

Carleton University*
Winter 2023

EACH 4000: Environmental & Climate Change Humanities Seminar
Re-Orientations: Decolonial/Environmental/Multi-Species/Climate Humanities

Monday: 11:30-2:30
Dunton Tower 1812

Prerequisites: EACH 2000 and third-year standing

Prof. Brenda Vellino
Email: Brenda.vellino@carleton.ca
Office Hours: online, by appointment

**Format: In person: seminar facilitation, small group discussions, guest talks, maker's
collaboratory: 3 hours**

Important note:

**For information on deadlines for withdrawal from courses, please consult the
Academic Year section of the Undergraduate Calendar
(<https://calendar.carleton.ca/academicyear/>).**

***Situated on the unceded and unsundered territory of the Algonquin Anishnaabe
Peoples**

Course Description:

This course is curated to support learning and research interests for students who are curious about learning from decolonial, environmental, multi-species energy and climate change humanities perspectives. These are adjacent but not identical, sometimes in tension, and sometimes incommensurable lenses. Across the term, students will collaboratively investigate a number of EACH sub-topics from decolonial, anti-racist, and Indigenous-informed perspectives. These will include a discourses of and approaches to the environmental humanities, and the anthropocene and climate crisis; environmental movement tensions with Indigenous land/waters relationships and responsibilities; environmental humanities' multi-species studies adjacent to and in tension with relational kinship approaches; and Energy/Petro Humanities approaches adjacent to Indigenous land and water protection stands against pipelines and extraction industries. In addition to readings, we will identify several representatives of

organizations and/or knowledge holders whom we wish to think and learn experientially with and invite to our class. These may be drawn from environmental, climate, and Indigenous organizations such as Ecology Ottawa, Ottawa South Community Association Enviro Crew, Indigenous Climate Action, Climate Justice Ottawa, Ottawa Riverkeeper, Rideau Watershed Conservation Authority, Kitigan Zibi Forest Guardians. Several brainstorming and maker workshops will be built into class time to allow collaborative development of one or several research-informed, community engaged public humanities projects focused on environmental and climate concerns.

Climate Statement: We are witnessing the effects of climate change escalate rapidly, changing the character of the world around us. We recognize that climate change disruptions impact peoples and multi-species worlds unevenly across many planetary regions, territories, and communities due to racialized capitalism and extractive colonialism. In this class, we will of necessity consider these impacts as part of the larger project of sharing and creating knowledge. Committed to learning through conversation, reading, inquiry, and reflection, we will undertake to using these same methods to grapple together with the physical, emotional, economic, and social implications of unfolding climate destabilization and disruption.

Books for Purchase:

Rita Wong. *Perpetual* (Nightwood, 2015).

Shalan Joudry (Mi'kmaq). *Elapultiek (We Are Looking Towards)*. (Pottersfield, 2019).

Octavia Butler. *Parable of the Sower*. (Grand Central Publishing, 1993/2019).

Leanne Betasamosake Simpson (Michi Saagiig Nishnaabeg.) *A Short History of the Blockade: Giant Beavers, Diplomacy, and Nishnaabewin* (U of Alberta, 2021).

Assignments:

Attendance/Participation:	10%
3 Discussion Forum Posts:	15%
Short Seminar: Article/Concept/Creative Text Discussion:	15%
Discussion forum Post: Herbaria Contribution journal:	10%
Discussion forum Post: Response to The Unplugging:	10%
Collaboratory Co-Authored Contribution Proposal:	10%
EACH Public Facing Research and Education Project:	25%
Self Contribution/Group Assessment	5%

(Posted to a WordPress Website And/or other Public Facing Portfolio or Display Space/TBD)

To pass this course, you must complete ALL assignments and submit them on time (with exceptions for illness). A student missing 50% (6) or more classes will not be able to pass the course (unless there are extenuating health or other circumstances discussed with the professor in advance.

