



Places, Boundaries, and Global Environmental Change

GINS 3020B
Winter Term 2025

Course Information

Course Schedule:

Monday 14:30-17:30

Professor: Andrew Heffernan

Email: AndrewHeffernan@cunet.carleton.ca

Office Hours: Following class or by virtual appointment as needed

TAs:

Last names A-K (SA 518): Ainsley Baillie AINSLEYBAILLIE@mail.carleton.ca

Last Names K-Z (1111a Dunton Tower): Lily Hamilton LILYHAMILTON@mail.carleton.ca

Before emailing a question, please *fully* read this syllabus and explore the associated resources. The answers to many questions can be found in this document and students may be referred back to the syllabus if the answer is already available. Please allow at least **two (2) business days** for responses to inquiries before pursuing another route of communication.

Official Course Description

This course deals with society-environment interactions, shedding light on the socio-economic, institutional, behavioral, and ethical factors that mediate this relationship in the Anthropocene. Humanity has already exceeded a number of planetary boundaries – particularly climate change, biodiversity loss, and changes to the global nitrogen cycle – that delineate the safe operating space for human societies. In this context, the course examines theories of socio-environmental management, focusing on key concepts (i.e., scarcity, the commons, risks) to understand how societies respond to the increasing environmental challenges. Through case studies, the course explores how human-induced environmental changes transcend national boundaries, affecting local traditions and institutions and leading to increased displacement. We will discuss the ways in which global institutions and organizations have been set to deal with transnational environmental issues.

Learning Objectives:

By the end of this course, you should be able to:

- 1) Understand the phenomena of environmental displacement and migration.
- 2) Apply theories and methods for analyzing environmental migration.
- 3) Identify environmental factors that cause population displacement.
- 4) Explain the relationship between environmental change and human trafficking.
- 5) Comprehend environmental migrants' human rights.
- 6) Describe how different actors have addressed environmental migration.
- 7) Engage in research, analysis, and writing on an environmental migration issue.

Indigenous Affirmation

ANISHINÀBE

Ni manàdjiyànànig Màmìwininì Anishinàbeg, ogoḡ kà nàḡadawàbandadjig iyo akì eko weshkad. Ako nongom ega wìkàd kì mìḡiwewàdj. Ni manàdjiyànànig kakina Anishinàbeg ondaje kaye ogoḡ kakina eniyagizidjig enigokamigàḡ Kanadàng eji ondàpinangig endàwàdjìn Odàwàng. Ninisidawinawànànig kenawendamòdjig kije kikenindamàwin; weshkinìḡidjig kaye kejeyàdizidjig. Nigijeweninmànànig ogoḡ kà nìḡànì sòngideyedjig; weshkad, nongom; kaye àyànikàdj.

[Listen to the audio file](#)

ENGLISH

We pay respect to the Algonquin people, who are the traditional guardians of this land. We acknowledge their longstanding relationship with this territory, which remains unceded. We pay respect to all Indigenous people in this region, from all nations across Canada, who call Ottawa home. We acknowledge the traditional knowledge keepers, both young and old. And we honour their courageous leaders: past, present, and future.

Textbook

There is no textbook and no textbook costs for this course. Required readings are available through the library website or online.

Assignment Submission Guidelines

This is a paperless course – all assignments will be submitted, marked, and returned electronically through Brightspace. All assignments must be submitted as a **Word Document**, no other format will be graded.

Assessment Policies and Expectations

Assessment 1

Critical analyses

[Worth 20% of your mark (10% each)]

Throughout the semester students will have the option to submit up to 3 critical analyses of a specific class's readings. Only 2 will count toward your final grade but you have the option to submit up to 3 and have only your best 2 count. These must be submitted through Brightspace at least one-hour prior to the beginning of whichever class's readings you decide to write on. During each course we will discuss these readings so once the class has started if you have not submitted it, it will incur an automatic 25% penalty plus an additional 5% per day late, or you will have to write on a subsequent class's readings. You must submit AT LEAST 1 before reading week. This means you can submit all 2 / 3 as early as you want, but at least one must be submitted prior to reading week.

These critical analyses will be 1 page single-spaced and will provide an analytical argument about a specific theme that comes from all of that class's readings meaning each should be cited within the paper. This will not be a summary of what was read but you will instead tell me something interesting about what you think about one of the topics and create an **original argument** from that. While these are short analytical papers, approach them as a mini formal essay, with an introduction and argument, proper citations, page numbers and a bibliography as well as formal essay language. This will be discussed further in class.

