *Regional Studies* 39: 47-59.

*Lundvall, B.-Å. (2017): National innovation systems and globalization. In: Bathelt, H., Cohendet, P., Henn, S. and Simon, L. (Eds.): The Elgar Companion to Innovation and Knowledge Creation. Cheltenham, Northampton (MA): Edward Elgar. Chapter 29.

*Bathelt, H. and Henn, S. (2017): National and regional innovation systems. In: Bathelt, H., Cohendet, P., Henn, S. and Simon, L. (Eds.): The Elgar Companion to Innovation and Knowledge Creation. Cheltenham, Northampton (MA): Edward Elgar. Chapter 28.

Archibugi, D., Howells, J. and Michie, J. (1999): Innovation systems and policy in a global economy. In: Archibugi, D., Howells, J. and Michie, J. (Eds.): *Innovation Policy in a Global Economy*. Cambridge: Cambridge University Press, pp. 1-17.

Boschma, R. (2005): Proximity and innovation: A critical assessment. *Regional Studies* 39: 61-74.

Breschi, S. and Malerba, F. (1997): Sectoral innovation systems: Technological regimes, Schumpeterian dynamics and spatial boundaries. In: Edquist, C. (Ed.): *Systems of Innovation. Technologies, Institutions, and Organizations*. London, Washington: Pinter, pp. 130-156.

Lundvall, B.-Å. and Maskell, P. (2000): Nation states and economic development: From national systems of production to national systems of knowledge creation and learning. In: Clark, G. L., Feldman, M. P. and Gertler, M. S. (Eds.): *The Oxford Handbook of Economic Geography*. Oxford: Oxford University Press, pp. 353-372.

Topic 7 - Different dynamics in national innovation systems

*Chesnais, F. (1993): The French national innovation system. In: Nelson, R. R. (Ed.): *National Innovation Systems: A Comparative Analysis*. Oxford: Oxford University Press, pp. 192-229.

*Walker, W. (1993): National innovation systems: Britain. In: Nelson, R. R. (Ed.): *National Innovation Systems: A Comparative Analysis*. Oxford: Oxford University Press, pp. 158-191.

Campbell, J. L. and Pedersen, O. K. (2014): *The National Origins of Policy Ideas: Knowledge Regimes in the United States, France, Germany, and Denmark*. Princeton: Princeton University Press (Chapter 3: The decline of dirigisme in France, pp. 84-128).

Topic 8 - Varieties of capitalism and institutional complementarities

*Hall, P. A. and Soskice, D. (2001): An introduction to varieties of capitalism. In: Hall, P. A. and Soskice, D. (Eds.): *Varieties of Capitalism: The Institutional Foundations of Comparative Advantage*. Oxford, New York: Oxford University Press, pp. 1-68.

Block, F. and Keller, M. R. (2008): [Where Do Innovations Come From? Transformations in the US National Innovation System, 1970-2006](#). Working Papers in Technology Governance and Economic Dynamics, No. 35. Tallinn: Tallinn University of Technology.

Green, S. and Paterson, W. E. (2005): Introduction: Semisovereignty challenged. In: Green, S. and Paterson, W. E. (Eds.): *Governance in Contemporary Germany: The Semisovereign State Revisited*. Cambridge: Cambridge University Press, pp. 1-20.

Mowery, D. C. (1998): The changing structure of the US national system: Implications for international conflict and cooperation in R&D policy. *Research Policy* 27: 639-654.

Niosi, J. (2000): *Canada's National System of Innovation*. Montreal, Kingston: McGill-Queen's University Press. Chapter 2: Canada's R&D System.

Topic 9 - Innovation in permanent and temporary clusters

*Bathelt, H., Malmberg, A. and Maskell, P. (2004): Clusters and knowledge: Local buzz, global pipelines and the process of knowledge-creation. *Progress in Human Geography* 28: 31-56.

*Bathelt, H. (2017): Trade fairs and innovation. In: Bathelt, H., Cohendet, P., Henn, S. and Simon, L. (Eds.): *The Elgar Companion to Innovation and Knowledge Creation*. Cheltenham, Northampton (MA): Edward Elgar. Chapter 31.

