



Places, Boundaries, movements, & Environmental Change

GINS 3020B

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Global & International Studies
(BGInS)
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Course Description

Environmental change as a result of human activity has reached planetary proportions: 2010-2019 was the hottest decade on record; we have lost one-third of our arable land in the past 40 years; commercial fish species have been in decline for decades; and while atmospheric carbon levels have never been as high, oil production is not keeping up with demand. The challenges of rapidly intensifying social inequality and extreme environmental events are also 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 explore the relationship between globalization, environmental change, social perceptions, and possibilities for change.

Learning Objectives

1. Identify and critique dominant theorists/theoretical positions related to themes of human-environment relations *and* describe examples of how these themes relate to environmental change.
2. Assess human causes of environmental problems and explore possibilities for remedying environmental problems through storytelling and advocacy.
3. 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

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

<u>Following Communication Protocol</u>	5 %
<u>Attendance</u>	10 %
<u>Reading Comprehension Quizzes</u>	25 %
<u>Test #1</u>	15 %
<u>Test #2</u>	15 %
<u>Final Project (Book Report & Presentation)</u>	30%
<i>Ishmael Book Report and Environmental Analysis (20%)</i>	
<i>Rewriting the Story: Presentation on Ishmael & Environmental Change (10%)</i>	

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 Schedule, Readings, and Quiz Deadlines

Week 1, Jan 5th: Give it to me straight: How bad is the climate problem?	
Quiz 1 Reading	Robbins. Chapter 2: Population & Scarcity. AND Robbins. Chapter 4. Institutions & “The Commons.”
Week 2, Jan 12th: Part 1: Is population the problem?	
Quiz 1	Due: January 12th 10am

Quiz 2 Reading	Robbins. Chapter 8. Social Construction of Nature. AND Robbins. Chapter 11 Carbon Dioxide
Week 3, Jan 19: Is nature <i>natural</i>?	
Quiz 2	Due: January 19th 10am
Quiz 3 Reading	Robbins. Chapter 6, Risks and Technology. AND Robbins. Chapter 14, Uranium
Week 4, Jan 26: The Carbon Problem	
Quiz 3	Due: January 26th 10 am
Quiz 4 Reading	Robbins. Chapter 16 Lawns AND Chapter 10. Trees.
Week 5, Feb 2nd: WARNINGS! Why don't we listen?	
Quiz 4	Due: February 2nd 10 am
Quiz 5 Reading	Robbins. Chapter 3. Markets & Commodities. AND Hickel. 2018. Why Growth Can't Be Green?
Week 6, Feb 9th: Risk Perception: From French Fries to Fukushima/Review	
Quiz 5	Due: February 9th 10 am
Quiz 6 Reading	Chapter 18 French Fries & Chapter 5, Environmental Ethics
Winter Break: February 16th-20th	
Week 7, Feb 23rd: Test 1/Book Review Workshop	
Quiz 6	Due: February 23rd 10 am
Test 1	
Quiz 7 Reading	Chapter 17. Bottled Water. AND Chapter 15, Tuna
Week 8, March 2nd: Paradigms and Pineapples: Why Environmental Stories Matter	
Quiz 7	Due: March 2nd 10 am
Quiz 8 Film	Film: The End of Medicine
Week 9, March 9th: Tree Planters and Toilet Paper: The Unexpected Politics of Trees	
Quiz 8	Due: March 9th 10 am
Quiz 9 Reading	Chapter 7 Political Economy & Chapter 10 Racialized Environments
Week 10, March 16th: Can We Have it All?: Capitalism, Climate and the Future of the Planet/Review	
Quiz 9	Due: March 16th 10 am
Deadline: Establish Presentation Group on Brightspace by March 16th, 10 am	
Week 11 March 23rd: Test 2	
Test 2	
Week 12, March 30th: Presentations and Potluck	
Ishmael Book Report and Environmental Analysis Due April 1st, 10am	

EVALUATION

Following Communication Protocol (5%)

To ensure effective communication in this class, here's how you should approach asking questions:

- 1. Use the Q&A Forum on Brightspace:** This is your primary platform for course-related and logistical questions. Before posting, check if your question has already been asked.
- 2. Detailed Assignment Questions:** Schedule a phone or Zoom meeting with your TA for specific assignment inquiries.
- 3. Thematic or Personal Questions:** Schedule a phone or Zoom meeting with the instructor during office hours. Fill out your preferred time, name, and topic on the office hours calendar.
- 4. Sensitive or Urgent Questions:** If you are experiencing an urgent issue or you're not able to use Brightspace, your TA, or the instructor's office hours, request a phone meeting via email. Use the subject line "GINS3020 Meeting Request" and include available times, your phone number, and a brief purpose statement.

