
Places, Boundaries, Movements & Environmental Change

GINs 3020A Fall 2026

CARLETON UNIVERSITY

Bachelor of Global and International Studies

Class: Thursdays 2:35-5:25 pm

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Course Description

Environmental change as a result of human activity has reached planetary proportions. Wildlife populations have declined by over 70 percent in the past fifty years. Humans deforest roughly 10 million hectares annually. Weather-related disasters have increased fivefold over the past five decades. And the past five years has been the hottest on record, with global CO₂ emissions hitting a new record high in 2025. These environmental changes are not occurring in isolation: they are closely tied to global systems of production, consumption, and inequality. Climate change, land degradation, and water scarcity are increasingly affecting food systems, livelihoods and political stability across the world. At the same time, intensifying social inequality and extreme environmental events are causing worrying socio-political trends: discrimination, wall-building, and 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 will examine how globalization shapes environmental change, how societies perceive and respond to environmental problems, and what possibilities exist for more just and sustainable futures.

Learning Objectives

1. Identify and critically evaluate key theories of human–environment relations, and apply them to contemporary environmental challenges.
2. Analyze the social and material drivers of environmental change, including how environmental problems are shaped by both biophysical processes and social perceptions.
3. Examine how environmental problems are constructed and communicated, and assess how narratives, discourse, and perception shape environmental action and outcomes.
4. Identify and articulate your own relationship to the environment, environmental change, and a key concept of environmental ethics related to Ishmael by Daniel Quinn.

Readings

Available at the Carleton Bookstore and the MacOdrum Library.

Robbins, P. 2022. *Environment & Society: A Critical Introduction*, 3rd ed. Wiley-Blackwell. (\$58.95)

Quinn, D. 1992. *Ishmael*. Bantam Books. (\$27.99)

Hickel, J. 2018. *Why Growth Can't Be Green*. *Foreign Policy*.

Evaluation

The following is the standard evaluation and default grading scheme for all students. Some students may choose an alternative grading scheme which allows for optional course components. See details below.

<u>Following Communication Protocol</u>	5 %
<u>Attendance</u>	25%
<u>Quizzes</u>	15 %
<u>Test #1</u>	15 %
<u>Test #2</u>	15 %
<u>Final Essay</u>	25 %

Late Policy: Deductions of 10% per day begin immediately after the deadline. Assignments that are more than seven days late will not be accepted and will receive a grade of zero. Assignments will not be accepted by e-mail. You are expected to keep a copy of all assignments.

Land Acknowledgement

As we learn together, we acknowledge that Carleton University is situated on the traditional, unceded territory of the Algonquin Anishinàbeg Nation, and we honour the enduring relationship of Indigenous peoples with this land.

Course Outline

Week 1, September 9th: Give it to me straight: How bad is the climate problem?
<i>Required Reading: Course Syllabus & Review Brightspace Modules</i>
Week 2, September 16th: Part 1: Is population the problem?
<i>Required Reading: Chapter 2. Population and Scarcity & Quinn, the section of the Foreward, starting at page xxiv, "A question students often ask is..." until the end of the section.</i>
Week 3, September 23rd: Is nature natural?
<i>Required Reading: Chapter 8. Social Construction of Nature & Quinn, Ishmael, Parts 1 & 2</i>
Week 4, September 30th: The Carbon Problem
<i>Required Reading: Robbins. Chapter 11 Carbon Dioxide & Quinn, Ishmael, Parts 3 & 4</i>
Week 5, October 7th: WARNINGS! Why don't we listen?
QUIZ 1 (Optional) First 25 minutes of Class *If opting out, enter class when the quiz has ended*
<i>Required Reading: Quinn, Ishmael, Parts 5, 6 & 7</i>
Week 6, October 14th: TEST 1 (Optional)
Week 7, October 21st: Risk Perception: From French Fries to Fukushima
<i>Required Reading: Robbins, Chapter 6. Risks and Technology & Quinn, Ishmael, Parts 7 & 8</i>
Fall Break: Oct 26th-30th