Class Participation (20%)

You are expected to attend class having read the assigned texts with sufficient attention to engage in consistent, robust, and thoughtful participation. This grade will reflect your global level of participation, and passive attendance will not suffice to succeed on this grading component. Each class you will be given a grade based on the rubric below and your final grade will be averaged across the entire semester.

0 – absent without leave

2/3 – present but late arrival or early departure

4 – present in the discussion

7 – limited participation, or limited interaction with fellow students’ comments
9/10 – high participation, interacting with fellow students’ comments, with quality interventions supported by course materials.

Asynchronous Reading Reflections (15%)

There will be weekly discussion questions posted on Brightspace ahead of class, which you should consider while you do the readings. You will be expected to come to class prepared to discuss the questions synchronously, and then following class you will also be asked to write a short, informal reflection expanding on what we discussed and adding points you may not have had the opportunity to share in class. Reflections should be roughly 300-400 words and are due each week prior to the start of the next class (i.e. the post for January 15 is due by January 22 at 17:00). These will be posted as a reply to the questions on Brightspace, not submitted as an assignment. These should be easy marks, the trick is to ensure you get them done every week on time.

0 – Incomplete

3 – Minimal completion, very short, unrelated to course material

7 – Complete, somewhat related to/grounded in course materials and discussions

9/10 – Well thought out intervention that builds on course discussions and material, demonstrating analytical thought and supported by evidence.

Reading Introduction (10%)

Students must sign up for a week to introduce the readings throughout the term (link below). Students will need to add their names to a class date, failure to do so will result in a grade of zero for this assignment. This is on a first come first served basis – maximum 4 students per class. If you do not plan on taking this course or if you decide to drop it at any time, PLEASE remove your name from this google doc and let your group mates know so they can plan accordingly, and no one is penalized as a result.

<https://docs.google.com/document/d/1mOnouQBqbSwkXNHK4nztgcVdBtpLYF1qmXjZZOy0mzl/edit?usp=sharing>

Presentations should be 5-7 minutes maximum per student. They should include a very *brief* overview of the readings, the main arguments, interventions, situating them in the broader course themes, and discussing the authors and their positionality. Beyond this, however, and more importantly, the presentations should focus on analysis of the readings, and linking them to recent news stories or major issues relating to environmental policy and climate change. Tell us why we read this and how it relates to what we are studying, what it can tell us about the world etc. We will assume everyone has done and understood the readings, the main point of this assignment will be for each presenter to provide value added and teach us something about the material beyond what we read.

Final Essay (35%)

The final essay will be on a topic of the student’s choosing and directly related to the course material/themes, grounded in one of the weeks of the course and referencing several of those readings, and referring to at least one reading from two other weeks. The essay will be 10-14

standard pages of double spaced, times new roman, 1-inch margin text in length (excluding references) and will be graded on demonstrated research ability, mastery of course material, and originality. The essay should outline an original and open-ended research question which should be answered by a clear thesis statement/argument that will be effectively supported through the essay with a minimum of 10 relevant academic/peer reviewed sources. The final essay will be due April 10 by 23:59.

Components of Final Mark

Evaluation format	Weight	Date
Synchronous participation	20%	All semester
Reading reflections	15%	All semester
Critical analyses (must submit 2, can submit 3 and drop lowest grade)	20%	At least 1 by reading week Last chance March 17
Reading introduction	10%	Once throughout semester
Final research paper	35%	April 10

Attendance

Class attendance is necessary to successfully complete this course.

COVID 19:

We continue to live in challenging and changing times. If you are sick, have been in close contact with someone who is sick or has tested positive, or think you might be positive or sick with anything, please do not come to class. Let me know by email and we will work with the situation presented to us.

Grading Assessment Inquiries

Students who think there is an error in the correction of an assessment in one of the course graded items may request a re-correction. Those requests must be submitted to the professor by email (and not during office hours directly) no earlier than 24 hours after the publication of the grade on Brightspace (as students need time to review and digest the grades they receive) and no later than 7 days from the first day the graded item is available for review. Submissions before the first 24h and after 7 days will not be considered. Also, to request a re-correction, students must have a **valid reason** and expose it in the email sent to the professor. Without a valid reason, the item will not be considered for re-correction. Please include in the email the question number(s)/aspect(s) that you think was (were) not assessed properly. However, students should be advised that the whole graded item will be put up for revision and that the new score could be lower, the same, or higher than the original score. Once an item has been regraded, the decision is final. Assignments or tests that have been altered in any way will be forwarded to the Dean's office.