48-Hour Window Policy: To support effective communication and minimize stress, I strive to promptly address your assignment questions early in our course, ensuring thorough preparation for your assignments and tests. 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 optimal communication practices: Please refrain from emailing questions within 48 hours before or after assignment due dates or test periods. Emails sent during these periods will not receive a response until the window has passed, except in cases of illness. If you are unwell, you may still contact me following the guidelines outlined in No. 4 of our communication policy above.

Appeals Policy: If you wish to challenge a grade, you must do so within seven days of receiving your assignment or test results. To appeal a grade, your first step is to contact your TA. Please draft a polite message requesting a meeting to discuss any questions you have regarding your assignment or test grading. Include a brief, half-page appeal outlining the specific grading discrepancies you've identified. Only valid appeals will be reviewed. Please approach your TA respectfully and courteously when seeking to appeal a grade.

Attendance & Participation (10%)

I expect punctuality and active participation in class discussions and group activities. You are allotted two absences per term, which should be reserved for instances of illness or emergencies preventing class attendance. Beginning with your third absence, regardless of the reason, your grade will be penalized by 1% for each subsequent absence.

Quizzes (25%)

In this class, you are expected to complete 8 of the 9 available Brightspace Quizzes. Each quiz is worth approximately 3%, totalling 25% of your final grade. Quizzes are based on the weekly Readings from our text, "Environment and Society" by Paul Robbins. Quizzes are comprised mostly of multiple-choice questions, with some True/False questions. Quizzes are open-book and will be completed online on Brightspace. You will have 45 minutes to write each quiz, after which point your quiz will be automatically submitted. All quizzes are available from the start of the term, and you are welcome to work ahead. Quiz answers are available immediately after the Quiz deadline. There will be no re-writes and no make-up Quizzes.

Tests (15% and 15%, 30% total)

This class includes two closed-book, in-class tests. You will have approximately 1.5 hours to write each test, and they are scheduled for Week 7 and Week 11. Each test is worth 15%, totalling 30% of your final grade. The tests cover material from lectures. If you miss one test and wish to make up your grade, you must provide appropriate supporting documentation to the course instructor, including completing an Academic Consideration for Coursework form. Upon review, the instructor may offer a deferred test. The deferral (make-up) for Test 1 will be held on March 2nd at 7:15 am, location TBA. The deferral for Test 2 will be organized later, location TBA. In rare instances (for example, extended illness), I may make an exception for one Test to contribute to your entire Test Grade (i.e. waiving your participation on one test). Missing both tests is not permitted; the second missed test will result in a zero grade.

Tests will be written in class, either on the student's personal computer or a borrowed laptop from ITS. Students may choose to write tests on paper, and a paper test copy can be requested, but it must be done at least one week before each test date. Tests will be proctored both by in-class proctors and using a remote proctoring service provided by Scheduling and Examination Services. You can find more information at <https://carleton.ca/ses/e-proctoring/>. The minimum computing requirements for this service are as follows: 1) Hardware: Desktop, or Laptop 2) OS: Windows 10, Mac OS 10.14 3) Internet Browser: Google Chrome, Mozilla Firefox, Apple Safari, or Microsoft Edge 4) Internet Connection (High-Speed Internet Connection Recommended) 5) Webcam (HD resolution recommended)

Note: Tablets, Chromebooks and Smartphones are not supported at this time. Windows-based tablets are not supported at this time.

Final Project (Book Report & Presentation)

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. The Final Project includes two components, a book report and a presentation. 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.

Ishmael Book Report and Environmental Analysis (20%), 2,500–3,000 words

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 with the natural world.

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, waste, or pollution). Your essay should connect Quinn’s philosophical critique of “Taker” culture to the real-world dynamics of your chosen issue, drawing on at least 10 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 — can help explain or challenge the human behaviours and systems driving your chosen environmental issue.

Assignment Structure and Components

1. Introduction

- Introduce your chosen environmental issue and explain its significance.
- Briefly situate *Ishmael* and explain how it relates to your topic.
- State your thesis — how Quinn’s ideas illuminate, complicate, or challenge dominant ways of understanding your 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 10 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 framework.

3. Application and Analysis

- Apply *Ishmael*’s concepts to your chosen environmental issue.
- Demonstrate how cultural narratives shape the ways people understand, respond to, or ignore environmental problems. Cultural narratives are the stories, assumptions, and widely accepted ideas that circulate in society and influence behaviour. For example, you can use stories or messages from TV programs, documentaries, news, radio, political speeches, scientific or industry reports etc. to support your discussion.
 Ask yourself: *What assumptions about humans, nature, and progress are embedded in these messages? What behaviours or policies do they encourage?*
- Discuss how Quinn’s ideas might help reimagine solutions, ethics, or relationships related to your chosen environmental issue.
- Use direct quotations from *Ishmael* and cultural narratives to support and enrich your discussion.