*Golfetto, F. and Rinallo, D. (2017): Innovation through trade show concertation. In: Bathelt, H., Cohendet, P., Henn, S. and Simon, L. (Eds.): *The Elgar Companion to Innovation and Knowledge Creation*. Cheltenham, Northampton (MA): Edward Elgar. Chapter 32.

Callon, M. (2017): Markets, marketization and innovation. In: Bathelt, H., Cohendet, P., Henn, S. and Simon, L. (Eds.): *The Elgar Companion to Innovation and Knowledge Creation*. Cheltenham, Northampton (MA): Edward Elgar. Chapter 36.

Grabher, G. and Ibert, O. (2017): Knowledge collaboration in virtual communities. In: Bathelt, H., Cohendet, P., Henn, S. and Simon, L. (Eds.): The Elgar Companion to Innovation and Knowledge Creation. Cheltenham, Northampton (MA): Edward Elgar. Chapter 33.

Malmberg, A. and Maskell, P. (2002): The elusive concept of localization economies: Towards a knowledge-based theory of spatial clustering. *Environment and Planning A* 34: 429-449.

Martin, R. and Sunley, P. (2003): Deconstructing clusters: Chaotic concept or policy panacea? *Journal of Economic Geography* 3: 5-35.

Porter, M. E. (1990): *The Competitive Advantage of Nations*. New York: Free Press. Chapter 3: Determinants of National Competitive Advantage.

Topic 10 - Subnational innovation and governance

*Asheim, B. T. and Isaksen, A. (1997): Location, agglomeration and innovation: Towards regional innovation systems in Norway? *European Planning Studies* 5: 299-330.

*Bramwell, A., Nelles, J. and Wolfe, D. A. (2008): Knowledge, innovation and institutions: Global and local dimensions of the ICT cluster in Waterloo, Canada. *Regional Studies* 42: 101-116.

*Shearmur, R. (2017): Urban bias in innovation studies. In: Bathelt, H., Cohendet, P., Henn, S. and Simon, L. (Eds.): The Elgar Companion to Innovation and Knowledge Creation. Cheltenham, Northampton (MA): Edward Elgar. Chapter 27.

Bathelt, H., Kogler, D. F. and Munro, A. K. (2011): Social foundations of regional innovation and the role of university spin-offs. *Industry and Innovation* 18: 461-486.

Cooke, P. (2004): Introduction: Origins of the concept. In: Braczyk, H.-J., Cooke, P. and Heidenreich, M. (Eds.): *Regional Innovation Systems: The Role of Governances in a Globalized World*. 2nd Edition. London: UCL Press, pp. 2-25.

Ghent-Mallet, J. (2004): Silicon Valley North: The formation of the Ottawa innovation cluster. In: Shavinina, L. V. (Ed.): *Silicon Valley North: A High-Tech Cluster of Innovation and Entrepreneurship*. St. Louis: Elsevier, pp. 21-31.

Gillette, F., Brady, D. and Winter, C. (2013): The rise and fall of BlackBerry: An oral history. *Bloomberg Businessweek*, December 5.

Topic 11 - Global networks of innovation

*Henn, S. and Bathelt, H. (2017): Transnational entrepreneurs and global knowledge transfer. In: Bathelt, H., Cohendet, P., Henn, S. and Simon, L. (Eds.): The Elgar Companion to Innovation and Knowledge Creation. Cheltenham, Northampton (MA): Edward Elgar. Chapter 39.

*Van Assche, A. (2017): Global value chains and innovation. In: Bathelt, H., Cohendet, P., Henn, S. and Simon, L. (Eds.): The Elgar Companion to Innovation and Knowledge Creation. Cheltenham, Northampton (MA): Edward Elgar. Chapter 45.

*Herod, A., Pickren, G., Rainnie, A. and McGrath-Champ, S. (2017): Innovation, development and global destruction networks. In: Bathelt, H., Cohendet, P., Henn, S. and Simon, L. (Eds.): The Elgar Companion to Innovation and Knowledge Creation. Cheltenham, Northampton (MA): Edward Elgar. Chapter 46.

Coe, N. M. and Bunnell, T. G. (2003): 'Spatializing' knowledge communities: Towards a conceptualisation of transnational innovation networks. *Global Networks* 3: 437-456.