Time Commitment

In order to succeed in a 0.5-credit course, alongside the standard 3 hours of in-class instruction, students should expect to spend a minimum of 6 hours per week outside of the classroom engaged in activities related to the course, e.g. homework, reading, studying, etc., and should expect a minimum time commitment of 9 hours per week per course (on average).

Language Expectations

This course is delivered in English, and in class interactions, including the online discussion boards, and feedback will also be managed in English. As part of your evaluation will be on your writing abilities, it is recommended to take the appropriate measures to avoid mistakes such as spelling, syntax, punctuation, inappropriate use of terms, etc. You may be penalized up to 15% for poorly written materials, to the professor's discretion.

Food in class

We all have busy schedules but please try to eat prior to or following class as needed so as to avoid disrupting students around you.

Mobile Devices

Unless explicitly requested, please refrain from using mobile devices during class. As in class time is quite limited, I would ask that you prioritize using this time to engage with class discussions and other content-related activities. Active participation and engagement with the content and your peers helps ensure full participation marks for your contributions this semester.

Professional conduct:

Students are expected to engage with their colleagues and with the instructor in a professional and respectful manner. The course will be a safe and enjoyable online space to share thoughts and ideas. There will be zero tolerance for cases of harassment, belittling, or discourtesy.

Inability to fulfill assessment requirements:

Students who know they will be unable to complete either of the assignments due to religious observances, pre-scheduled hospitalizations or similarly compelling reasons must notify the instructor via e-mail (or in writing) immediately so that alternative arrangements may be made. Students who miss assignment deadlines due to serious illness must provide appropriate documentation from university medical services. Other cases will be dealt with on a case-by-case basis and in accordance with university policy.

Late Assignments

All assignments are to be submitted by their due date and time.

All late submissions will be immediately docked 5%, with an additional 5% for each subsequent day late to a maximum of 3 days, *including weekends*. **After 3 days all outstanding assignments will be given a zero (0%) grade.**

Course Calendar/Bibliography

Jan 6 – Introduction

OER: ENVIRONMENTAL SUSTAINABILITY IN PRACTICE BY ENVIRONMENTAL SUSTAINABILITY RESEARCH CENTRE: [Introduction: What is Environmental Sustainability?](#)

Jan 13 – A Warming World & Primer on the Science of Climate Change

1. How screwed are we?
2. What place does policy play in helping us get to a brighter climate future?

Busby, Joshua. 2018. “Warming World: Why Climate Change Matters More Than Anything Else.” *Foreign Affairs*, <https://www.foreignaffairs.com/articles/2018-06-14/warming-world>

IPCC Report: *Climate Change 2021 The Physical Science Basis: Summary for Policy Makers*

Cheng et al., 2017 “Taking the Pulse of the Planet” *Eos*.

Optional Reading:

IPCC Report: *Global Warming of 1.5°C*, 2018. <https://www.ipcc.ch/sr15/>
Please read the “Headline Statements” (2pp) and skim the Summary for Policy Makers (22pp)

Jan 20 – What Science do Social Scientists need to know? & Global Variation in Impacts, Adaptation, & Vulnerability

1. What is the importance of multidisciplinary approaches to climate change?
2. In what ways are the physical impacts of climate change felt asymmetrically?

Steven Yearley (2009) “Sociology and Climate Change after Kyoto: What Roles for Social Science in Understanding Climate Change?”

Sobel, Adam H. 2021. “Usable Climate Science Is Adaptation Science.” *Climatic Change* 166 (1–2): 8.

Gasparini, Antonio, et al. 2017. “Projections of Temperature-Related Excess Mortality under Climate Change Scenarios.” *The Lancet Planetary Health* 1 (9): e360–67.

Optional Reading:

Schleussner, Carl-Friedrich, Delphine Deryng, Sarah D’haen, William Hare, Tabea Lissner, Mouhamed Ly, Alexander Nauels, et al. 2018. “1.5°C Hotspots: Climate Hazards, Vulnerabilities, and Impacts.” *Annual Review of Environment and Resources* 43 (1): 135–63.

