



# Places, Boundaries, Movements & Environmental Change

GINS 3020B Winter 2021

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**Course Format:** Online **Prerequisite:** 3rd Year Standing

**Course Overview:** Environmental change as a result of human activity has reached planetary proportions: 2010-2019 was the hottest decade 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. The challenges of rapidly intensifying social inequality, and extreme environmental events is also causing worrying socio-political trends: discrimination, wall-building, violence. The urgency to improve our understanding of human/environment relations, and environmental change in a global context has never been greater. In this course we explore the relationship between globalization, environmental change, social perceptions, and possibilities for change.

## Learning Outcomes

1. Discuss the relationship between environmental change, consumption, & social perceptions.
2. Identify and critique dominant theorists/theoretical positions related to themes of human-environment relations *and* describe examples of how these themes relate to environmental change.
3. Carry out a research project on environmental behaviour (Ecological Footprint) in which you analyze a collaborative data set on the impact of consumption patterns on environmental problem.
4. Assess human causes of environmental problems and design possibilities for remedying environmental problems through policy and advocacy

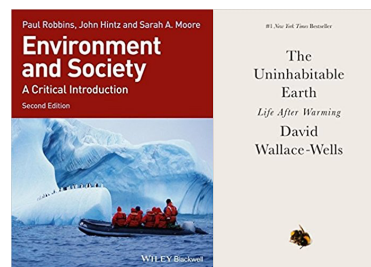
## Required Readings

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

\*E-copy Available on ARES

Wallace-Wells. 2019. The Uninhabitable Earth. Tim Duggan Books.

\*Must be purchased, no electronic copy available



## Evaluation

<u>Appropriate Communication</u>	3%
<u>Quizzes (8 in Total)</u>	50%
Due in cuLearn by 11:59pm on the end-date of each module	
<u>Assignment 1: Ecological Footprint Policy Brief “Mini”</u>	10%
Due to cuLearn: February 10th, 12pm (noon) <u>Length</u> : 1000 words MAX	
<u>Assignment 2:</u>	
<u>Policy Brief</u>	15%
<u>Advocacy Piece</u>	15%
Due: April 1st, 8:30 am	
<u>Collaborative Participation &amp; Assessment</u>	7%
<i>Proposal Meeting &amp; Worksheet, Peer Review, Self-Assessment, Review of Final Advocacy Pieces</i>	
Due: April 8th, 8:30 am	

## Communication Protocol (3%)

Your ability to follow the communication policy is worth 3% of your grade. I aim to create an excellent communication environment in our class, and emails tend not to be a meaningful or efficient way for your TA and I to address your questions promptly and comprehensively. Rather, class-level questions and answers help save time, and discussions (during online office hours, or by phone) allow 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, the Q&A forum on cuLearn is your go-to place to ask questions. This is the place where you can ask content-related course questions, or logistical questions about our class. Before you ask your question on the cuLearn Q&A board, check to see if a classmate has already asked the question. If your question has not been asked, post your question.
2. If you have questions about assignments, extensions, or group work, schedule a phone or zoom meeting with your TA.
3. If you have questions that are thematic, or personal you can schedule a phone or zoom meeting with me during my office hours by filling out your preferred time, name and topic of discussion on my office hours calendar. I am available for these meetings on Fridays from 10am-11:30am.
4. If you have questions that are sensitive, or for some reason you **cannot** raise your question on cuLearn, with your TA, or during 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 “GINS3020 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.

\***Absences:** Given that this is a self-paced class, there is no need to report or explain absences.

## **Communication Protocol Cont. (3%)**

**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 meetings on request by phone or zoom. You may also schedule an appointment during my online office hours to brainstorm. Do not email me assignment questions.

**Extensions:** Assignments are available from the start of class.; start early, and ask questions early so that you are prepared for success! There are **no make-up quizzes**. Quiz results are posted immediately after quizzes close on the respective quiz deadline, at the end of each module. With this in mind, students will have access to the correct quiz answers at the end of each module. 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. If you have an illness that impairs you from meeting a quiz deadline, write to your TA to explain your absence.