Week 8, November 4th: Water Scarcity: Is My Burger to Blame
<i>Required Reading:</i> . Robbins, Chapter 5. Environmental Ethics & Quinn, Ishmael Parts 8 & 9
Week 9, November 11th: Paradigms and Pineapples: Why Environmental Stories Matter
<i>Required Reading:</i> Robbins, Chapter 16. Lawns & Quinn, Ishmael, Parts 10 & 11
QUIZ 2 (Optional) First 25 minutes of Class *If opting out, enter class when the quiz has ended*
Week 10, November 18th: Tree Planters and Toilet Paper: The Unexpected Politics of Trees
<i>Required Reading:</i> Robbins, Chapter 12. Trees & Quinn, Ishmael, Parts 12 & 13
Week 11 November 25th: Can We Have it All?: Capitalism, Climate and the Future of the Planet/Review
QUIZ 3 (Optional) First 25 minutes of Class *If opting out, enter class when the quiz has ended*
<i>Required Reading:</i> Robbins, Chapter 7. Political Economy & Hickel. 2018. Why Growth Can't Be Green. <i>Foreign Policy</i> .
Week 12, December 2nd: Test 2 (Optional)
Final Essay Due: December 4th, 4pm
December 9th Contingency Week (No Scheduled Class)

Course Assessments Overview

Universities today are increasingly shaped by neoliberal logic, where students are often positioned as “clients” and professors as “service providers.” I recognize that students enter this course with diverse motivations. Some are driven by curiosity and a desire to deeply engage with the material, while others are primarily seeking a credit. The following assessment structure is geared towards accommodating diverse student motivations while ensuring a clear baseline for success.

ATTENDANCE PROTOCOL OVERVIEW, OPTIONAL ASSESSMENTS & SCHEDULE

- Attending 8 of 10 lectures and completing associated exit tickets is sufficient to complete the course, and guarantees students 50% in all other assessment categories.
- Quizzes, tests, and the final essay are optional; completing them can only improve grades above the baseline.
- Attending fewer than 8 of the lectures and fully completing fewer than 8 exit tickets entails that the default assessment components and grade distributions will stand and will not be optional.
- Fully attending all 10 lectures and completing all exit tickets maximizes the attendance grade to 100%.

	Quiz 1	Quiz 2	Quiz 3	Test 1	Test 2	Final Essay
% of Final Grade	5%	5%	5%	15%	15%	25%
	<i>*or best 2 of 3* 7.5% each)</i>					
Date	Week 5 Oct 7	Week 9 Nov 11	Week 11 Nov 25	Week 6 Oct 14	Week 12 Dec 2	Dec 4

Assessments Overview

Attendance & Participation: 25%

- Full attendance at 8 of 10 classes (test days not included) and full completion of associated exit tickets will result in a grade of 80% for Attendance & Participation and guarantees a baseline grade of 50% in all other course components, even if quizzes, tests, and the final essay are not completed.
- Attending all 10 classes and fully completing all exit tickets will result in a grade of 100% for Attendance & Participation (25/25) and maintains the 50% baseline for other assessments.
- Exit tickets will be provided to students upon entry to class, but will not be provided 15 minutes after the class start time.

Optional Quizzes (15%)

- There are three closed-book quizzes during the term (multiple choice/true-false), and each is cumulative, covering material from the beginning of the course up to that point.
- Students may choose to complete all, some, or none of the quizzes
- If a student completes 2 or 3 quizzes, only the best 2 scores will count.
- If a student completes only 1 quiz and meets the minimum attendance + exit ticket requirement, they will receive their earned score for the quiz they took only if it is above 50%, and they will receive a grade of 50% for the remaining second quizzes.
- No loss for attempting: if a student scores below 50% on any quiz but has met the minimum attendance + exit ticket requirement, that quiz will still be recorded as 50%.
- Students who meet the minimum attendance + exit ticket requirement but do not complete any quizzes will automatically receive 50% in the quiz category.
- Key point: Completing quizzes can only improve the grade beyond the 50% baseline.
- There are no make-up quizzes.

Optional Tests (30%)

- There are two closed-book, in person tests during the term (each worth 15%, including multiple choice, true false and a long answer questions), each is 90 minutes, and cumulative, covering all material from the course up to that point.
- Students may choose to complete both tests, only one, or none.
- Students who meet the minimum attendance + exit ticket requirement (attending 8 of 10 lectures and completing the exit tickets) automatically receive 50% in each test category.
- If a student completes only one test and meets the minimum attendance + exit ticket requirement, they will receive the score they earned for the test they completed (if above 50%) and 50% for the test they did not complete.
- If a student completes both tests, each score will be used only if it is above 50%, as long as the minimum attendance + exit ticket requirement is met.
- Completing tests can only improve the grade above the baseline of 50%.
- Make-Up Tests: In the case of an emergency (bereavement, illness, etc.), students may be permitted to take a makeup test. To qualify for a make-up Test, students must let the TA know of their absence *before* the respective test. Requests for make-up tests that are made *after* the test

will not be accommodated. Students must also complete Carleton's" Academic Consideration for Coursework Form and must send a copy of this form to the TA.

