



## CDNS 4400 Cultural Landscapes & Cultural Identity in Canada

Tuesday 11:35 am to 2:25 pm, DT 1216

Professor Susan Ross, [susan.ross@carleton.ca](mailto:susan.ross@carleton.ca), DT 1218

### Overview

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How do people inhabit, transform and relate to the land over time? Through readings, local field trips, and analysis of maps and photographs, students in this advanced seminar study the histories and meanings of physical and conceptual landscapes. By investigating case studies in places such as urban parks in Montreal, outport communities in Newfoundland, or Dogrib lands in the North, they learn how to characterize evidence of evolving ideals and forces of change, and discover both transitory and sustainable means of landscape conservation. They explore how community actions create unique cultural habitats in revered, everyday and overlooked landscapes.

Highly valued cultural landscapes may be designated as natural and cultural heritage; many others are at risk of devastation from economic exploitation, political neglect and changing climates. Canada's most iconic cultural landscapes – such as national parks or sites of industrial development – often excluded traditional users or left vast territories of waste. What are models to manage changes to come?

Course themes include:

- The Human in Nature
- Cultural Landscapes in Heritage Conservation
- Imaging the Land in Maps & Photography
- Urban Parks: Design, Values, Resistance
- The Land is Like Her Book
- Designed/Protected Sites
- Expropriations and Returns
- Landscapes of Mobility
- Resilient Landscapes & Climate Change
- Engineered Wastelands Transformed
- Narratives in Design, Tradition, Environment

Student assessment includes short reading responses related to lectures, readings and field trips; a thematic essay including a presentation in class; and overall contribution to the class in reading discussions and participation in class exercises.

# ***Carleton University recognizes the location of its campus on the traditional unceded territories of the Algonquin people.***

– University Senate 2011

## **Format**

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This course is taught as an advanced seminar, with major emphasis on in class discussion of critical responses to readings and the development of student areas of interest. Weeks 1 to 4 will introduce the course content, and include instructor-led lectures with examples that illustrate reading discussions. Weeks 5 to 12 will include student presentations and directed reading discussions. Students are expected to participate in discussions and demonstrate that they have prepared by reading the course materials. As part of preparing reading responses, students prepare short summaries of each text, and should be prepared to present these at the beginning of the text discussions. A sign up list will be created to ensure all readings are covered equitably. Readings cover a wide range of disciplines, but also reflect the instructor's background as a conservation architect with a strong interest in environmental and urban history. There may also be short field trips near campus. If anyone has a mobility challenge please contact me as soon as possible. Please be sure to download electronic texts well ahead of the class. Please notify the instructor as soon as possible if any texts are missing or unavailable for an extended period.

## **Communication**

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Office hours are on Tuesdays from 3 to 4 pm or by appointment. The instructor will communicate with you via email using your Carleton account. General emails will be sent out using CULearn. Students should carefully read all emails from the instructor. These may include additional information about assignments, readings or changes to schedule and classroom arrangements. Please acknowledge or answer any email that asks a question. This course uses cuLearn, Carleton's learning management system for document sharing. To access your courses on cuLearn go to [carleton.ca/culearn](http://carleton.ca/culearn). For help and support, go to [carleton.ca/culearnsupport/students](http://carleton.ca/culearnsupport/students). Any unresolved questions can be directed to Computing and Communication Services (CCS) by phone at 613-520-3700 or via email at [atccs\\_service\\_desk@carleton.ca](mailto:atccs_service_desk@carleton.ca).

## **Student Assessment**

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There are three components to student work:

- The **contribution** grade (15%) will be based on a combination of attendance, and participation in exercises, an ideas workshop, and reading discussions, including asking questions during student and guest speaker presentations.
- Using writing, photography and maps (existing and/or created for the course) students will submit **four illustrated responses** (2 to 3 pages) related to lectures, readings and field trips. Each response is worth 10% for a total of 40%. Students sign up for the themes they will prepare and are expected to have a summary and quotations to share for the related class.
- In a longer **thematic essay** (12 to 15 pages, including illustrations and references) each student will choose from one of the course themes explored in readings to write a paper, which they will present in class at a draft stage. The paper will include at least one Canadian case study and a comparison. The case studies may be "published" in a course website. The essay is worth 45%.

Additional handouts and resources on each type of assessment will be provided in class and through cuLearn. Students should make sure to review the detailed instructions, which will provide additional information on citation style, deadlines and how the assignments will be evaluated.

