

# Places, Boundaries, Movements and Global Environmental Change

GINs 3020B

Winter 2019

Prerequisite: 3rd Year Standing

Lectures: Mondays 8:35am-11:25am

Instructor: M. Steckley

Location:

Office: Ritchcraft Hall 1401R-B

Office Hours: Mondays 11:30-11:30pm

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Teaching Assistant:

## **Course Overview**

We are living at a time in which environmental change as a result of human activity and consumption has reached planetary proportions: 2016 was the hottest year since record-keeping began; the earth has lost 1/3 of its arable land in the past 40 years; global commercial fish species have been in decline for decades; and while atmospheric carbon levels have never been as high, oil production continues to fail to keep up with demand. At the same time, environmental change, resources scarcity, and extreme weather events are increasingly driving migration. Millions of people around the world have been forced from their homes by interrelated factors of environmental change, and socio-economic deprivation. The challenges of rapidly intensifying social inequality in many places, declining natural resources, and increasing 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. This course is grounded in an investigation of the relationship between globalization, environmental change, and migration. We will take an integrative approach (examining the influence of physical environments, geopolitics and human cultures on environmental change and migration) to explore the uneven impacts of environmental change. The course will also provide a basis for analyzing our role in some of the most pressing environmental and social problems of our time and to thinking constructively about possibilities for change.

## **Learning Outcomes**

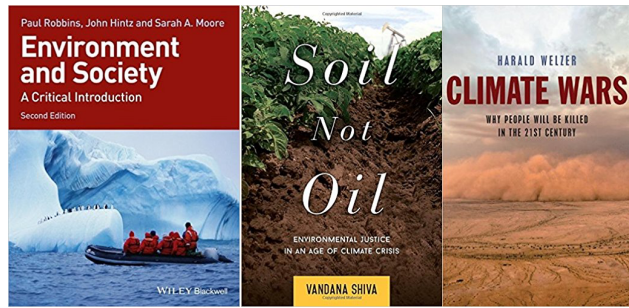
1. To be able to differentiate and critically assess dominant theoretical views of the environment as they relate to global environmental change. In particular, to differentiate market-based, state-based, and behavioural-based approaches to environmental management and stewardship.
2. To articulate main debates in political ecology related to resource scarcity, population, and human consumption.
3. Be aware of the historical roots and global geopolitical nature of contemporary environmental change and migration.
4. Identify the relationships between global inequality, human-activity induced environmental change, migration, and conflict.

## Required Readings

Shiva. 2015. Soil Not Oil: Environmental Justice in an Age of Climate Crisis.

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

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



## Evaluation

<u>Reading Comprehension Quizzes</u>	15%
Homework: <b>Due by the end-date of each course section</b>	
<u>In-class Test #1</u>	15%
In class on your personal computer: <b>January 28th</b>	
<u>Paired Ecological Footprint Report</u>	15%
Due to cuLearn: <b>February 11th, 11:55pm</b> <b>Length: 500 words MAX</b>	
<u>In-class Test #2</u>	15%
In class on your personal computer: <b>March 4th</b>	
<u>In-class Test #3</u>	15%
In class on your personal computer: <b>March 25th</b>	
<u>Group Presentation</u>	10%
Presented in class: <b>April 1st</b>	
<u>Group Policy Briefing</u>	15%
Due to cuLearn: <b>April 1st, 8:35m</b> <b>Length: max. 800 words</b>	

**Office Hours and Communication:** I am eager to help you with any problems you might have with the course, and will be available after each lecture as I am needed. We will use our cuLearn forum "Your Questions! Ask the Instructor" to address questions: **please use this forum to post questions.** You are encouraged to be good class citizens and to respond to other students' questions. Before you post a question, be sure to check to see if another classmate has already asked the question on our cuLearn board. Thematic/content related questions often require elaborate discussion and brainstorming. If you have a thematic/content-related question, please do not e-mail these: instead, come see me in my office hours, or we can set up a phone meeting to discuss. If you have a question about grading, or your assignments, your TA is your first point of contact. Please set up a meeting with your

**Late Policy:** No extensions will be granted without approval prior to the deadline. Deductions of 10% per day begin immediately after the class on the due date. Assignments will not be accepted if they are more than seven days late. Assignments will not be accepted by e-mail. Please keep a hard copy of all assignments.

**A Note on Evaluations:** The Instructor and Teaching Assistant will not be available for 48 hours before assignment due dates or exams or 48 hours after assignments/exams are returns. Emails sent during these windows will not be responded to until the window has passed.

**A Note on 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 first approach your TA. Please write a courteous note explaining that you wish to set up a meeting to discuss the questions you have about your assignment/test grading. Include in your note 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.

