



## Places, Boundaries, Movements & Environmental Change

### GINs 3020B Winter 2020



**Instructor:** M. Steckley, [marylynn.steckley@carleton.ca](mailto:marylynn.steckley@carleton.ca)

**Teaching Assistant:** Haileigh Yome, [haileighyome@cmail.carleton.ca](mailto:haileighyome@cmail.carleton.ca)

**Lectures:** Thurs 2:35-5:25, ME4499

**Prerequisite:** 3rd Year Standing

**Office Hours:** Thurs 5:30-6:30pm, Richcraft Hall 1401R-B & phone appoint.



**Course Overview:** Environmental change as a result of human activity has reached planetary proportions: 2016 was the hottest year on record; we have lost 1/3 of our arable land in the past 40 years; commercial fish species have been in decline for decades; and while atmospheric carbon levels have never been as high, oil production is not keeping up with demand. At the same time, environmental change, resources scarcity, and extreme weather events are increasingly driving migration. Millions have been forced from their homes by interrelated factors of environmental change, and socio-economic deprivation. The challenges of rapidly intensifying social inequality, and extreme environmental events is also causing worrying socio-political trends: discrimination, wall-building, and violence. The urgency to improve our understanding of human/environment relations, and environmental change/migration in a global context has never been greater. In this course we explore the relationship between globalization, environmental change, and migration, and possibilities for change.

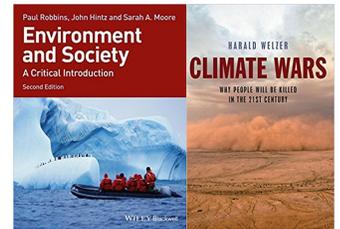
## Learning Outcomes

1. Discuss the relationship between environmental change, consumption, & social perceptions.
2. Describe the disjuncture between contemporary trends in environmental change (soil, oil, water, air) & how these relate to normative social perceptions of environmental change.
3. Identify and critique dominant theorists/theoretical positions related to themes of human-environment relations *and* violence, environment and migration AND describe examples of how these themes relate to *global* environmental change.
4. Create a policy brief & 'spot' in which you apply knowledge about environmental approaches & social perceptions.
5. Analyze a data set on environmental behaviour, and illustrate how the data set relates to arguments about environment-human relations.

## Required Readings

Robins, Hintz, & Moore. Environment and Society: A Critical Introduction (2nd Edition).

Welzer. 2012. Climate Wars: What People Will Be Killed for in the 21st Century.



## Evaluation

Reading Comprehension Quizzes 12%

**Due by the end-date of each course section**

Appropriate Communication 3%

In-class Test #1 15%

In class on your personal computer: **January 30th**

Paired Ecological Footprint Report 15%

Due to cuLearn: **February 13th, 12pm (noon)** Length: 1000 words MAX

In-class Test #2 15%

In class on your personal computer: **March 5th**

In-class Test #3 15%

In class on your personal computer: **March 26th**

Group Presentation 10%

Presented in class: **April 2nd**

Group Policy Briefing 15%

Due to cuLearn: **April 2nd, 12pm (noon)** Length: 1000 words MAX

## Communication Protocol

**Communication:** Your ability to follow the communication policy is worth 3% of your grade. I aim to create an excellent communication environment, and emails are not a meaningful way for us to address your questions. Rather, discussion (in class, during office hours, or by phone) allows us to get to know each other better and foster a more collegial learning atmosphere. With that in mind, **I will not answer questions by email.** But, no matter the question, you have the means to answer it! Here are the steps in order of how you should ask questions:

1. First, use class time to ask questions.
2. Outside of class, the Q&A forum on cuLearn is your go-to place to ask questions.
3. If you have questions about assignments, extensions, or a test absence, visit your TA in office hours, or email your TA to request a phone meeting.
4. If you have questions that are thematic or sensitive, visit me in my office hours.
5. If for some reason, you **cannot** raise your question in class, on cuLearn, with your TA, or in my office hours, I can be available for a phone meeting. **Use email only as a tool to request a phone meeting with me.** To request a phone meeting, use the subject line "GINS3100 Meeting Request." Include three times that you are available to connect, your phone number and a brief (one-two sentence) description of the meeting purpose. Emails sent for other reasons will not be acknowledged.