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 illustrate your reflections.

5. Conclusion

- Reflect on 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 flourishing. Be sure to make your conclusion punchy, captivating, and meaningful.

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 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 10 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 10 scholarly sources, or weak integration and relevance to topic. (0–14 points)	25
Application and Analysis (800–1000 words)	Applies <i>Ishmael</i> 's concepts insightfully to the chosen environmental issue. Demonstrates originality and depth in connecting cultural narratives to ecological realities. Makes strong analytical links between theory, data, and interpretation. (10–15 points)	Applies <i>Ishmael</i> 's ideas but may do so unevenly or descriptively. Analysis is generally sound but may lack nuance or sustained focus. (6–9 points)	Application is superficial, overly general, or off-topic. Lacks clear analytical connections between <i>Ishmael</i> and the environmental issue. (0–5 points)	25

Personal Reflection	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, or cultural change. (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				

Rewriting the Story: Live Presentation on Ishmael and Environmental Change (10%):

Presentation Learning Objectives

By completing this assignment, students will be able to:

- Identify and articulate a key insight from *Ishmael* related to human-environment interactions, cultural myths, or Taker/Leaver perspectives.
- Translate complex ideas from a written analysis into a clear, engaging message for a general audience.
- Use creative formats & storytelling to communicate environmental concepts effectively.
- Reflect on alternative environmental narratives and ethical perspectives, connecting them to broader environmental change issues.

Assignment Overview: Prepare a 2–3 minute live presentation that creatively expresses one central idea from your *Ishmael* Book Report. The goal is to transform a key analytical or reflective insight from your book report into a compelling message for a broader public audience. You may choose one focused idea from your book report, for example: a cultural myth you analyze; a ‘Taker’ assumption related to your chosen environmental issue; a counter-narrative or ‘Leaver’-inspired alternative; a concept from *Ishmael* that reshaped your understanding; a contradiction or tension you discovered; a key ethical insight, metaphor, or story that illuminates your topic.

This assignment can take the format of your choice: a short speech or monologue, a skit, spoken word/poem, a short comedic bit, a song, a mock public-service announcement, a mini Ted-style talk, a

puppet show - the possibilities are endless! Get creative, and be inspired! Focus on clarity, emotion, creativity, and connection. Your presentation must be delivered live, in class, on our final day of class.

On this assignment, you may work independently or in groups of up to four members. If you are working in a group for this assignment, your group must be established on Brightspace by March 16th, after which point you cannot change groups or decide to work independently if you were already in a group. If you are working in a group, one grade will be assigned for each group, and all group members will receive the same grade.

Marking Guide — Presentation on Ishmael & Environmental Change (10%)

Category	Exceptional (9-10)	Proficient (7-8)	Satisfactory (6)	Needs Improvement (0-5)	Points
Argument & Analytical Insight	Presents a compelling, sharply articulated argument with strong analytical depth; shows excellent understanding of Ishmael and course themes.	Clear argument with good analytical insight; demonstrates solid understanding of course themes.	Argument is present but underdeveloped or mostly descriptive; limited engagement with themes.	Argument unclear, missing, or inaccurate; weak or minimal understanding of course concepts.	10
Use of Course Materials & Evidence	Integrates Ishmael, course concepts, and/or examples with precision; evidence is highly relevant and strengthens the argument.	Uses course materials appropriately; evidence is relevant and mostly well-chosen.	Uses some course materials but in a surface-level or loosely connected way.	Little to no use of course materials; evidence absent, irrelevant, or inaccurate.	10
Organization & Coherence	Structure is tight, logical, and compelling; transitions clean; argument flows seamlessly in a concise format.	Well-organized with mostly clear flow; minor issues with transitions or clarity.	Some structure present but inconsistent; flow may be choppy or difficult to follow in places	Lacks clear structure; difficult to follow; ideas scattered or disconnected.	10
Delivery, Pacing & Technical Execution	Highly polished, confident, and engaging delivery; clearly well-practiced; excellent pacing within the 2–3 minute limit.	Clear and generally smooth delivery; mostly practiced; stays within time with minor issues in pacing or clarity.	Delivery uneven or under-rehearsed; pacing may be rushed or slow; slightly under/over time.	Poorly executed delivery; unpracticed; unclear; significantly outside time limit.	10
Total					20
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>

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

Pregnancy obligation: write 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.