**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. Still, students have different life and scholarly responsibilities that impact reading practices. I recognize that some students may have high course grade ambitions, while others may be interested in the course credit, and would benefit from a lighter reading load. It is in this spirit that in GINS 3020 not all reading comprehension quizzes are mandatory. Instead, I offer an innovative grading method to put you (the student) in the drivers seat. Based on your time, and grade objectives, you can choose which grade to aim for on your Reading Quizzes. I offer the table below to illustrate the grading scheme for Reading Quizzes, and ask you to review the table and set your Reading Quiz grade objectives.

For example, to earn an “A+” grade on Reading Quizzes, you are expected to: complete and achieve a grade of at least 8/10 on all 9 reading quizzes; and to review your errors, and rewrite the quiz to receive a score of 10/10 on your second quiz attempt. In other words, if you would like an “A+” in this grade category, you will need to do all of the course readings, and complete all of the course quizzes at an “excellent”, (A+) level (15/15).

To offer another example, if you would like to earn an “B” grade (11.25/15) on your Reading Comprehension quizzes, you are expected: to achieve a grade of 7/10 on 8 quizzes; and to

review your errors, and rewrite the quiz to receive a score of 10/10 on your second quiz attempt. In this example, you may choose either: to opt out of 2 of the 9 reading quizzes, or you can write all of the quizzes, making sure to achieve an 8/10 on at least 7 of quizzes.

If you complete 5 or less Reading Quizzes, and receive a grade of 5 or less on your completed quizzes, you will receive an "Incomplete" grade (0/15) in this grade category.

Reading Comprehension Quizzes Rubric										
	D	C-	C	C+	B-	B	B+	A-	A	A+
Number of Quizzes to Complete	4	5	5	6	7	7	8	8	9	9
Required minimum grade on all required quizzes	5	5	6	6	6	7	7	8	8	9
Review errors and Redo Quiz to Receive 10/10	No	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes

There are **9 Reading Quizzes in total**. Reading Quizzes are in multiple choice format, based on weekly readings (see Course Schedule for Details), and include 10 questions per quiz. This course is divided into 3 sections, and quizzes for the readings of each section must be completed **by the Friday at the end of the section (i.e. by 4:00am on Fridays on January 25th, March 1st and March 15th)**. No late quizzes will be accepted. You are welcome to work ahead on quizzes and readings. All of the quizzes are open for you to take on cuLearn as of the first day of class, so I encourage you to work ahead.

**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 come see me to make borrowing arrangements with the library IT desk. Tests comprise a combination of multiple choice, true false, fill in the blank, short answer questions, and map work. Tests cover the 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. All students are required to keep copies of all assignments in the event that re-submission is necessary.

## Course Schedule

Week #	Class Week Dates	Topic	To Read:
1	January 7	Introduction: Population & Scarcity*	Robins Chapters 1 & 2 (Quiz 1)
2	January 14	Markets, Property, & The Commons	Robins Chapter 3 & 4 (Quiz 2)
3	January 21	Unnatural Disasters & Uneven Development Quizzes 1-3 Due January 25 4pm	Robins Chapters 6 & 7 (Quiz 3)
4	January 28	<b>First Hour: Test #1</b>	
		Second Half: Carbon 101 Ecological Footprint Workshop	Robbins Chapter 9 (Quiz 4) Shiva *work at your own pace*
5	February 4	Peak Air/Peak Oil	Robbins Chapter 13 & 15 (Quiz 5) Shiva *work at your own pace*
6	February 11	Peak Water	Shiva *should finish this week*
			Ecological Footprint Report Due
7	February 18	Winter Break- No Classes	
	February 25	Peak Soil/Review Quizzes 4-6 Due March 1	Welzer Chapters 1-3 (Quiz 6)
8	March 4	<b>First Hour: Test #2</b>	
		2nd Half: Climate, Migration, Violence (Syria)	Welzer Chapters 4-6 (Quiz 7)
9	March 11	Killing Yesterday, Killing Today (Sudan)	Welzer Chapters 7-10 (Quiz 8)
10	March 18	Killing Tomorrow (Haiti)/ Review Quiz 7 & 8 Due March 15	
11	March 25	<b>First Hour: Test #3</b>	Chapters 11 and 12
12	April 1	Final Presentations in Class	
			Policy Briefs Due
13	April 8	Spillover week	

## **Ecological Footprints: Assignment #1**

Places, Boundaries, Movements, and Environmental Change GInS 3020

### **Summary**

This assignment allows you explore the consumption patterns of your peers in relation to Environmental Justice Advocacy and Global Environmental Change. You will use the Ecological Footprint Calculator at <http://www.footprintcalculator.org> to calculate your personal footprints, and collect the data of 4 other Carleton Student's Footprints, and engage with Vandana Shiva's, "Soil Not Oil" to offer a critical reflection on the relationship between your consumption and Global Environmental Change.