## Draft Schedule (subject to change)

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<i>Date</i>	<i>Theme</i>	<i>Student work</i>
September 13	<b>Introduction</b> Responses introduction	Review course outline
September 20	<b>The Human in Nature</b>	Responses 1*
September 27	<b>Cultural Landscapes in Heritage Conservation</b> Essay introduction	Responses 2
October 4	<b>Imaging the Land: Maps &amp; Photography</b> <i>Visit to Ottawa Resource Room, with Monica Ferguson and Joel Rivard, MADGIC</i>	Responses 3 Map exercise (in class)
October 11	<b>Urban Parks: Design, Values, Resistance</b> <i>Workshop on Majors Hill Park with Heather Thomson, and colleagues, NCC.</i>	Responses 4 Essay outline due** Ideas workshop (in class)
October 18	<b>The Land is Like Her Book</b> <i>Invited speaker: Lisa Prosper</i>	Responses 5
October 25	FALL BREAK- No classes or office hours	
November 1	<b>Protected/Designed Landscapes</b> <i>Guest lecturer: Ève Wertheimer, Conservation Architect NB. Instructor away at conference</i>	Responses 6 Group discussions on essays
November 8	<b>Expropriations and Returns</b> Student presentations begin	Responses 7  Student talks on essays 1**
November 15	<b>Landscapes of Mobility: Migration and Tourism</b>	Responses 8  Student talks on essays 2
November 22	<b>Resilient Landscapes and Climate Change</b>	Responses 9  Student talks on essays 3
November 29	<b>Engineered Wastelands Transformed</b>	Responses 10  Student talks on essays 4
December 6	<b>Narratives of Design, Tradition &amp; Environment</b>	
December 9	NB. Last day that can be specified by a course instructor as a due date for term work.	Essay due

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\* Students create their own schedule of submissions for 4 Responses, completing at least 2 between Sept.20- Oct.18.

\*\* Based on outlines submitted Oct.11, the instructor will propose a student talk schedule between Nov.1 and Nov.29.

## Weekly Readings by Theme

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This course has no textbook. The required readings – many available through ARES on cuLearn – will be taken from books on reserve (print and electronic copies), journal articles and other online sources, and identified at least a week ahead. The references below are organized according to the major themes of scheduled lecture and reading discussions, however many texts could be read under multiple themes. Texts not identified for the weekly discussions can serve as starting points for development of your essay subjects and resources.

For the purposes of following lecture content, engaging in class discussions and writing reading responses, it is expected that you read at least 40 to 50 pages per week. If the total number of pages of readings listed below is longer, you will be asked to read a selection from these texts, i.e. you may select 3 out of 4, or 4 out of 5. In addition, for some of the longer texts, the instructor may identify specific pages to read.

Although texts and discussion of the histories and stories of cultural landscapes will be important, students will also be encouraged to look beyond texts to images, and most of all to their own experiences and memories and ideas of landscapes, in space and time, as key learning source. This will be further emphasized through individual and group field trips.

### The Human in Nature

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**Buggey**, Susan, "Associative Values: Exploring Nonmaterial Qualities in Cultural Landscapes," *APT Bulletin, Managing Cultural Landscapes* (2000), 31.4: 21-27. [Scholars Portal Journals](#).

**McIlwraith**, Thomas, "Natural and Human History", 32-49. In *Looking for Old Ontario, Two Centuries of Landscape Change*, University of Toronto Press, 1997. [Electronic](#).

**Herrington**, Susan, "Are Landscapes Natural?" 52-70, in *On Landscapes*. Routledge. 2008. [Print](#). [PDF](#)

**Ross**, Susan, "Hidden Water in the Landscape, The Covered Reservoirs of Mount Royal," 115-132. In Dagenais, Michèle et Stéphane Castonguay, editors, *Metropolitan Natures: Environmental Histories of Montreal*, U. Pittsburg Press, 2011. [Print](#). [PDF](#)

**Whiston Spirn**, Anne, "Dwelling and Tongue," *The Language of Landscape*, Yale U. Press, 1998, 15-26. [PDF](#)

### Cultural Landscapes in Heritage Conservation

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**Goetchus**, Cari and Nora **Mitchell**, "The Venice Charter and Cultural Landscapes," *Change Over Time*, 4.2 (2014) 338-357. [Project Muse](#).

**Mellin**, Robert. "Conservation in Tilting, Newfoundland: Rugged Landscape, Strong People, Fragile Architecture." *APT Bulletin* 37.2/3 (2006): 13-21. [Scholars Portal Journals](#).