Gereffi, G., Humphrey, J. and Sturgeon, T. (2005): The governance of global value chains. *Review of International Political Economy* 12 (1): 78-104.

Hsu, J.-y. and Saxenian, A. (2000): The limits to guanxi capitalism: Transnational collaboration between Taiwan and the US. *Environment and Planning A* 32: 1991-2005.

Topic 12 - Multilevel governance and innovation policy

*Hooghe, L. and Marks, G. (2003): Unraveling the central state, but how? Types of multi-level governance. *American Political Science Review* 97 (2): 233-243.

*Bradford, N. and Wolfe, D. (2017): Learning through governance. In: Bathelt, H., Cohendet, P., Henn, S. and Simon, L. (Eds.): *The Elgar Companion to Innovation and Knowledge Creation*. Cheltenham, Northampton (MA): Edward Elgar. Chapter 44.

Bathelt, H. and Glückler, J. (2011): *The Relational Economy: Geographies of Knowing and Learning*. Oxford: Oxford University Press. Chapter 11: Consequences of Relational Policies.

Feldman, M and Lowe, N. (2017): Innovation, governance and place. In: Bathelt, H., Cohendet, P., Henn, S. and Simon, L. (Eds.): *The Elgar Companion to Innovation and Knowledge Creation*. Cheltenham, Northampton (MA): Edward Elgar. Chapter 42.

Legendijk, A. and Cornford, J. (2000): Regional institutions and knowledge – Tracking new forms of regional development policy. *Geoforum* 31: 209-218.

Wolfe, D. A. and Gertler, M. S. (2004): Clusters from the inside and out: Local dynamics and global linkages. *Urban Studies* 41: 1071-1093.

Geography & Planning Graduate Course Policies

Important Dates

Graduate courses are normally a minimum of 2-3 hours/week for 12 weeks. Reading week is optional for graduate courses. If observed, the instructor will inform the class and provide a make-up date for the missed class.

Fall 2020

July 30, 2020	Course enrolment opens
September 8, 2020	F (fall) and Y (fall-winter) session graduate courses and seminars begin
September 11, 2020	Final registration deadline
September 21, 2020	Deadline to add F (fall) and Y (fall-winter) session courses
October 26, 2020	Deadline to drop Fall courses
October-November 2020	Undergraduate reading week*

Winter 2020

January 4, 2021	S (winter) session graduate courses and seminars begin
January 13, 2021	Grades for F (fall) courses available for viewing on ACORN
January 18, 2021	Deadline to add S (winter) session courses
February 22, 2021	Deadline to drop S (winter) and Y (fall-winter) session courses
April 16, 2021	Grade deadline for students graduating in June 2021

Summer 2021

May 3, 2021	Summer F (May-June) and Y (May-August) session graduate courses and seminars begin
May 19, 2021	Grades for S (winter) and Y (fall-winter) courses available for viewing on ACORN
May 28, 2021	Final date to drop F (May-June) session courses without academic penalty
June 7, 2021	Summer S (July-August) session graduate courses and seminars begin
July 14, 2021	Grades for F (May-June) courses available for viewing on ACORN

* Reading week applies to undergraduate programs, and is optional for graduate courses, at the discretion of the instructor. If observed, the instructor will inform the class and provide a make-up date for the missed class. This may include an extra class at the end of term. Fall reading week dates: UTSC – October 10-16; UTM – October 13-16; UTSG – November 9-13. Winter reading week dates: UTSC – February 13-19; UTM – February 16-19; UTSG – February 16-19.

Course Syllabi

A final course syllabus, which includes all assignments, deadlines and weighting of methods of evaluation, must be made available to all students enrolled in the course as early as possible, no later than the deadline for enrolling in classes. Changes to the methods of evaluation or their relative weights cannot be made after this date without the consent of a simple majority of students in the class, provided a vote is announced at the previous class meeting.

Late Assignments

Instructors are not obligated to accept late work, except where there are legitimate, documented reasons beyond a student's control. In such cases a late penalty is not normally applied. In all other circumstances, if an instructor intends to accept and apply penalties to late assignments this will be clearly set out in the syllabus.