- **15% of final grade**
- **due to cuLearn: February 11th by 8:35am**
- **Length: 500 words MIN- 550 words MAX**

### **Regulations:**

- Late assignments will be penalized 10% per day.
- Must be typed, double-spaced, 1-inch margins, in 12 pt, Times New Roman font. Include your names, student numbers, your TA and the date on the first page of your assignment.
- You are welcome to use the bibliographic style of your choice, but you must choose a recognized style, and use proper in-text citations.

### **Learning Objectives**

- To get a practical sense of the utility of the Ecological Footprint Model
- To familiarize students with their own consumption patterns in relation to their peers
- To practice small-scale data collection and analysis
- To reflect on, and prepare a concise summary of student consumption patterns and relate these to course themes of Ecological Justice, and Environmental Advocacy

### **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 very 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 Footprints: Assignment #1 CONT.

Places, Boundaries, Movements, and Environmental Change GInS 3020

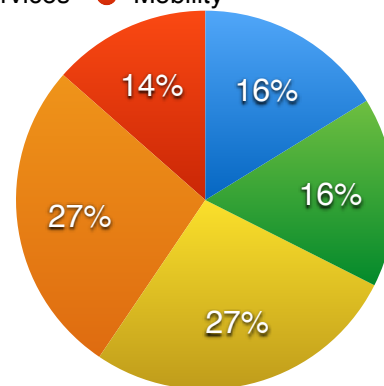
### Steps

1. Use the footprint calculator at <http://www.footprintcalculator.org/> to calculate your personal footprint. Answer the questions honestly—you are not being graded on the size of your footprint! \*Make sure to record your answers to the quiz questions, so that you can refer to these in your writing assignment!\*

- How many Planet Earths would we need to provide resources for everyone if they lived like you?
- What is your total Ecological Footprint in Gha?
- What is your Carbon Footprint, (in Tonnes and as a % of your total)?
- Record the footprints of you and your partner graphically in a table, and pie chart. For example:

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

● Food    ● Goods    ● Shelter  
● Services    ● Mobility



2. Discuss your Ecological Footprint data with your partner, and compare your Ecological Footprint Results. Brainstorm: What themes do you think you would like to highlight in your report. Can you anticipate what the high Footprint areas might be for your participants? How do your footprint results relate to themes in Shiva's "Soil Not Oil"?

3. Collect the Ecological Footprint Data from 5 other Carleton Students (these can be your classmates or friends). Using the Instructions in Step #1 to explain the process to your participants. Calculate the averages of your participants in the required categories:

- Average of the # of Planet Earths would we need to provide resources for everyone if they lived like you and your participants
- Average total Ecological Footprint in Gha of you and your participants
- Average of each sub-category: Built-up Land; Forest Products; Cropland; Grazing Land; Fishing Grounds; Carbon Footprint

\*Remember: include the data from you and your partner in your tabulations. Record these footprint averages graphically in a table, and pie chart as indicated in Step 1.



## **Ecological Footprints: Assignment #1 CONT.**

Places, Boundaries, Movements, and Environmental Change GInS 3020

4. Finally, reflect on the consumption patterns of your Carleton Student Data in relation to Vandana Shiva's "Soil Not Oil". Then, write a critical reflection on the relationship between Carleton Student's Ecological Footprints, and one theme from Soil Not Oil. For example, you might reflect on your consumption in relation to energy (peak oil), food and agriculture, or transportation and climate change (among others!).
5. Edit your paper. Your assignment must include a clear introduction, body paragraph(s), and conclusion. To receive top marks, you must draw concretely from Soil Not Oil, engaging with quotations, evidence, and Shiva's arguments.

### **Evaluation**

Clear and complete Ecological Footprints.....	/3
*Clearly include data from you and your partner, and data from your participants	
Critical Reflection.....	/7
Writing, grammar, bibliography and following assignment guidelines.....	/5
<b>Total.....</b>	<b>/15</b>

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

Places, Boundaries, Movements, and Global Environmental Change GlnS 3020

### SUMMARY

This assignment is designed to allow you to explore in detail one of the major environmental/social problems that we have discussed in class, and to imagine possibilities for intervention. A policy brief presents a concise summary of information that can help readers understand, and make decisions about go policies (these can relate to government, or the policies of non-governmental organizations). In your Policy Brief, you will give an objective summary of relevant research, and suggest **practical**, and **realistic** recommendations for policy options.

\***Policy Brief: 15%**

Length: 1000 words MAX

\***Presentation: 10% of final grade**

Length: 60 seconds MAX

\***DUE to cuLearn: April 1st by 8:35am**

\*1 policy brief submitted per group\*

### ASSIGNMENT COMPONENTS:

#### 1. Policy Brief:

Policies to deal with environmental change, migration, and research 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 five, you will work as "policy makers" of global environmental change/migration research.