**48-Hour Window Policy:** The Instructor & TA will not be available for 48 hours before assignment due deadlines, or 48 hours after assignments/quizzes 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.

## **Quizzes (50%):**

In this class, you are expected to complete 7 of the 8 available cuLearn Quizzes. Each quiz is worth roughly 7%, totalling 50% of your final grade. If you choose to complete all 8 quizzes, I will “drop the lowest” of our quiz grades. Quizzes are based on the readings and lectures of each module, comprise 25 Multiple Choice and True/False questions, and are due on the last day of each module. Quizzes are available from the start of term, and you are welcome to work ahead! Quiz answers are available immediately after Quiz Module deadlines. There will be no re-writes, and no make-up Quizzes.

## **Assignment Policies**

**Appeals:** If you wish to contest a grade, you must do so within 7 days after the assignment/test is returned. 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 in this class. 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.

## **Office Hours**

I will hold online office hours weekly during on Fridays from 10-11:30am. To make use of my office hours please sign up for a phone or zoom meeting with me by signing your name to my meeting schedule by at least 24 hours in advance. The sign up sheets for each weekly office hour slots is available on cuLearn under each course Module. Your TA will also offer phone/zoom-based office hours on request.

## Course Schedule

Module 1: Give it to me straight: How bad is the climate problem	
January 11-20th	<b>Read:</b> <ul style="list-style-type: none"> <li>Wallace-Wells. "Cascades", Chapter 1. p 1-37</li> </ul>
Module 2: Is Environmental Change Really that Bad? Are humans to blame?	
January 21st- 30th	<b>Read:</b> <ul style="list-style-type: none"> <li>Wallace-Wells. The Uninhabitable Earth. Section II: The Elements of Chaos. Chapters: Heat Death; Hunger; Drowning.</li> <li>Robbins. Chapter 2: Population &amp; Scarcity. AND Robbins. Chapter 4. Institutions &amp; "The Commons."</li> </ul>
DEADLINE: January 29th Ecological Footprint Data Due to <a href="#">Class Spreadsheet</a>	
Module 3: Will Efficiency Make us Greener? Is Nature Natural?	
January 31st-February 9th	<b>Read:</b> <ul style="list-style-type: none"> <li>Robbins. Chapter 8. Social Construction of Nature. <b>AND</b> Robbins. Chapter 9. Carbon Dioxide</li> <li>Wallace-Wells. The Uninhabitable Earth. Chapters: Wildfire; Disasters No Longer Natural; Freshwater Drain; Dying Oceans; Unbreathable Air; Plagues of Warming.</li> </ul>
DEADLINE: February 10th- 12th Policy Brief/Spot Proposal Meeting with TA 5%: <a href="#">Sign Up Sheet</a>	
DEADLINE: February 10th Ecological Footprint Assignment Due to cuLearn by 12pm noon 10%	
February 15th-19th	Winter Break
Module 4: Why are some warnings heeded and others are not?	
February 22th-March 3rd	<b>Read:</b> <ul style="list-style-type: none"> <li>Robbins. Chapter 6. Risks and Hazards. <b>AND</b> Robbins. Chapter 16. French Fries</li> <li>Wallace-Wells. The Uninhabitable Earth. Chapters: Economic Collapse, and Systems</li> </ul>
Module 5: Do the stories we tell impact science? Are our perceptions harming the environment?	
March 4th-13th	<b>Read:</b> <ul style="list-style-type: none"> <li>Robbins. Chapter Lawns &amp; Chapter 10. Trees. <b>AND</b> Robbins, P. Chapter 15. Bottled Water.</li> <li>Wallace-Wells. The Uninhabitable Earth. "Storytelling."</li> </ul>
Module 6: The Proverbial Cake: Can we have healthy environments <i>and</i> healthy economies too?	
March 14th-23rd	<b>Read:</b> <ul style="list-style-type: none"> <li>Robbins. Chapter 3. Markets &amp; Commodities.</li> <li>Wallace-Wells. Chapters: Crisis Capitalism and The Church of Technology</li> </ul>
Module 7: Is my burger to blame? Can individual behavioural change mitigate climate disaster?	
March 24th-April 2nd	<b>Read:</b> <ul style="list-style-type: none"> <li>Wallace-Wells. P 185- Chapters: Politics of Consumption; History After Progress</li> <li>Hickel. 2018. <a href="#">Why Growth Can't Be Green?</a></li> </ul>
Module 8: Climate Ethics: Alarmism, Denialism Nihilism, Pragmatism	
April 3rd-12th	<b>Read:</b> <ul style="list-style-type: none"> <li>Robbins. Chapter 5. Environmental Ethics.</li> <li>Wallace-Wells. Ethics at the End of the World; The Anthropic Principle.</li> </ul>
DEADLINE: April 1st Advocacy Piece Due	
DEADLINE: April 8th. *Policy Brief Due to cuLearn by 8:30 am *Final Advocacy Piece Presentations 2:30-4:00 pm *Peer Review & Self Assessment Due to cuLearn by 8:30 am	