Attendance and Participation

Although attendance makes up no more than 20% of the final course grade, regular and consistent attendance in graduate courses is expected. Most graduate courses are seminar style classes, which involve collaborative work and in-class discussions with other students and instructors. Students who are unable to attend class each week must inform the instructor as early as possible.

Accessibility and Accommodations

The University of Toronto is committed to accessibility. If you require accommodations because you are disabled, or have any accessibility concerns about the course, the classroom or course materials, please contact [Accessibility Services](#) as soon as possible.

Where there is an accommodation recommended by Accessibility Services, the department and/or instructors will be provided with an accommodation letter.

Academic Integrity

Academic misconduct by graduate students is taken very seriously. The University's policy on academic misconduct is found in the Code of Behaviour on Academic Matters (the Code). Students in graduate studies are expected to commit to the highest standards of integrity and to understand the importance of protecting and acknowledging intellectual property. For example, it is assumed that they bring to their graduate studies a clear understanding of how to cite references appropriately, thereby avoiding plagiarism.

Regarding plagiarism, the Code includes the following statements:

B.i.1. It shall be an offence for a student knowingly:

(d) to represent as one's own idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e., to commit plagiarism.

Wherever in the Code an offence is described as depending on "knowing," the offence shall likewise be deemed to have been committed if the person ought reasonably to have known.

Other academic offences include the possession and/or use of unauthorized aids in examinations, submitting the same paper for different courses, forgery (whether of academic records or other documents), concocting facts or references to sources, personating someone, and other forms of cheating and academic dishonesty. Please refer to sections B.i.1. and B.i.3. in the Code for detailed descriptions of offences applicable to students.

The [SGS Academic Integrity Resources](#) webpage outlines the policy on academic misconduct and the process for handling an allegation of academic misconduct.

Coursework Extensions

The authority to grant an extension to submit coursework beyond the sessional grade deadline is with the department and not the instructor of the course. To request a formal extension, students must submit a Coursework Extension Form, completed by both the student and course instructor, to the relevant graduate department prior to the final grade deadline.

In order to ensure fairness in granting extensions, the department must be reasonably certain that:

- The reasons for delay are serious and substantiated.
- The student is not granted unfair advantage over other students in the course.
- The student has a reasonable chance of completing the outstanding work within the time allotted.
- The normal and satisfactory completion of any new coursework is not in jeopardy.

Extension requests for medical reasons (e.g. short-term illness) must be accompanied by a medical note.

Extension requests for students with accommodations due to disability must be supported by documentation from Accessibility Services. Extension requests for other reasons must be detailed in the form or a note to the department.

Religious Accommodations

Students must alert instructors in a timely fashion to any upcoming religious observances and anticipated absences. Instructors will make every reasonable effort to avoid scheduling tests, exams or other compulsory activities at these times. In the case of an unavoidable conflict with a compulsory activity, every reasonable effort is made to give students the opportunity to make up missed work.

Course Enrolment and Quercus

Acorn is the only indicator of official course enrolment; Quercus is not. Students enrolled in Acorn will be automatically populated to a course's Quercus site within 24 hours of enrolling. In some cases, if a student is on a course wait list or there is another delay in processing registration an instructor may give a student access to Quercus as a guest. This will not constitute official enrolment and students are responsible for making sure the course is added correctly using Acorn.

Auditing

Students who wish to audit a course must obtain permission directly from the course instructor within the first week of class. Permission is subject to available space and can only be granted by the course instructor.

Only registered students at the University of Toronto may audit courses. Auditing entitles a student to attend lectures only. Students may not submit any written work, attend labs/tutorials or write tests/exams. The student will not be enrolled in the course and the course will not appear on their transcript. The department does not provide certificates of attendance.

Reading Courses

Reading courses allow students to complete coursework in topics not covered by current course offerings in Geography or Planning. The [Reading Course Form](#) must be accompanied by a brief course outline.

Copyright in Instructional Settings

If a student wishes to record (tape, video, photograph, etc.) any lecture presentations or other similar materials provided by the instructor; the instructor's written consent must be obtained beforehand. Otherwise, all such reproduction is infringement of copyright and prohibited. In the case of private use by students with disabilities, the instructor's consent shall not be unreasonably withheld.