Optional Final Essay (25%)

- Students may choose to complete the final essay or not.
- Meeting the minimum attendance + exit ticket requirement guarantees 50% in the essay category.
- Completing the essay can improve the grade above the 50% baseline.

Communication Protocol (5%)

To ensure effective communication in this class, please follow these guidelines:

1. Post all course-related and logistical questions on the Brightspace Q&A Forum. Before posting, check if your question has already been answered.
2. For more detailed questions about assignments, quizzes, or the course more broadly, you have two options:
 - A. Schedule a meeting with your TA by email, and you can request a meeting via phone or Zoom.
 - B. Visit the instructor during office hours.
3. Email Policy: Students should please refrain from emailing the instructor. If there is a case of emergency, you may email the instructor using the subject line: "GEOG3206 Meeting Request" and include available times, your phone number, and a brief description of the issue. In this event, I will schedule a call with you as soon as I can.
4. Please do not inform the TA or the instructor if you are late or absent for class or for tests that you are choosing not to take. This is accounted for in the course design, and the instructor prefers to protect student privacy and does not ask students to disclose reasons for absence.

48-Hour Window Policy: To support effective communication and minimize stress, we strive to promptly address your questions. Rushed communication and potential frustrations are more likely just before assignments or tests are due, and after grades have been released. This policy is designed to foster respectful communication. Please refrain from posing questions to your TA within 48 hours before or after assignment due dates or tests. Questions sent during these periods will not receive a response until the window has passed, except in cases of illness or emergency. If you are unwell, you may still contact the instructor following the guidelines outlined in No. 3 of our communication policy above.

Appeals Policy: If you wish to challenge a grade, you must do so within five days of receiving your assignment or test results. To appeal a grade, your first step is to draft a half-page appeal outlining the specific grading discrepancies you have identified. In this letter, you should identify the grading error specifically and provide justification and evidence to substantiate your claim. Send this letter to your TA, and request a meeting time. Only valid appeals will be reviewed.

A Note on Late Assignments: I encourage you to plan and submit your Final Paper by the deadline. Keep in mind that timeliness is an important part of this class and our professional relationship. Still, I recognize that students often juggle multiple responsibilities and that emergencies can come up at inopportune times. In light of that, there is a three-day grace period for your Final Paper. In concrete terms, if your paper is submitted within three days of the deadline (date and time), it will be accepted, graded, and we will not apply deductions. In this case, please do not email the TA or Instructor with an

explanation or excuse; please just submit your assignment as you normally would on Brightspace. If a paper is submitted after the three-day grace period, students are expected to contact the TA detailing a legitimate explanation for their late paper. Students must also complete Carleton's [Academic Consideration for Coursework Form](#) and must send a copy of the completed form to the TA. In the case of late papers, we will apply a 10% deduction per day for up to five days. TAs will still grade your paper, but will not offer comments: this is because of grade submission deadlines from the Dean's office. Students who submit assignments after both the three-day grace period and the five-day late period will not be accepted and will receive a grade of zero.

AI Policy: The purpose of written work in this course is to assess your ability to apply a political-ecology lens, engage course concepts, and develop your own arguments. AI tools may support *aspects of the writing process*, but they may not replace critical thinking, reading, interpretation, or argumentation. Students may use AI tools for ideas, clarifying challenging concepts or getting started on projects. Do not copy, paraphrase or translate anything from anywhere (ChatGPT included). If you use AI tools for any part of the writing process, you must include a brief statement at the end of your essay (2–3 sentences) describing how you used them (e.g., outlining, grammar checking). Failure to disclose AI use may be treated as an academic integrity violation.

Final Essay (Optional, 25%)

Assignment Motivation:

“There’s nothing fundamentally wrong with people. Given a story to enact that puts them in accord with the world, they will live in accord with the world. But given a story to enact that puts them at odds with the world, as yours does, they will live at odds with the world. Given a story to enact in which they are the lords of the world, they will act like lords of the world. And, given a story to enact in which the world is a foe to be conquered, they will conquer it like a foe, and one day, inevitably, their foe will lie bleeding to death at their feet, as the world is now.”

— Daniel Quinn, *Ishmael: An Adventure of the Mind and Spirit*

This project is motivated by Quinn’s suggestion that humanity’s cultural myths—about progress, human-nature relations, and human superiority—shape both our imagination and our destruction of the natural world. Through this project, you will explore how *Ishmael’s* insights can illuminate a contemporary environmental issue and also reflect on how this book has affected your own understanding of human–environment relations.