## Assignment #1: Ecological Footprint Policy Brief “Mini”

**Summary:** This assignment allows you explore the consumption patterns of your class peers 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 [Collaborative Google Spreadsheet](#). 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 short Policy Concept Brief for the city of Ottawa on one theme related to the Ecological Footprint.

- **10% of final grade**
- **Ecological Footprint Data to class spreadsheet due January 29th 12:00pm (noon)**
- **Final Report due to cuLearn February 10th 12:00pm (noon)**
- Length: 1000 words MAX (including charts/tables/bibliography)
- Late assignments will be penalized 10% per day. No extensions will be accepted.
- You **must** work with a partner or in a group of three 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 and the consumption patterns of the class at large, relate to an environmental problem.
2. Use the Ecological Footprint Model to conduct small-scale data collection & analysis.
3. Draw from class data, media representations and scholarship on human consumption and environmental change to offer a policy recommendation to address consumption patterns.

### 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 is a footprint estimate tool; by offering some basic facts about yourself, it can calculate your personal footprint.

### Steps

1. Calculate your personal footprint on the [Global Footprint Network](#). Input your data on our [Collaborative Google Spreadsheet](#) by **January 29th at 12:00pm noon**. Here is a screen shot of the page from which you will draw your data. When you pan your mouse over each category, the total in Global Hectares (gha) will be legible.
2. Draw from our [Collaborative Google Spreadsheet](#) to calculate the average footprints of your peers.
  - A. To calculate the Total Ecological Footprint for your table, you will add all of the boxes in the “Total Ecological Footprint” column in the Google Spreadsheet, and divide by the number of participants.

\*Example: To calculate the average earths needed for the class, take the average of the total earths for each individually from the class data sheet, and divide it by the number of participants. Ie. If all of humanity lived like Elizabeth we would need 3.4 earths, if we lived like Sanjay’s, we would need 2.1 earths. Calculate the average as follows:

\*  $3.4 + 2.1 = 5.5$  earths.      \*  $5.5 \text{ earths} / 2 \text{ participants} = 2.75$  earths

    - There is no need to show calculations in your final assignment, express your answer in sentence form as indicated above.



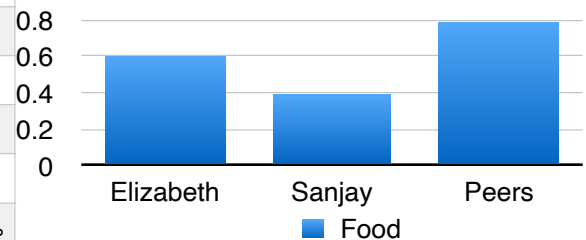


- B. Next, draw from the Collaborative Google Spreadsheet data to present the class averages in a single chart as in Table 1 below. Next, choose one sub-category (ie. Food, Shelter, Mobility, Goods or Services) that you will focus on in your Policy Brief. Once you have chosen your sub-category, express the averages of your chosen category for you, your partner, and the class average in one bar chart, as shown in Table 1. You may integrate the bar graph and table in your assignment in your discussion, or as appendices.