Jan 27 – What is/will be happening to our planet? & Global Climate (In)Justice

1. What makes climate change such a particularly wicked problem?
2. In what ways are the economic dynamics of climate change experienced asymmetrically?

Howard, Peter. 2014. *Omitted Damages: What's Missing From the Social Cost of Carbon*. Joint Report of the Environmental Defense Fund, Institute for Policy Integrity, and NRDC. https://policyintegrity.org/files/publications/Omitted_Damages_Whats_Missing_From_the_Social_Cost_of_Carbon.pdf

Explore global effects of various climate change scenarios: play around with the IPCC WGI Interactive Atlas <https://interactive-atlas.ipcc.ch/> the Sea Level Projection Tool <https://sealevel.nasa.gov/ipcc-ar6-sea-level-projection-tool> the Climate Impact Map <https://impactlab.org/map> (toggle to global map)

Klinsky, Sonja, Timmons Roberts, Saleemul Huq, Chukwumerije Okereke, Peter Newell, Peter Dauvergne, Karen O'Brien, et al. 2017. "Why Equity Is Fundamental in Climate Change Policy Research." *Global Environmental Change* 44 (May): 170–73.

Táiwò, Olúfèmi. June 6, 2020. "Cops, Climate, COVID: Why There Is Only One Crisis." *The Appeal*. <https://theappeal.org/cops-climate-covid-why-there-is-only-one-crisis/>

Popovich, Nadja and Brad Plumer. 2021. Who Has the Most Historical Responsibility for Climate Change? *The New York Times*. Nov 12.

Optional Reading:

Lesk, Corey, Ethan Coffel, Jonathan Winter, Deepak Ray, Jakob Zscheischler, Sonia I. Seneviratne, and Radley Horton. 2021. "Stronger Temperature–Moisture Couplings Exacerbate the Impact of Climate Warming on Global Crop Yields." *Nature Food* 2 (9): 683–91.

Feb 3 – Common but differentiated responsibility? & International Cooperation: Obstacles & Prospects

1. What is the importance of the notion of common but differentiated responsibility?
2. Why is international cooperation on climate change so difficult?

Mildenberger, Matto. 2019 "The Tragedy of the Tragedy of the Commons." *Scientific American Blog Network*. April 23.

Gilman, Nils. 2020. "The Coming Avocado Politics." *The Breakthrough Institute*. 2020. <https://thebreakthrough.org/journal/no-12-winter-2020/avocado-politics>.

Peter M. Haas (2004) "Addressing the Global Governance Deficit." *Global Environmental Politics*. 4(4), 1–15.

Optional Reading:

Ostrom, Elinor (1999), “Coping with Tragedies of the Commons”, *Annual Review of Political Science* 2.

Feb 10 IR theory and obstacles to climate cooperation & Environmental Regimes & Treaties

- 1. Why are the global dimensions of climate change so important?**
- 2. Why has global cooperation largely failed to this point?**

Keohane, Robert O., and David G. Victor. 2016. “Cooperation and Discord in Global Climate Policy.” *Nature Climate Change* 6 (6): 570–75.

McAllister, Jordan H., and Keith E. Schnakenberg. 2021. “Designing the Optimal International Climate Agreement with Variability in Commitments.” *International Organization*, September, 1–18.

Keohane, Robert O., and David G. Victor. 2011. “The Regime Complex for Climate Change.” *Perspectives on Politics* 9 (1): 7–23.

Optional Reading:

Hardin, Garrett. 1968. “The Tragedy of the Commons.” *Science* 162 (3859): 1243–48.

Feb 17 READING WEEK

Feb 24 COP & International Political Economy of Climate Change

- 1. Do COPs work? Why or why not?**
- 2. What does an IPE approach bring to analyzing climate change?**

Falkner, Robert. 2016. “The Paris Agreement and the New Logic of International Climate Politics.” *International Affairs* 92 (5): 1107–25.

<https://cop27.eg/#/> (Generally explore the website and consider these ongoing summits)

Bechtel, Michael M., and Kenneth F. Scheve. 2013. “Mass Support for Global Climate Agreements Depends on Institutional Design.” *Proceedings of the National Academy of Sciences*

Optional Reading:

Colgan, Jeff D., Jessica F. Green, and Thomas N. Hale. 2021. “Asset Revaluation and the Existential Politics of Climate Change.” *International Organization* 75 (2): 586–610.