**Absence from Class:** Do not explain absences by email; no need to explain class absences.

**Course Content Questions:** Approach content questions in this order. First, ask your question on cuLearn; before posting, check whether a classmate has asked the question. Second, see me in office hours. Third, send an email phone meeting request (follow guidelines above).

**Assignment Questions:** Post assignment questions to cuLearn, or ask your TA. For questions about grading, and extension requests, contact your TA. To brainstorm assignments, your TA will offer office hours 1-2 weeks before assignments are due, and on request by phone. You may also come to my office hours to brainstorm. Do not email me assignment questions.

**Quizzes & Tests:** Quizzes and assignments are available from the start of class.; start early, and ask questions early so you are prepared for success! There are **no make-up tests or quizzes.** Quiz results are posted immediately after quizzes close, so students have access to the correct answers. It would be compromising academic integrity to offer students an opportunity for make up quizzes after correct answers are published. Do not request to re-write quizzes, or tests. If you will be **absent for a test,** write to your TA to explain your absence and to offer your Dr. or PMC note; your average on two tests will be used to calculate your final test grade.

The Instructor & TA will not be available for 48 hours before assignment due dates or tests, or 48 hours after assignments/tests are returned. Do not raise questions in these windows. Follow these guidelines, and you will be able to achieve an easy 3% grade on Communication.

**Appeals:** If you wish to contest a grade, you must do so within 7 days after the assignment/test is returned (with the exception of Test #3 for which you will have 3 days to make an appeal, since final grades are due). To appeal a grade, you must approach your TA. Write a courteous note explaining that you wish to set up a meeting to discuss the questions you have about your assignment/test grade. Include a 1/2 page appeal outlining specifically the grading errors you have found in your test/assignment. Only legitimate requests will be considered. Please be respectful, and kind when approaching your TA.

**Late Policy:** Assignments instructions are available to you from the start of class. Thus, no extensions will be granted without a doctors note, or a recommendation from the PMC. Deductions of 10% per day begin immediately after the deadline on the due date. Assignments will not be accepted if they are submitted more than seven days late, or if they are submitted by e-mail. Keep a hard copy of all assignments.

**Tests:** In-class, closed-book tests will take place during the first half of lecture, on a personal computer. If you have trouble accessing a personal computer for the test, please borrow one from the MacOdrum Library IT desk (4th Floor). Tests include multiple choice, true false, short and long answer questions. Tests cover lecture material, and are **NOT** cumulative. If you attend lectures regularly, listen, take notes, and study you should be fully prepared for the tests. There will be no re-writes and **no make-up tests**. If you miss a Test due to a legitimate absence, the grade will be input based on the average of your 2 other tests. A missed second test results in a grade of zero.

**Multiple Choice cuLearn-Based Reading Comprehension Quizzes:** Reading is an important part of this course, and research on teaching and learning tells us that students who reflect on their readings, and activities associated with their readings are more likely to experience, and benefit from “deep” learning. In this class, you are expected to complete 7 of the 8 available cuLearn quizzes, which are based on weekly readings. All quizzes are available to you from the start of class onward; you are welcome to work ahead on quizzes and readings! Quizzes are due in three bundles: quiz bundles are due by 4pm on January 23rd; February 27th, and March 19th. These sections, correspond with the three themes of the class, and the three tests. Quizzes are in Multiple choice format, include 10 questions, and are based on the weekly readings. The quiz schedule and corresponding readings can be found below on the “Course Schedule”. Quiz answers are available immediately after Quiz deadlines. This means that there will be no re-writes and no make-up Quizzes.

**Office Hours:** I will hold office hours weekly from 5:30-7pm. You are welcome to come by my office, or to set up a phone meeting with me during this time. Your TA will offer phone-based office hours on request, and will hold in person and phone-based office hours before assignments, and after assignments/test grades are released.