**Table 1: Class Eco. Footprint Consumption Category Averages**

Category	Global Hectares	Average %
Food		
Shelter		
Mobility		
Goods		
Services		
Total Ecological Footprint		100%
Carbon Footprint		Tonnes /year

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



- Identify your sources, and environmental problem. Reflect on the consumption patterns of the class in the category that you have chosen in relation to environmental change. What strikes you in your category? What have you heard in your own reading/discussions that might be the driving force of this problem? For example, if you have chosen to focus your policy brief on “Food” you might consider the impact of meat-heavy diets on green house gas emissions, or algal blooms in the great lakes. You might consider the impact of soy production on deforestation, or palm oil on habitat loss. After you have carefully considered the Consumption Category that you will explore, and have identified an environmental problem related to this category, selected a media article and journal article that align with your topic and environmental problem. From this, you will identify one policy recommendation to address the consumption patterns and related environmental problem that you have identified. Remember, you are expected to draw from at least one academic journal article and at least one news media article in your policy brief.
- Write your Policy Brief. In 600-800 words, you will make a Policy Brief “Mini” that offers a concrete recommendation to address the Consumption Category behaviour that is causing the environmental problem that you have chosen to explore. Your Policy Brief “Mini” will include:
  - Great Title:** communicate the problem in a succinct, catchy way & identify the place
  - Executive Summary:** a brief overview of the problem (approx. 100 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). (approx. 250 words). 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:** one practical and concrete recommendation for resolving the problem, and a justification of your recommendations (approx. 250 words). \*Remember\* policy briefs are designed to communicate government or NGO action & research clearly to the public. Your Policy Brief should be jargon-free.
  - Conclusion:** (approx. 150 words). 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.

5. Edit your Policy Brief “Mini”. Your assignment must include: a title page; introduction (including purpose 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/purposive 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.

Assignment 1 Ecological Footprint Policy Brief “Mini” Marking Guide	
Category	Value
<b>Complete Data:</b> entered on Collaborative Google Spreadsheet by September 30th	/5
<b>Number of Earths:</b> In sentence form, expresses number of earths needed for each individual, and the average of the class.	/3
<b>Table and Chart:</b> Clear & complete Ecological Footprint Table & Charts	/7
<b>Title:</b> Interesting title that aligns with topic; captivating hook; clear thesis statement; blueprint/directional statement	/5
<b>Executive Summary:</b> captivating hook; clear consumption category; clear environmental problem; clear policy recommendation; succinct blueprint/directional statement.	/10
<b>Scope of the Problem:</b> problem is well articulated and explained (who is impacted, where, to what extent, main driver of problem). Justified with evidence.	/15
<b>Policy Recommendation:</b> recommendation addresses the consumption driver of the environmental problem; practical and concrete.	/15
<b>Conclusion:</b> meaningful summary, no new information introduced, punchy	/10
<b>Writing Style:</b> organization, paragraphing, logical flow, academic style	/10
<b>Writing Mechanics:</b> Grammar, Punctuation, Spelling. 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.	/10
<b>Sources:</b> academic source & news media source that align with topic	/10
<b>Total</b> (10% of Final Grade)	/100

## Assignment #2: Policy Brief & Advocacy Piece

**Summary:** In this assignment you will explore one environmental problem, and imagine possibilities for change. You will present your suggestions for change in the form of a Policy Brief, and Advocacy Piece. 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. Advocacy can take multiple forms - a video, poem, campaign, art installation etc. The purpose of advocacy is to share information to help bolster support for a cause, initiative or recommendation for a policy. My hope is that this project helps you move beyond critical reflection, and the danger of climate “apathy” (as Wallace-Wells describes), and to get you active in coming up with remedies and advocating for meaningful change that can help solve the climate problem. Get creative, and be inspired!