March 3*** Asynchronous class only **Capital and Climate Change & Climate & Security**

1. **What is the relationship between capitalism and climate change? Can we tackle the issues outside of capitalism?**
2. **What is the relationship between climate change and security? How might this change in the coming years?**

Sprinz, Detlef, and Tapani Vaahoranta. 1994. "The Interest-Based Explanation of International Environmental Policy." *International Organization* 48 (1): 77–105.

Homer-Dixon, Thomas F. 1991. "On the Threshold: Environmental Changes as Causes of Acute Conflict." *International Security* 16 (2): 76. [A bit out of date, but a classic on this topic]

Buhaug, H., Nordkvelle, J., Bernauer, T., Bohmelt, T., Brzoska, M., Busby, J. W., Ciccone, A., Fjelde, H., Gartzke, E., Gleditsch, N. P., Goldstone, J. A., Hegre, H., Holtermann, H., Koubi, V., Link, J. S., Link, P. M., Lujala, P., O'Loughlin, J., Raleigh, C., Scheffran, J., Schilling, J., Smith, T. G., Theisen, O. M., Tol, R. S., Urdal, H., and von Uexkull, N. (2014). One effect to rule them all? A comment on climate and conflict. *Climatic Change*, 127(3-4): 391-397.

Optional Reading:

Kennard, Amanda. 2020. "The Enemy of My Enemy: When Firms Support Climate Change Regulation." *International Organization* 74 (2): 187–221.

March 10 – **Sustainable Agriculture**

1. **What are the key challenges facing the food system as we move forward into the climate crisis? Are there also opportunities?**
2. **What steps must be taken to feed growing populations, while doing so sustainably?**

OER: ENVIRONMENTAL SUSTAINABILITY IN PRACTICE BY ENVIRONMENTAL SUSTAINABILITY RESEARCH CENTRE: [Sustainable agriculture](#)

Katz-Rosene, Ryan, Andrew Heffernan & Anil Arora "Protein pluralism and food systems transition: A review of sustainable protein meta-narratives" *Development Review*. January 2023.

March 17 **Climate Change and Migration & Climate Refugees**

1. **How should the world deal with the issues of climate migration and refugees?**
2. **Population growth is expected to slow significantly this century, what impacts will this have and migration patterns if any?**

Koubi, Vally, Tobias Böhmelt, Gabriele Spilker, and Lena Schaffer. 2018. “The Determinants of Environmental Migrants’ Conflict Perception.” *International Organization* 72 (4): 905–36.

de Sherbinin, A. 2020. Climate Impacts as Drivers of Migration. Migration Information Source. Journal of the Migration Policy Institute, 23 October 2020.
<https://www.migrationpolicy.org/article/climate-impacts-drivers-migration>

Bettini, Giovanni, Sarah Louise Nash, and Giovanna Gioli. 2017. “One Step Forward, Two Steps Back? The Fading Contours of (in)Justice in Competing Discourses on Climate Migration.” *The Geographical Journal* 183 (4): 348–58.

Optional Reading:

Boas, Ingrid, Carol Farbotko, Helen Adams, Harald Sterly, Simon Bush, Kees van der Geest, Hanne Wiegel, et al. 2019. “Climate Migration Myths.” *Nature Climate Change* 9 (12): 901–3.

McLeman, Robert. 2019. “International Migration and Climate Adaptation in an Era of Hardening Borders.” *Nature Climate Change* 9 (12): 911–18.

March 24 Transnational Social Movements & Civil Action/Resistance

- 1. What impacts will climate change have on political stability around the world in the coming years?**
- 2. How important is it for individuals to act, and in what ways can they do so?**

Tarrow, Sidney G. 1998. *Power in Movement: Social Movements and Contentious Politics*. 2nd ed. Cambridge Studies in Comparative Politics. Cambridge [England] ; New York: Cambridge University Press. Chapter 5 “Acting Contentiously” pp. 95-118.

Keck, Margaret E., and Kathryn Sikkink. 1998. *Activists beyond Borders: Advocacy Networks in International Politics*. Ithaca, N.Y: Cornell University Press. Chapters 1 “Transnational Advocacy Networks in International Politics” and 4 “Environmental Advocacy Networks.” pp. 1-38, 121-123.