## Course Schedule

Week #	Class Week Dates	Topic	To Read:
1	January 9	Introduction: Population & Scarcity*	Robins Chapters 1 & 2 (Quiz 1)
2	January 16	Markets, Property, & The Commons	Robins Chapter 3 & 4 (Quiz 2)
3	January 23	Unnatural Disasters & Uneven Development Quizzes 1-3 Due January 23rd 4pm	Robins Chapters 6 & 7 (Quiz 3)
			Ecological Footprint Data Due to Class Spreadsheet <b>12pm noon</b>
4	January 30	<b>First Hour: Test #1</b>	
		Second Half: Carbon 101 Ecological Footprint Workshop	
5	February 6	Peak Air/Peak Oil	Robbins Chapter 9 (Quiz 4)
6	February 13	Peak Water	Robbins Chapter 13 & 15 (Quiz 5)
			Ecological Footprint Report Due to cuLearn <b>12:00 pm noon</b>
7	February 20	Winter Break- No Classes	
	February 27	Peak Soil/Review Quizzes 4-6 Due February 27th by 4pm	Welzer Chapters 1-3 (Quiz 6)
8	March 5	<b>First Hour: Test #2</b>	
		Climate, Migration, Violence Case Study	Welzer Chapters 4-6 (Quiz 7)
9	March 12	Climate, Migration, Violence Case Study	Welzer Chapters 7-10 (Quiz 8)
10	March 19	Climate, Migration, Violence Case Study Quiz 7 & 8 Due March 19th by 4 pm	
11	March 26	<b>First Hour: Test #3</b>	Chapters 11 and 12
12	April 2	Final Presentations in Class	
			Policy Briefs Due to cuLearn <b>12:00pm noon</b>

# Ecological Footprint: Assignment #1

## Summary

This assignment allows you explore the consumption patterns of your class peers, and the broader millennial demographic in relation to Global Environmental Change. You will use the Ecological Footprint Calculator at <http://www.footprintcalculator.org> to calculate your personal footprints. Then, you will share this data on our class spread sheet. You will analyze **one category** of the class data. Then you will engage with **at least one scholarly reading** and **at least one news media article** to offer a critical reflection on the relationship between the consumption patterns of your class peers, the millennial demographic, and perceived responsibility for Global Environmental Change.

- **15% of final grade**
- **Add Ecological Footprint Data to class spreadsheet January 23rd by 12:00pm (noon)**
- **Final Report due to cuLearn: February 13th by 12:00 pm (noon)**
- **Length: 1000 words MAX**
- Late assignments will be penalized 10% per day. No extensions will be accepted.
- You **must** work with a partner on this assignment. Start early and find a partner. Students that do not find, and work with a partner, will have a penalty of 15%.

## Learning Outcomes

1. Identify how your consumption patterns relates to your peers and millennials
2. Use the Ecological Footprint Model to conduct small-scale data collection & analysis
3. Illustrate the relationship between data, media representations and scholarly work on consumption patterns and Environmental Change

## Assignment Background and Instructions

Your Ecological Footprint is the amount of Earth's productive land area needed to sustain you. It includes the land and resources needed to grow your food, the energy required for your transportation and home, the factories and production costs to produce your consumer items, and the waste that you throw away. Calculating your Ecological Footprint is complicated, because many of the things you use are manufactured all over the world, and it is difficult to trace all their ecological impacts. The Global Footprint Network has calculated the footprint of the average Canadian; by telling a computer program some basic facts about yourself, it can calculate your personal footprint.