**\*Advocacy Piece 15%**

\*Due April 1st 8:30 am

\*Presented April 8th 2:30-4:00pm

**\*Policy Brief: 15%, 1200 words MAX**

\*Due April 8th by 8:30 am

### 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. Engage in team-based learning to make connections between environmental ills, social perceptions, and possibilities for change.
2. Design a policy solution for a real environmental problem.
3. Draw connections between social perceptions and environmental problems and create an Advocacy Piece that tackles an environmental problem.

### STEPS:

1. **Getting Started:** Identify a group of 4-6 people with whom you will work on this term project. Once you have identified your group, be sure to use the cuLearn tool under “Course Essentials” Then, identify a specific problem related to a course theme of environmental change. Choose a concrete 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. **Proposal (5%):** Complete the Policy Brief Advocacy Piece Worksheet, and Schedule a Meeting with your TA between February 10th-12th to discuss your proposal ideas (worth 5% of your grade). All group members must be present for the scheduled meeting.
3. **Create an Advocacy Piece (15% of final grade):** Use material from your policy brief to develop a 60 second Advocacy Piece 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, a song, a poem, an academic lightening presentation, or another creative format of your choosing! The behaviour may be a mitigation or adaptation strategy. You will submit or present a “dry run” of your Advocacy Piece on April 8th to our class Teaching Assistant. You can either submit to the drop box, or Sign up for A Meeting to present your pitch. Obviously, your submission style will depend on the format of your Advocacy Piece. For example, you might submit a link to a video in the drop box, but if your group is doing a live “spoken word” performance or song, you will schedule a meeting with your TA. We do this dry run because we want to make sure that all of the wrinkles are smoothed out before presentation day on April 1st. The final product will be a run through of all of the Advocacy Pieces (60 seconds ONLY) on the last date of class (April 8th). The “spot” should be both **instructive** and **engaging**. This is not the place to improvise; you should have a clear, compelling ‘script’.
4. **Writing the Policy Brief (15% of final grade).** Policies that deal with environmental change shape our lives, and provide an important link between research and everyday practice. 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 research. 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 (150-200 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) 300-500 words. 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 300-500 words. \*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 150-250 words.
- **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.

5. **Peer Review (5%):** There are three components of the review portion of this assignment that must be completed by all group members and are all due on April 8th by 8:30 am. These include a:

1. Peer Review of each of your group members contributions to the project.
2. A Self Assessment, in which you review your contributions to your group.
3. Participation in the assessment activity on presentation day. You will provide constructive text feedback on each Advocacy Piece that is presented on April 8th.

GINS 3020 Policy Brief Marking Guide	
Policy Brief	Value
<b>Policy Brief Title:</b> Interesting title that identifies environmental problem, 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

### **GINS 3020 Policy Brief Marking Guide**

<b>Policy Brief</b>	<b>Value</b>
<b>Total</b> (15% of Final Grade)	/100

### **GINS 3020 Advocacy Piece Marking Guide**

<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> (15% of Final Grade)	/100

### **Collaborative Participation and Assessment Marking Guide**

Proposal Meeting with TA: present, makes meaningful contributions, quality of ideas are well developed; worksheet is complete, detailed and offers concrete details on next steps needed to accomplish Policy Brief and Advocacy Piece	/40
Peer Evaluation of Group Members	/10
Self-Assessment	/10
Participates on Final Presentation Day and offers constructive comments on the Advocacy Pieces of Others	/10
<b>Total</b> (7% of Final Grade)	/70

**Academic Accommodation:** You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**Pregnancy obligation:** write with requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#).

**Religious obligation:** write to me with requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#).

**Academic Accommodations for Students with Disabilities:** 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).

**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, 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. Arrangements for late submission of term work is to be determined by your instructor. Final exams are intended solely for the purpose of evaluation and **will not** be returned.

**Grading:** Course standing is determined by the instructor, subject to the approval of the faculty Dean. Final course standing 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 BGInS 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 BGInS website is the official course outline.