Book Analysis Learning Objectives

By completing this assignment, you will:

- Demonstrate an understanding of *Ishmael’s* key concepts and arguments.
- Critically analyze the relationship between cultural narratives and environmental degradation.
- Apply theoretical ideas from *Ishmael* to a concrete environmental problem.
- Integrate interdisciplinary scholarly research into your analysis.
- Reflect on alternative ways of thinking about sustainability and coexistence.

Assignment Overview: In this assignment, you will critically engage with Daniel Quinn’s *Ishmael* (1992) and apply its central ideas to a contemporary environmental issue of your choice (for example, climate change, deforestation, species extinction, industrial agriculture, water scarcity, air pollution etc). Your essay should connect Quinn’s philosophical critique of “Taker” culture to the real-world dynamics

of your chosen issue, drawing on at least five academic sources (peer-reviewed articles, scholarly books, or chapters). In addition to your analytical work, your essay will include a Personal Reflection section that thoughtfully considers how *Ishmael* has impacted your worldview, learning journey, or sense of purpose. Your goal is to analyze how *Ishmael's* insights — such as “Taker” and “Leaver” cultures, myths of human exceptionalism, or the cultural stories that justify domination over nature — and a political ecology framework, *together*, can help explain or challenge the human behaviours and systems driving your chosen environmental issue.

Assignment Structure and Components

1. Introduction

- Introduce your topic and its significance in a compelling way.
- State your thesis — how Daniel Quinn’s (*Ishmael*) ideas and a political ecology perspective illuminate, complicate, or challenge dominant ways of understanding your environmental issue.
- The introductory sentence and subheading should be captivating and should capture your topic.

2. Summary and Literature Review

- Summarize key concepts from *Ishmael*, such as:
 - “Takers” and “Leavers”
 - Myths of progress, human exceptionalism, and control over nature
 - The role of cultural stories in ecological crisis
- Integrate at least five academic sources to situate your discussion in environmental scholarship (e.g., political ecology and literature specific to your chosen environmental issue).
- Use these sources to expand, challenge, or deepen Quinn’s work

3. Application and Analysis

- Connect *Ishmael's* concepts to your chosen environmental issue by analyzing both cultural narratives and the political ecology of your issue.

Step 1: Cultural Narratives

- Begin by defining a dataset of cultural narratives (i.e. single outlet or comparison of news articles, political speeches, social media posts, songs, advertisements, films or documentaries etc). Your dataset should be focused and clearly bounded (e.g., by source, time period, or theme).
- You must: clearly define your dataset (i.e. *10 speeches, 15 Instagram posts, 8 news articles*), and use this dataset as evidence throughout your analysis
- Analyze your dataset using concepts from *Ishmael*: What assumptions about humans, nature, and progress are embedded in these narratives? How do they reflect “Taker” culture, human exceptionalism, or myths of control?

Step 2: Political Ecology Analysis

- You must also analyze your issue using a political ecology framework. Rather than answering each question separately, use these as guides to build a coherent analysis:
 - **History & Place:** Where does this issue come from? How has it evolved?
 - **Power & Inequality:** Who benefits? Who is marginalized? Who decides?
 - **Material Flows:** What resources are involved? Where do they come from and go?
 - **Environmental Outcomes:** What ecological impacts are produced? Who lives with them?
 - **Knowledge & Voice:** Whose knowledge counts? Who is excluded?
 - **Scale:** How is this issue connected locally, nationally, and globally?
- Your goal is to build a coherent explanation of how your environmental issue is produced and experienced through these interconnected dynamics.

Step 3: Writing: Integrating the Two

- This is the most important part of your essay — writing the Application and Analysis section. This section should integrate your analysis from Steps 1 and 2 into a cohesive section. You must clearly demonstrate: How cultural narratives hide, justify, or normalize underlying power relations and material processes. What becomes visible—and what was previously obscured—when analyzing both stories and systems together? How does *Ishmael* help critically reinterpret dominant narratives?

4. Personal Reflection

- Discuss the impact of *Ishmael* on your own intellectual or personal journey. How has this book shaped your understanding of human–environment relations or your sense of responsibility?
- Draw from concrete life experiences, feelings, or aspirations to deepen your reflection.
- You may also reflect on how this analysis (combining *Ishmael* and political ecology) has reshaped how you understand environmental issues.