**Smith**, Julian & Associates/ **Contentworks** Inc, *Definition and Assessment of Cultural Landscapes of Heritage Value on NCC Lands*, National Capital Commission, 2004, [http://www.ncc-ccn.gc.ca/sites/default/files/pubs/Definition-Assessment-Cultural-Landscapes-Heritage-Value-NCC-Lands-2004\\_0.pdf](http://www.ncc-ccn.gc.ca/sites/default/files/pubs/Definition-Assessment-Cultural-Landscapes-Heritage-Value-NCC-Lands-2004_0.pdf) [Selected pages to be identified](#).

**UNESCO**, *Recommendation on the Historic Urban Landscape*, 2011. [http://portal.unesco.org/en/ev.php-URL\\_ID=48857&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/en/ev.php-URL_ID=48857&URL_DO=DO_TOPIC&URL_SECTION=201.html) NB. Review the text on the webpage, not the entire attached PDF.

## Imaging the Land in Maps and Photography

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**Adams**, Annmarie, "Picturing Vernacular Architecture: Thaddeus Holownia's Photographs of Irving Gas Stations," *Material History Review* 61(Spring 2005), 36-42.  
<https://journals.lib.unb.ca/index.php/MCR/article/view/18001>

**Dyke**, Danny "What Maps can Show Us," 45-53. In Erickson, Paul, editor, *Underground Halifax, Stories of Archaeology in the City*, Nimbus, 2005. Electronic.

**Harvey**, Robert R. "Fieldwork Techniques as an Aid in Reading the Cultural Landscape." *APT Bulletin* 22.1/2 (1990): 132-41. Scholars Portal Journals.

**Longchamps**, Denis. "Political Tourism: Elizabeth Simcoe's Maps and Views of Canada (1791–1796)." *Imago Mundi* 66.2 (2014): 213-23. Scholars Portal Journals.

**Payne**, Carol, "How Shall We Use These Gifts?" Imaging the Land in The National Film Board of Canada's Still Photography Division," 153-160. In John O'Brian and Peter White, eds. *Beyond Wilderness*. Montreal: McGill-Queen's University Press, 2007. Electronic.

## Urban Parks Design, Values, Resistance

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**Gordon**, David L.A., "Frederick G. Todd and the Origins of the Park System in Canada's Capital," *Journal of Planning History*, 1.1, February 2002, 29-57. Scholars Portal Journals.

**Lauzon**, Claudette, "Monumental Interventions: Jeff Thomas Seizes Commemorative Space." 79-93, In *Imagining Resistance: Visual Culture and Activism in Canada*, edited by Kirsty Robertson and Keri Cronin, Waterloo: Wilfrid Laurier University Press, 2011. PDF.

**Scheld**, Suzanne, Taplin, Dana H., and Low, Setha M., "The Values-Based Approach for Cultural-Heritage Preservation in U.S. Public Parks." *APT Bulletin* 45.2/3 (2014): 49-56. Scholars Portal Journals.

**Von Baeyer**, Edwinna, *Windsor Park, An Enduring Greenspace in Old Ottawa South*, Old Ottawa South History Project, 2010. [www.magma.ca/~evb/History%20of%20Windsor%20Park.pdf](http://www.magma.ca/~evb/History%20of%20Windsor%20Park.pdf) Read pp. 3-8.

## The Land is Like Her Book

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**Andrews**, Thomas D. "The Land Is Like A Book, Cultural Landscape Management in the Northwest Territories," 301-332. In Krupnick, Igor, et al, editors, *Northern Ethnographic Landscapes: Perspectives from Circumpolar Nations*, U. Alaska P., 2004. Print.  
[https://www.academia.edu/3996118/The\\_Land\\_is\\_Like\\_a\\_Book\\_Cultural\\_Landscapes\\_Management\\_in\\_the\\_Northwest\\_Territories\\_Canada](https://www.academia.edu/3996118/The_Land_is_Like_a_Book_Cultural_Landscapes_Management_in_the_Northwest_Territories_Canada)

**Buggey**, Susan, *An Approach to Aboriginal Cultural Landscapes*, Parks Canada, 1999.  
[http://www.pc.gc.ca/docs/r/pca-acl/index\\_e.asp](http://www.pc.gc.ca/docs/r/pca-acl/index_e.asp) NB. Read the Introduction and the seven subsections of the webpage Aboriginal World Views.

**Horn-Miller**, Kahente, "Distortion and Healing: Finding Balance and a "Good Mind" Through the Rearticulation of Sky Woman's Journey," In **Kermoal**, Nathalie, and Isabel Altara-Jimenez, editors, *Living on the Land, Indigenous Woman's Understanding of Place*, AU Press, 2016, 19-38. Print.