- a) **Getting Started:** identifying a **specific problem** related to course themes: (Environmental Change, Migration, Consumption, Violence). Chose a **specific place** (i.e. city or town) where you will attempt to put forth a policy to address your chosen problem. Reviewing the literature on the causes and solutions for the target problem.
- b) **Writing your Report:** Your policy brief should contain:
  - **Great Title-** communicate the problem in a succinct and catchy way
  - **Executive Summary:** 1 paragraph identifying - Brief overview of the problem? Where is it happening? How will you address it?
  - **Scope of the Problem:** Communicate the importance of 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 actions and research clearly to the public. Make sure your Policy Brief is jargon-free.\*

## Policy Review & "Spot": Assignment #2 CONT.

### 2. "Spot" Presentation (10% of final grade):

Using materials from your policy brief and class materials, you will develop plans for a 60 second "live" spot aimed at encouraging a specific sustainable public behaviour that compliments your policy. This "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**.

### 3. Peer Review (SEE ATTACHED FORM)

On our presentation day, December 5th, students will submit a **Peer and Self Assessment**. Each group member are expected to complete a Peer and Self Assessment (found at the end of the syllabus). Please print the forms and submit on the final day of class

## EVALUATION

### Presentation

Creativity, Engaging, Delivery.....	/4
(Consider: pacing/time keeping, articulation, sharp focus)	
Assertion of Problem,Identifying Solution.....	/4
(Consider: Evidence, consistent argument,	
Peer Review Participation.....	/2
<b>Total.....</b>	<b>/10</b>

### Policy Review

Clear Organization and Includes All Assignment Components.....	/2
Explanation of the Problem.....	/5
Recommendations.....	/5
Writing, grammar .....	/3
Peer Evaluation .....	/5
<b>Total.....</b>	<b>/10</b>

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

### **Steps:**

1. Review the following Peer- Evaluation Guidelines
2. Fill out and Print the Second Sheet and Bring to Class Submit in Class on April 1st

### **Collaboration**

- 5- Always Listens to other's ideas. Gives excellent broad ideas and 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 the ideas do not deepen the discussion rather maintain it at current level.
- 2- Listens fairly well but interrupts at times. Rarely deepens the discussion.
- 1- Overbearing. Interrupts. Doesn't allow discussion of ideas other than own and/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 to do more than required, and 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- Provides extensive accurate information to group members drawing from great knowledge of course material.
4. Provides accurate information to group members.
- 3- Information is usually accurate and is an adequate amount. Misses occasional info., but is generally informed about material covered in class and readings.
- 2- Mostly misinforms group or provides little information. Misses info. frequently, but knows some class material and readings.
- 1- Provides group with no useful accurate information. Misses classes and expects 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 is 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 \_\_\_\_\_

Please try to assign scores that reflect how you really feel about the extent to which the other members of your group contributed to your learning and/or your group's performance. This will be your only opportunity to reward the 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					
Total/5					

**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.

## ON WRITING

\*\*Everyone can improve writing skills--even terrific writers. Check out the Centre for Student Academic Support (<https://carleton.ca/csas/writing-services/>) for coaching to improve your work.

### **Rubric for Written Components of Assignments:**

\*All individual assignment rubrics are outlined in the assignment descriptions

A+ = 90-100 %    A = 80-89%    B = 70-79%    C = 60-69%    D = 50-59%    F = below 50%

A = Demonstrates excellent gathering of "evidence" and description of "data," plus a strong interpretive analysis that explicitly draws on at least 5 academic sources to shape discussion (citing author and title in the text). Skilled critical analysis and precise argument; meaningfully incorporates vocabulary and concepts relevant to the course. Sophisticated writing and composition; few errors in grammar, spelling. Original insights, sharp critical thinking, creative application and synthesis of course concepts.

B = Demonstrates effective gathering of "evidence" and description of "data," plus solid interpretive analysis that explicitly draws on 5 academic sources to shape discussion (cite author and title in your text). Active and critical discussion of ideas; may be more descriptive than analytical, or informative but lacking in sharp analysis. Demonstrates good critical thinking, good grasp of concepts relevant to the course. Solid college level writing and composition; few errors in grammar, spelling. Intellectual creativity and willingness to attempt original application of course concepts.

C = Does not meet all requirements of the assignment, incomplete tasks (e.g. does not cite required sources). Basic grasp of the substance of course concepts and materials; while essentially correct, comprehension and arguments do not stretch beyond a superficial application of concepts and ideas. Weak, unclear, or careless writing and composition skills; many errors in grammar, spelling. Imprecise language in presentation of ideas.

D = Ignores requirements or does not adequately fulfill assignment. Unclear communication, writing and composition skills not at college level; misreadings or misunderstandings; incomplete tasks or citations.

F = Fail

**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, River Building. 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	1 2 - point scale	Percentage	Letter grade	1 2 - 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.