5. Conclusion

- Consider what *Ishmael* ultimately teaches about cultural myths and your chosen ecological issue.
- Summarize your key findings and discuss broader implications for sustainability, justice, or human /nature flourishing. Be sure to make your conclusion punchy, captivating, and meaningful.
- Reflect on what your analysis reveals about the relationship between cultural narratives, power, and environmental outcomes.

Evidence Expectations

You must support your analysis using:

- Direct quotations from *Ishmael*
- Concrete examples (statistics, quotes, references) from your dataset
- Academic sources

Formatting and Style

- Font: Times New Roman, 12 pt
- Margins: 1 inch (2.54 cm)
- Include page numbers
- File format: PDF
- Citation style: Any recognized academic style (APA, MLA, or Chicago), used consistently
- Submission: Upload to Brightspace (emailed assignments will not be accepted)

Formatting Tip: Start with the headings listed above (Introduction; Summary and Literature Review; Personal Reflection; Conclusion), but make them your own by relating them directly to your topic. For example: “Introduction: The Climate Myth and Human Destiny” and “Personal Reflection: Letting Go of Control — Lessons from *Ishmael*”. Choose a catchy, specific title that reflects your unique focus. Avoid vague titles and make the report your own.

Marking Guide — Ishmael Book Report and Environmental Analysis (20%)

Criteria	Exceeds Expectations	Meets Expectations	Below Expectations	Points
Introduction (150–250 words)	Clearly introduces the environmental issue and situates it within <i>Ishmael</i> 's key ideas. Establishes a compelling thesis that links Quinn's framework and a political ecology perspective to a real-world problem. Uses data, quotations, or examples effectively. (10–15 points)	Introduces the issue with some clarity but lacks focus or precision. Thesis is present but may be general or only loosely connected to <i>Ishmael</i> . Some use of examples or quotations. (6–9 points)	Introduction is vague or unfocused. Issue or thesis unclear. Minimal or no connection to <i>Ishmael</i> or lack of meaningful evidence. (0–5 points)	10
Summary & Literature Review (800–1000 words)	Demonstrates nuanced understanding of <i>Ishmael</i> 's central concepts ("Takers," "Leavers," myths of progress, etc.) and connects them clearly to the chosen issue. Integrates at least five academic sources cohesively and critically. (25–30 points)	Accurately summarizes <i>Ishmael</i> 's main ideas but may lack analytical depth. Incorporates some academic sources but may not integrate them fully or critically. (15–24 points)	Provides limited or inaccurate summary of <i>Ishmael</i> . Fewer than 5 scholarly sources, or weak integration and relevance to topic. (0–14 points)	25
Application and Analysis (800–1000 words)	Constructs and clearly defines a dataset of cultural narratives, used effectively as evidence throughout the analysis. Applies concepts from <i>Ishmael</i> (e.g., Taker culture, myths of progress, human exceptionalism) in a nuanced way. Demonstrates a strong political ecology analysis by examining power, inequality, material flows, environmental outcomes, and connections across scale and history. Moves beyond description to provide critical analysis of both cultural narratives and the material realities they reflect or obscure. Clearly integrates these dimensions, showing how dominant stories justify or conceal underlying ecological and political dynamics, and makes compelling connections between theory, dataset, and real-world processes. (20–25 points)	Defines a dataset of cultural narratives and uses it as evidence, though it may be limited in scope or unevenly applied. Applies concepts from <i>Ishmael</i> appropriately, but at times in a more descriptive or generalized manner. Demonstrates a basic political ecology analysis, though attention to power, material flows, or environmental outcomes may be uneven or underdeveloped. Attempts to connect cultural narratives to broader ecological and political dynamics, but integration between these elements may be partial or lack depth. Overall, the analysis is sound but may lack nuance, coherence, or sustained critical engagement. (13–19 points)	Provides an unclear, minimal, or absent dataset of cultural narratives, or fails to use it effectively as evidence. Application of <i>Ishmael</i> is superficial, inaccurate, or not clearly connected to the environmental issue. Demonstrates little or no meaningful political ecology analysis, with limited attention to power, inequality, or material processes. The discussion remains largely descriptive, overly general, or off-topic, with no clear integration between cultural narratives and the underlying ecological and political dynamics.	25
Personal Reflection (300–400 words)	Offers an engaging and thoughtful reflection on how <i>Ishmael</i> has impacted personal understanding, experiences, or aspirations. Uses concrete examples and direct quotations effectively. Demonstrates authenticity and insight. (12–15 points)	Reflection is present and relevant but may be underdeveloped or lack depth. Some examples or quotations used, but connections to personal growth are limited. (8–11 points)	Reflection is superficial or missing. Few or no concrete experiences, quotations, or genuine engagement with the text. (0–7 points)	10
Conclusion (200–350 words)	Effectively synthesizes findings with original insights or recommendations. Demonstrates understanding of broader implications for sustainability, justice, and power relations in human–environment systems. (10–15 points)	Summarizes analysis clearly but may lack originality or a strong synthesis of ideas. Some implications discussed but not fully developed. (6–9 points)	Conclusion is weak or incomplete. Lacks synthesis, insight, or clear closing arguments. (0–5 points)	10
Writing	Writing is inspired, organized, and engaging. Demonstrates excellent integration of quotations, transitions, and examples. Creative and appropriate title enhances the paper. (10–15 points)	Writing is clear but occasionally uneven or repetitive. Some integration of quotations and transitions, though may lack polish or creativity. (6–9 points)	Writing is unclear or inconsistent. Poor use of quotations or examples. Title and organization lack purpose or originality. (0–5 points)	15
Mechanics & Presentation	Writing is clear, well-organized, and error-free. Proper and consistent citation format used. Page numbers, margins, and font requirements followed precisely. (5 points)	Writing is clear overall but contains some grammatical or formatting errors. Citation style mostly correct. (3–4 points)	Writing is poorly organized or error-prone. Citation style inconsistent or missing. Formatting incomplete. (0–2 points)	5
Total				100
Flexibility: Allow room for grader discretion in cases of exceptional effort or extenuating circumstances				