## Ecological Footprint: Assignment #1 CONT.

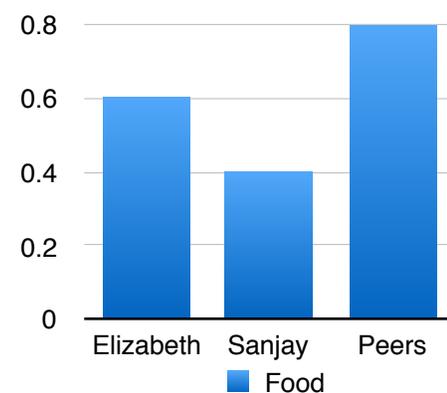
### Steps

1. Use the footprint calculator at <http://www.footprintcalculator.org/> to calculate your personal footprint (your partner will do the same). Answer the questions honestly—you are not being graded on the size of your footprint. By January 23rd at 12:00pm noon, input the data for both of you on the class spread sheet: [https://docs.google.com/spreadsheets/d/1wqThczyr3AiMBx5IDY\\_XjLGWBYKXtU4NJ3j-oHO3bNo/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1wqThczyr3AiMBx5IDY_XjLGWBYKXtU4NJ3j-oHO3bNo/edit?usp=sharing). You will also incorporate your personal, partner, and peer data into your assignment.
2. Draw from our class spreadsheet to calculate the **average footprints** of your peers. Present these averages in a single chart as in Table 1 below. Then, choose a sub-category (ie. Built-up Land; Forest Products; Cropland etc), that you will explore in your assignment. Brainstorm: What category (Food, Shelter, Mobility, Goods or Services) would like to explore in your assignment? How do the footprint results relate to millennial consumption more broadly? Once you have chosen your sub-category, express the averages of you, your partner, and your peers in **one bar chart**, as shown in Chart 1 below.

**Table 1: Peer Ecological Footprint Averages**

Category	Global Hectares	Average %
Built-Up Land		
Forest Products		
Cropland		
Grazing Land		
Fishing Grounds		
Carbon Footprint		
Total Footprint		100%

**Chart 1: Myself, Partner & Class Comparison (gh): Food**



3. Write a critical reflection on the consumption patterns of the class student in relation to environmental change, or perceptions of environmental change. Draw from **at least one academic journal article** and **at least one news media article** in your discussion. To offer an example, you might explore millennial perceptions that they are an environmental generation because they are more likely to be vegetarian than baby boomers. You might then use the class data on the sub-category of food, a journal article, and a news media article to illustrate that millennials may be vegetarian, but they consume significant amounts of almonds and almond milk, which is environmentally burdensome. Here is an example of one news media article that you might explore: Ballew et al 2019. "Do younger generations care more about global warming?": <https://climatecommunication.yale.edu/publications/do-younger-generations-care-more-about-global-warming/>

## Ecological Footprints: Assignment #1 CONT.

4. Edit your paper. Your assignment must include: a title page; introduction (including thesis statement and blueprint statement); body paragraphs; conclusion; and bibliography. Use academic writing style, and proper paragraphing. Tips for writing an outline can be found here: <https://library.carleton.ca/help/writing-outline-your-essay>

- The introductory paragraph must contain a clear objectives or thesis statement. Tips for writing a thesis statement can be found here: [https://owl.purdue.edu/owl/general\\_writing/the\\_writing\\_process/thesis\\_statement\\_tips.html](https://owl.purdue.edu/owl/general_writing/the_writing_process/thesis_statement_tips.html)
- The body paragraphs must respond to your thesis statement in an organized, developed manner. Your points should be supported by your readings, but the source material must be used responsibly. Avoid long, direct quotations; the quotations should not “do the talking” for you. Summarize, rather than quote long passages.
- Your concluding paragraph must round up your argument in a logical manner.
- You may use the bibliographic style of your choice, but you must use a recognized style, including proper in-text citations for all sources.

GINS 3020 Ecological Footprint Assignment Marking Guide	
Category	Value
<b>Complete Data:</b> entered on Class Google Doc by Jan 23rd	5%
<b>Table and Chart:</b> Clear & complete Ecological Footprint Table & Chart	5%
<b>Title &amp; Introduction:</b> interesting title that aligns with topic; captivating hook; clear thesis statement; blueprint/directional statement	10%
<b>Convincing Body Paragraphs</b>	30%
<b>Writing Style:</b> organization, paragraphing, logical flow, academic style	10%
<b>Writing Mechanics:</b> grammar, punctuation, spelling	15%
<b>Sources:</b> academic source & news media source that align with topic	10%
<b>Logistics:</b> Double-spaced; 1-inch margins; 12 pt, Times New Roman font.; submitted in-text on cuLearn; title page including title, student names & student numbers, course title, date of submission, page numbers, and word count. Proper in-text citations. Bibliography.	15%
<b>Conclusion:</b> meaningful summary, no new information introduced, punchy	10%
<b>Total</b> (15% of Final Grade)	100%

## Policy Brief & "Spot": Assignment #2

**Summary:** In this assignment you will explore one environmental or migration problem, and imagine possibilities for change. A policy brief presents a concise summary of information that can help readers understand, and make decisions about policies (these can relate to government, or non-governmental organizations policies). In your Policy Brief, you will give an objective summary of relevant research, and suggest practical, and realistic recommendations.