**Prosper**, Lisa, "Wherein lies the Heritage Value? Rethinking the Heritage Value of Cultural Landscapes from an Aboriginal Perspective," *George Wright Forum*, 24(2) 2007, 117-124.  
<http://www.georgewright.org/242prosper.pdf>

## Designed/Protected Landscapes

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**Cronon**, William, "Getting Back to the Wrong Nature," *UTNE Reader*, 1996.  
<http://www.utne.com/environment/getting-back-to-the-wrong-nature.aspx>

**Phillips**, Adrian, "Turning Ideas on Their Head: The New Paradigm of Protected Areas," *The George Wright Forum* 20.2 (2003): 8–32. <http://www.georgewright.org/202phillips.pdf>.

**Wilson**, Alexander, "From Reserve to Microenvironment, Nature Parks and Zoos," 223-256. In *The Culture of Nature, North American landscape from Disney to the Exxon Valdez, Between the Lines*, 1991. Electronic.

## Expropriations and Returns

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**Kheraj**, Sean, "Before Stanley Park," 13-55, in *Inventing Stanley Park: An Environmental History*, UBC Press, 2013. Electronic. Please read 21-32, and 45-55.

**Jessiman**, Stacey R., "The Repatriation of the G'psglox Totem Pole: A Study of its Context, Process, and Outcome," *International Journal of Cultural Property*, (2011) 18: 365–391. Scholars Portal Journals.

**Rudin**, Ronald, "Kouchibouguac: Representations of a Park in Acadian Popular Culture," 205-234. In Campbell, Claire, *A Century of Parks Canada, 1911-2011*, U.Calgary Press, 2011. Electronic.

## Landscapes of Mobility: Tourism and Migration

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**Macdonald**, Edward, "A Landscape with Figures: Tourism and Environment on Prince Edward Island," *Acadiensis* 40.1 (2011): 70-85. Érudit.

**Mullins**, Phillip M., "Living Stories of the Landscape: Perception of Place through Canoeing in Canada's North," *Tourism Geographies*, 11.2 (2009): 233-255. Taylor & Francis Online.

**Parks Canada**, *Grosse Isle and the Irish Memorial NHSC Management Plan*  
Commemorative Integrity <http://www.pc.gc.ca/eng/lhn-nhs/qc/grosseile/docs/plan1/sec4/page1.aspx>  
Regional tourism context <http://www.pc.gc.ca/eng/lhn-nhs/qc/grosseile/docs/plan1/sec5/page6.aspx>  
Activities (tours and video) <http://www.pc.gc.ca/eng/lhn-nhs/qc/grosseile/activ.aspx>

**Wilson**, Alexander, "The View from the Road: Recreation and Tourism," 19-44. In *The Culture of Nature, North American landscape from Disney to the Exxon Valdez, Between the Line*, 1991. Electronic

## Resilient Landscapes and Climate Change

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**Herrington**, Susan. "Designing with Water Above the Arctic Circle: East Three School." *Journal of Landscape Architecture* 8.2 (2013): 44-51. Taylor & Francis Journals Online. DOI: 10.1080/18626033.2013.864129

**Hough**, Michael, "Nature as Infrastructure: Strategies for Sustainable Regional Landscapes," *Places* 19.1, 2006, 54-58. ArtFull Text

**Irvine**, Seana, et al. "Community Gardens and Sustainable Land use Planning: A case study of the Alex Wilson Community Garden." *Local Environment* 4.1 (1999): 33-46. Scholars Portal Journals.

**Melnick**, Robert, "Climate Change and Landscape Preservation: A Twenty-First Century Conundrum," *APT Bulletin*, 40 (3-4): 2009, 35-42. Scholars Portal Journals.

## **Engineered Wastelands Transformed**

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**Foster**, Jennifer and L. Anders **Sandberg**, "Friend or Foe? Invasive Species and Public Green Space in Toronto," *The Geographical Review* 94 (2): 178-198, April 2004. [Scholars Portal Journals](#).

**Niewojt**, Lawrence, "From Waste Land to Canada's Tobacco Production Heartland: Landscape Change in Norfolk County, Ontario," *Landscape Research*, 32.3 (2007): 355-377. [Scholars Portal Journals](#).