Chenoweth, Erica, and Maria J. Stephan. 2008. “Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict.” *International Security* 33 (1): 7–44.

March 31 – Africa

- 1. In what ways can we say there is African exceptionalism with regards to climate change?**
- 2. In what ways might the people of Africa be well-positioned to teach us ways to effectively treat the issues of climate change?**

Alina Averchenkova, Kate Elizabeth Gannon and Patrick Curran 2019. Governance of climate change policy: A case study of South Africa

Heffernan, Andrew. 2022 “Accounting for Climate Change in Community-Based Natural Resource Management: Reflections on Wildlife Conservation in Namibia” *Journal of Southern African Studies*.

April 7 Flex week

University Policies

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

Grades

In accordance with the Carleton University Calendar, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	A = 85-89	A - = 80-84
B+ = 77-79	B = 73-76	B - = 70-72
C+ = 67-69	C = 63-66	C - = 60-62
D+ = 56-59	D = 53-56	D - = 50-52
F = Below 50	WDN = Withdrawn	ABS = Student absent from final exam
DEF = Deferred (See above)		

FND (Failed, no Deferral) = Student could not pass the course even with 100% on final exam.

Final grades are subject to the Dean’s approval.

Deferred Assignments/Grades

Only official deferrals petitioned through the Office of the Registrar will be honoured. Students who are unable to complete a final paper or write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrarial Services Office for permission to extend a term paper deadline or to write a deferred examination. Permission can be granted only if the request is fully and specifically supported by a medical certificate or other relevant documents.

Written Assignments

If you feel you need assistance in improving your writing skills, you are encouraged to get in touch early in the term with the Writing Tutorial Service (Room 229, Patterson Hall, <http://www.carleton.ca/wts/>).

VII. Statement on Plagiarism

Some departments have a standard statement and some instructors have their own. Either of these options is fine, but please ensure that these statements are consistent with the university's Academic Integrity Policy when it comes to definitions, potential penalties and the like. The policy can be found [here](#).

Note that **submitting without permission substantially the same piece of work more than once for academic credit** is not considered a form of plagiarism. If you wish to prohibit students from re-using their own work from a different course (or from the same course if they are repeating), or to require students to cite such work, or to seek your permission before doing so, this must be clearly stated in the course outline or assignment instructions. In addition, instructors wishing to prohibit multiple submissions of substantially the same work should be as clear as possible about what they consider to be “substantially the same.”

You should also clearly convey your expectations regarding collaboration and group work: If you do ask students to work together on reports, seminar presentations, research projects or other assignments, you should include in your course outline a clear and specific description of **how and to what extent you consider collaboration to be acceptable or appropriate, especially in the completion of written assignments**.

In addition, you should clearly indicate your expectations regarding the use of **Generative Artificial Intelligence tools (e.g. ChatGPT)**. Unless you give explicit permission, either generally or for a specific assignment, any use of generative AI tools to produce assessed content is considered a violation of academic integrity standards. If you explicitly permit the use of generative AI, you must provide clear and detailed instructions on which generative AI program students may use and with what limits.

If you have neither a departmental nor an individual statement, something along the following lines would be acceptable:

PLAGIARISM

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes 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.

Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts 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 can include a final grade of “F” for the course.

VIII. Statement on Student Mental Health

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you.

(<https://carleton.ca/wellness/>)

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

IX. Requests for Academic Accommodations

[Please include the following text or reference this link (<https://students.carleton.ca/course-outline/>) on all course outlines, and read it at the beginning of your first few classes to remind students. For details, see the [accommodations section](#) and the [Course Outline Information on Academic Accommodations](#).]

ACADEMIC ACCOMMODATION

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

Academic consideration for medical or other extenuating circumstances: Students must contact the instructor(s) as soon as possible, and normally no later than 24 hours after the submission deadline for course deliverables.

Students should also consult the [Course Outline Information on Academic Accommodations](#) for more information. Detailed information about the procedure for requesting academic consideration can be found [here](#).

Pregnancy and Family-Status Related Accommodation: Please write to me with any requests for academic accommodation during the first few weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details about the accommodation policy, visit the Equity and Inclusive Communities (EIC) website.

Religious obligation: write to me with any 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 [click here](#).

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 for a formal evaluation. If you are already

registered with the PMC, please request your accommodations for this course through the [Ventus Student Portal](#) 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*). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). 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).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>