**\*Policy Brief: 15%, 1000 words MAX**

**\*"Spot" Presentation: 10%, 60 seconds MAX**

**\*Due to cuLearn: April 2nd by 12:00pm (noon)**

### Regulations:

- Late assignments will be penalized 10% per day. No extensions will be permitted.
- You **must** work with a group (4-6 students); students that do not work in a group will have a penalty of 15%. One student will submit the Policy Brief on behalf of the group.

### Learning Outcomes

1. Identify how your consumption patterns relates to your peers and millennials
2. Use the Ecological Footprint Model to conduct small-scale data collection & analysis
3. Illustrate the relationship between data, media representations and scholarly work on consumption patterns and Environmental Change

**Assignment Background:** Policies that deal with environmental change, and migration shape our lives, and provide an important link between research and everyday practices. Quite often, a first step to change certain starts with a policy brief. Working in teams of 4-6, you will work as "policy makers" of global environmental change/migration research.

1. **Getting Started:** Identify a specific problem related to a course theme of environmental change or migration. Choose a specific place (ie. city, town, municipality) where you will suggest a policy to address your problem. Review the literature on the causes and solutions for the target problem.
2. **Writing your Report:** Your policy brief will contain:
  - **Great Title:** communicate the problem in a succinct, catchy way & identify the place
  - **Executive Summary:** a brief overview of the problem (150 words). What is the problem? Where is the problem happening? How will you address it?
  - **Scope of the Problem:** Communicate the importance of the problem in direct, evocative terms (this includes introduction & body paragraphs). What is the problem? What does the literature say about your problem? Who is affected? Why is this problem urgent? (Use statistics, and evidence to make your case).
  - **Policy Recommendations:** a set of practical and concrete recommendations for resolving the problem, and a justification of your recommendations. *\*Remember\** policy briefs are designed to communicate government or NGO action & research clearly to the public. Your Policy Brief should be jargon-free.

- **Conclusion:** Meaningful conclusion that summarizes your policy brief.
- **Bibliography:** You are welcome to use the bibliographic style of your choice, but you must choose a recognized style, and use proper in-text citations.

**2. Creating a “Spot” Presentation (10% of final grade):** Use material from your policy brief to develop a 60 second “spot” aimed at motivating a specific sustainable public behaviour that compliments your policy. Your “spot” can be in the form of an advertising pitch, a comedy sketch, a television/radio commercial, an academic poster presentation, or another creative format of your choosing! The behaviour may be a mitigation or adaptation strategy. The final product will be a mock run through of your spot (60 seconds ONLY), which will be presented by 2-3 of your group members on the last date of class. The “spot” should be both **instructive** and **engaging**. This is not the place to improvise; you should have a clear, compelling ‘script’.

**3. Peer Review:** Group member must complete a Peer and Self Assessment (See attached in syllabus). Please print the form, and submit in hard copy on presentation day (April 2nd).

<b>GINS 3020 Policy Brief &amp; Spot Marking Guide</b>	
<b>Category</b>	<b>Value</b>
<b>Group work:</b> Works in a group of 3-6 & submits comprehensive peer evaluation, including comments	5%
<b>Title:</b> Interesting title that identifies topic, and place	5%
<b>Executive Summary:</b> Concise, clear executive summary. Outlines the problem, place, recommendations.	10%
<b>Scope of the Problem:</b> Detailed articulation of the problem and context. Where? Who is impacted? Why it is significant?	20%
<b>Policy Recommendations:</b> Detailed and specific recommendations. Practical, and considerate of context.	20%
<b>Conclusion:</b> meaningful summary, no new information introduced, punchy	5%
<b>Writing Style:</b> organization, paragraphing, logical flow, accessible style	10%
<b>Writing Mechanics:</b> grammar, punctuation, spelling	10%
<b>Sources:</b> appropriate academic/government/NGOs sources that align with topic	10%
<b>Logistics:</b> Double-spaced; 1-inch margins; 12 pt, Times New Roman font.; submitted in-text on cuLearn; title page including title, student names & student numbers, course title, date of submission, page numbers, and word count. Proper in-text citations. Bibliography.	5%
<b>Total</b> (15% of Final Grade)	100%