**Summerby-Murray**, Robert, "Interpreting Personalized Industrial Heritage in the Mining Towns of Cumberland County, Nova Scotia: Landscape Examples from Springhill and River Hébert," *Urban History Review*, 2007, 35(2): 51-59. [Erudit/ProQuest](#).

**Weintraub**, Linda, "Herbert Bayer: Watershed Management and Beautification," 58-63 In *To life! : Eco art in pursuit of a sustainable planet*, Berkeley: University of California Press, 2012. [Print](#).

## **Narratives of Design, Tradition and the Environment**

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**Bonnell**, Jennifer, "Charles Sauriol and the Don Valley Conservation Movement," in *Reclaiming the Don, An Environmental history of Toronto's Don River Valley*, Toronto: University of Toronto Press, 2014, 113-138. [Electronic](#).

**Jacobs**, Peter, "Learning from Saiho-ji: Sustaining a Garden Tradition," *Studies in the History of Gardens and Designed Landscapes*, 24.1, 2004, 1-20. [Scholars Portal Journals](#).

**Valois**, Nicole and Josiane **Paradis**, "Place Émilie Gamelin in Montréal – Landscape Narrative, Meaning and the Uses of Public Space," *Journal of Landscape Architecture*, Autumn 2010, 72-83. [Taylor & Francis Journals Online](#). DOI:10.1080/18626033.2010.9723440

**Whiston Spirn**, Anne, "Polemical Landscapes" *The Language of Landscape*, Yale U. Press, 1998, 240-267. [Print](#).

## Reserve List

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The following books are on reserve at MacOdrum Library for two hours, or available as electronic copies where indicated. A session will be held at the library to look at all the books, and students will be expected to reference at least two sources from this list in their essay.

\*\*\*= Key texts, to consider purchasing for your library.

**Albert**, Marie-Theres, Roland Bernecker and Britta Rudolff, editors, *Understanding Heritage, Perspectives in Heritage Studies*, De Gruyter, 2013.

Aldred, Diane *The Aylmer Road: An Illustrated History*, Aylmer Heritage Association, 1994.

**Bandarin**, Francesco and Ron van Oers, *The Historic Urban Landscape: Managing Heritage in an Urban Century*, Wiley-Blackwell, 2014.

Bonnell, Jennifer, *Reclaiming the Don, An Environmental History of Toronto's Don River Valley*, Toronto: University of Toronto Press, 2014.

\*\*\***Campbell**, Claire, *A Century of Parks Canada, 1911-2011*, U.Calgary Press. Electronic

Conlin Casella, Eleanor and James Symonds, editors, *Industrial Archaeology: Future Directions*, English Heritage, Springer 2005. Electronic

Crumley, Carole L. editor, *Historical Ecology: Cultural Knowledge and Changing Landscapes*, U. Washington Press, 1994.

**Dagenais**, Michèle et Stéphane Castonguay, editors, *Metropolitan Natures: Environmental Histories of Montreal*, U. Pittsburg Press, 2011.

Dumpelmann, Sonja and John Beardsley, *Women, Modernity and Landscape Architecture*, Routledge, 2015.

**Gandy**, Matthew, *Fabric of Space: Water, Modernity, and the Urban Imagination*, MIT Press, 2014. Electronic

Greese, Robert E., editor, *The Native Landscape Reader*, U. Mass. Press, 2011.

\*\*\***Herrington**, Susan, *On Landscapes*, Routledge, 2009.

Hough, Michael, *Cities & Natural Process: A Basis for Sustainability*, 2<sup>nd</sup> edition, Routledge, 2004. Electronic

**Kermoal**, Natalie, and Isabel Altamirano-Jiménez, *Living on the Land, Indigenous Women's Understanding of Place*, AU Press, 2016.

Kheraj, Sean, *Inventing Stanley Park: An Environmental History*, UBC Press, 2013. Electronic

Krupnick, Igor, et al, editors, *Northern Ethnographic Landscapes: Perspectives from Circumpolar Nations*, Arctic Studies Center, Smithsonian Institution, U. Alaska P., 2004.

\*\*\***Longstreth**, Richard W., editor, *Cultural Landscapes: Balancing Nature and Heritage in Preservation Practice*. Minneapolis: University of Minnesota Press, 2008.

Longstreth, Richard W., *Sustainability and Historic Preservation: Towards a Holistic View*, U. Delaware Press, 2011. Electronic and print.

Low, Setha, et al, *Rethinking Urban Parks: Public Space & Cultural Diversity*, U.Texas P., 2005.

Luginbuhl, Yves, et al, editors, *Landscape and Sustainable Development: The French Perspective*, Ashgate, 2015.