Note that 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. The system of grades used, with corresponding grade points is the following:

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

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.

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>

Policy on The Use of Generative Artificial Intelligence Tools:

As our understanding of the uses of AI and its relationship to student work and academic integrity continues to evolve, students are required to discuss their use of AI in any circumstance not described here with the course instructor to ensure it supports the learning goals for the course.

AI Use: Students may use AI tools for sharing ideas, clarifying challenging concepts, or getting started on projects. Some acceptable uses include:

- Brainstorming ideas (e.g., generating essay topics with ChatGPT, using Microsoft Word's Smart Lookup to find inspiration and related topics).

- Creating outlines (e.g., using AI to structure an essay or presentation flow, using Microsoft Word's Outline View with AI suggestions).
- Providing definitions or explanations of complex concepts (e.g., using AI to explain a difficult theory, e.g., using Microsoft Word's Researcher tool to find relevant information).

Documenting use of AI: It is necessary to document your use of AI in this course, using the following guidelines:

- Identify and cite AI-generated text (e.g., 'The following paragraph was generated by ChatGPT/Microsoft Word's Researcher tool'). Please consult resources on the [Library website](#).
- Review, edit, and ensure the accuracy and originality of final submissions.
- AI-generated content should not exceed 30% of the total assignment length.

Why have I adopted this policy? This policy supports the use of AI as a supplementary tool, helping students develop ideas and structure their work while emphasizing the importance of transparency and personal engagement with the content. AI can be used for inspiration and foundational support, and can encourage students to critically assess and refine AI-generated material.

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.

Academic Accommodation: Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline). You should provide any additional information on your requirements for short-term informal accommodations. If you require supporting documentation for short-term considerations, you may only request the [Academic Consideration for Coursework form](#). You may not request medical notes or documentation. Consult the [Academic Consideration Policy for instructors information page](#) for more details.

Pregnancy obligation: write to the instructor 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 accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious obligation: write to the instructor 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.

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, 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).

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>

Communications: Carleton E-mail Accounts: All email communication to students from BGIInS will be via official Carleton University email 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.

Classroom Recording: Unauthorized student recording of classroom or other academic activities (including advising sessions or office hours) is prohibited. Unauthorized recording is unethical and may also be a violation of University policy. Students requesting the use of assistive technology as an accommodation should contact the **Paul Menton Centre**. Unauthorized use of classroom recordings – including distributing or posting them – is also prohibited. Under the University's **Copyright Policy**, faculty own the copyright to instructional materials – including those resources created specifically for the purposes of instruction, such as lectures slides, lecture notes, and presentations. Students cannot copy, reproduce, display, or distribute these materials or otherwise circulate these materials without the instructor's written permission. Students who engage in unauthorized recording, unauthorized use of a recording, or unauthorized distribution of instructional materials will be referred to the appropriate University office for follow-up.