## GINS 3020 "Spot" Presentation Marking Guide

Category	Value
<b>Introduction:</b> attention-getting, establishes direction	10%
<b>Problem:</b> Sets up problem, and context	15%
<b>Policy Recommendations:</b> concrete recommendations	15%
<b>Overall Content:</b> relevant to purpose; accurate; pertinent to message, appropriate for audience policy addresses	15%
<b>Style:</b> engaging, creative, clear script, strong pitch, jargon-free	20%
<b>Delivery:</b> organized, logical sequence, pacing, consistent style, timely	15%
<b>Conclusion:</b> meaningful summary, ends with a punch	10%
<b>Total</b> (10% of Final Grade)	100%

## **PEER and SELF EVALUATION REPORT Guidelines**

**Steps:** Review the Peer Evaluation Guidelines, below. Complete the Peer Evaluation Form and submit in Class, April 2nd.

### **Collaboration**

- 5 - Always listens to other's ideas. Gives excellent ideas & expands on them or encourages others to do so. Builds on contributions of others.
- 4- Listens very well to others. Gives good ideas, and builds on contributions of others.
- 3- Listens well. Contributes ideas but ideas do not deepen the discussion.
- 2- Listens fairly well but interrupts at times. Rarely deepens the discussion.
- 1- Overbearing. Interrupts. Doesn't allow discussion of other's ideas or does not listen or contribute.

### **Participation**

- 5- Contributes excellent ideas. Actively speaks up. Is a leader in setting up group meetings, chats, and collaborative strategies. Brainstorms.
4. Contributes excellent ideas. Actively speaks up. Brainstorms.
- 3- Contributes some ideas but is mainly passive.
- 2- Sits passively.
- 1- Does nothing.

### **Preparedness:**

- 5- Went beyond. Did more than required to make our project great, and help others get on board.
- 4- Always prepared, ready to help others prepare in advance.
- 3- Does what committed to do.
- 2- Does some of what committed to do.
- 1- Does nothing.

### **Quality of Input:**

- 5- Provided extensive, accurate information to group drawing from knowledge of course material.
- 4- Provided accurate information to group.
- 3- Information provided was usually accurate and adequate. Missed occasional info., but was generally informed about material covered in class and readings.
- 2- Mostly misinformed group or provided little information. Knew some class material.
- 1- Provides group with no useful accurate information. Missed classes and expected others to inform him/her about material.

### **Communication:**

- 5- A leader in connecting our group. Responds promptly to group discussions/questions by e-mail or preferred communication. Talks with others in group in ways that are respectful, courteous, and on point to advance our project.
- 4- Reliably communicates progress to group. Reachable and regularly checks messages/email. Talks with others in group.
- 3- Stays in fairly good touch with the group, but occasionally difficult to contact.
- 2- Is unreachable but initiates communication with others occasionally.
- 1- Is unreachable and does not communicate with group members about the project.

# PEER and SELF EVALUATION REPORT FORM

Name \_\_\_\_\_ Group \_\_\_\_\_

Assign scores that reflect how you really feel about the contributions of your group members. This will be your only opportunity to reward members of your group who worked hard on your behalf. In the space below please rate each of the other members of your group out of **5**.

Category	My name:	2. Members Name:	3. Members Name:	4. Members Name:	5. Members Name:
Collaboration					
Participation					
Preparation					
Quality of Input					
Communication					
Total /25					

**Additional Feedback:** In the space below would you also briefly describe your reasons for your highest and lowest ratings. These comments - but not information about who provided them - will be used to provide feedback to students who would like to receive it.

**Academic Accommodations:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

**Accommodation for Religious Observance:** Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance ([www.carleton.ca/equity](http://www.carleton.ca/equity)).

**Accommodation for Pregnancy:** Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

**Plagiarism:** The University Senate defines plagiarism as "presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own." This can include:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

**Intellectual Property:** Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the

author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

**Submission and Return of Term Work:** Papers must be submitted directly to the instructor according to the instructions in the course outline. Late assignments may be submitted to the BGIInS office in 2404R, Richcraft Hall. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

**Grading:** Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

**Approval of final grades:** Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

**Carleton E-mail Accounts:** All email communication to students from BGIInS will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

**Official Course Outline:** The course outline posted to the BGIInS website is the official course outline.