- McIlwraith**, Thomas, *Looking for Old Ontario, Two Centuries of Landscape Change*, University of Toronto Press, 1997. Electronic
- Mackellar Gouly, Sheena, *Heritage Gardens: Care, Conservation and Maintenance*. Routledge, 2003.
- McKendry, Jennifer, *Into the Silent Land: Historic Cemeteries and Graveyards in Ontario*, 2003.
- \*\*\*Meinig, D.W. editor, *The Interpretation of Ordinary Landscapes, Geographical Essays*. Oxford U. P. 1979.
- Mieg, Harald A. and Heike Oeverman, *Industrial Heritage Transformed, Clash of Discourses*, Routledge, 2014.
- Mitchell, J.T.L, *Landscape and Power*, U. Chicago Press, 2002.
- Payne**, Carol, *The Official Picture: The National Film Board of Canada's Still Photography Division and the Image of Canada, 1941-1971*. MQUP, 2013.
- Plieninger, Tobias, and Claudia Bieling, editors, *Resilience and the Cultural Landscape, Understanding and Managing Change in Human-shaped Environments*, Cambridge U.P. 2012.
- Razack**, Sherene H. *Race, Space, and the Law: Unmapping a White Settler Society*, Between the Lines, 2002.
- Schama**, Simon, *Landscape and Memory*, Random House, 1995.
- \*\*\***Taylor**, Ken and Jane L. Lennon, editors, *Managing Cultural Landscapes*, Routledge, 2012.
- Taylor, Ken, et al, *Conserving Cultural Landscapes: Challenges and New Directions*, Routledge, 2015.
- Thayer, Robert L. *Gray World, Green Heart: Technology, Nature, and Sustainable Landscape*, Wiley, 1994.
- Von Baeyer**, Edwinna, *Rhetoric and Roses, A History of Canadian Gardening*, Fitzhenry and Whiteside, 1984.
- Von Droste, Bernd, et al. *Cultural Landscapes of Universal Value: Components of Global Strategy*, Gustav Fischer/ UNESCO, 1995.
- Weintraub**, Linda, *To life!: Eco art in pursuit of a sustainable planet*, Berkeley: University of California Press, 2012.
- Whiston Spirn, Anne, *The Granite Garden: Urban Nature and Human Design*, Basic Books, 1984.
- \*\*\*Whiston Spirn, Anne, *The Language of Landscape*, Yale U. Press, 1998.
- Whyte, William, *The Last Landscape*, 1968.
- \*\*\*Williams, Ron, *Landscape Architecture in Canada*, McGill-Queens U.Press, 2014. Electronic in French and Print in English.
- \*\*\*Wilson, Alexander, *The Culture of Nature, North American landscape from Disney to the Exxon Valdez*, Between the Line, 1991. Electronic.

# IMPORTANT UNIVERSITY POLICIES

## Academic Accommodation

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

*Academic Accommodations for Students with Disabilities:* The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). Requests made within two weeks will be reviewed on a case-by-case basis. After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website ([www.carleton.ca/pmc](http://www.carleton.ca/pmc)) for the deadline to request accommodations for the formally-scheduled exam (if applicable). Note: This course does not have a test or exam, however you are asked to make a brief in class presentation.

*Religious obligation:* write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://www2.carleton.ca/equity/>

*Pregnancy:* write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://www2.carleton.ca/equity/>

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://www2.carleton.ca/equity/>

## Academic Integrity

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Plagiarism is a very serious academic offence. It occurs when someone tries to pass anyone else's work as his or her own. It occurs when a student either

- a) Directly copies more than one of two sentences of another's written work without acknowledgement; or
- b) Closely paraphrases the equivalent of a short paragraph or more without acknowledgement; and
- c) Borrows, without acknowledgement, any ideas in a clear and recognized form, in such a way, as to present them as the student's own thoughts, where such ideas, if they were the student's own would contribute to the merit of his or her work.

Instructors who suspect plagiarism are required to submit the paper and supporting documentation to the Department Chair, who will refer the case to the Dean. Students are reminded that plagiarism can result in a range of penalties including failure in the course. It is in the student's best interests to keep all of their research papers intact after handing in papers.

*Resubmission of Work:* Prior approval of the instructor must be obtained if you intend to submit work that has previously or concurrently been submitted, in whole or in part, for credit in any other course.

For more details see the *Academic Integrity Policy* <http://www1.carleton.ca/senate/ccms/wp-content/ccms-files/Academic-Integrity-Policy.pdf>