**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.

Course Schedule

Week One/Jan 9: Course Intro: World Endings and World Building: Land Locations and Reorientations

- **Reading:** Robyn Maynard, "Letter to Leanne Simpson," *Rehearsals for Living*, p. 7-28. ARES
- Lynn Gehl (Algonquin, Pikwakanagan FN). "Is Acknowledging Indigenous Territory Enough?" *Policy Options*, 2017: <https://policyoptions.irpp.org/fr/magazines/july-2017/is-acknowledging-indigenous-territory-enough/>
- Rita Wong. "Moving From Land Acknowledgements to Healing the Land." Rabble.ca: <https://rabble.ca/environment/moving-from-land-acknowledgements-to-healing-the-land-on-earth-day/>
- Algonquin Territories Map: See attached PDF in Brightspace.
- Coming Home to Indigenous place Names Map: See attached PDF in Brightspace.
- Decolonizing the Great Lakes Map: See attached PDF in Brightspace.
- Randy Boswell, "Re-imagining the Rideau: A River's Resurgent Indigenous Identity, Ottawa Citizen, Aug. 2021: <https://ottawacitizen.com/opinion/boswell-reimagining-the-rideau-a-rivers-resurgent-indigenous-identity>

Week Two/Jan 16: Environmental Humanities & Land Studies; Multi-species Studies & Kinship Studies

- **Creative Text:** Rita Wong's *Perpetual* (a graphic narrative poem).
- **Environmental Humanities:** Deborah Bird Rose et al. "Thinking Through the Environment, Unsettling the Humanities." *Environmental Humanities* 1.2012: pp. 1-5:
- **Indigenous Land Studies:** Eve Tuck (Unangax̂) et al. "Land Education: Indigenous, Post-colonial and Decolonizing Perspectives on Place and Environmental Education Research." *Environmental Education Research* (2014): **pages 6-20 only!!**
https://www.tandfonline.com/doi/pdf/10.1080/13504622.2013.877708?casa_to ken=YpRfSFrxHMAAAA:oj2PT2CezrBUbU4shlJrnfb3Ryo3OrGwFFrXs5THo3Hev9sDLIM4-J7xr4kjYvbOud0nEe45jF4XR_U
- **Multispecies Studies:** Thom Van Dooren et al. "Multispecies Studies: Cultivating Arts of Attentiveness." *Environmental Humanities* 8.1 (2016): 1-23.

- **Kin Studies:** Zoe Todd (Métis) and Anja Kanngieser. “Attending to Environment as Kin Studies”: <https://muac.unam.mx/constelaciones/assets/docs/essay-kanngieser-and-todd.pdf>

⇒ **Group A: Discussion Forum Post 1.**

⇒ **Short Seminar Facilitation 1:**

Week Three/ Jan. 23: Decolonial Ecologies & Decolonizing the Anthropocene

- **Creative Text:** Shalan Joudry (Mi'kmaq): *Elapultiek: We Are Looking Towards*. (A play).
- Dina Gilio-Whitaker, “Chapter Five: Not so Strange Bedfellows: Indian Country’s Ambivalent Relationship with the Environmental Movement. *As Long as the Grass Grows: The Indigenous Fight for Environmental Justice from Colonization to Standing Rock*. (2019): pp. 91-110. **ARES**
- Amitav Ghosh. pages 87-93; 108-115, from *The Great Derangement: Climate Change and the Unthinkable*. **ARES**.
- Kyle Powys Whyte (Anishinaabe). “Climate Change: An unprecedentedly Old Catastrophe.” *Grafting*, 2018: <https://www.blackwoodgallery.ca/publications/sduk/grafting/climate-change-an-unprecedentedly-old-catastrophe>
- Heather Davis and Zoe Todd (Métis), “Decolonizing the Anthropocene.” *Grafting*, 2018: <https://www.blackwoodgallery.ca/publications/sduk/grafting/decolonizing-the-anthropocene>

⇒ **Group B: Discussion Forum Post 1.**

⇒ **Short Seminar Facilitation 2.**

Week Four/Jan. 30: Building an Environmental & Climate Humanities Collaboratory

Collaboratory: An open space for creative exploration where participants work together to address complex problems and dilemmas. (a term adapted from the sciences and business).

- Who do we want to think and learn together with? Will this involve live interviews with local environmental workers, citizen scientists, Indigenous knowledge holders? What would “thinking together with” conversations need to look like to be ethical and respectful?
- What EACH stories do we want to tell and how will we tell them? Should they focus on local urban/nature engagements? Restoration Ecology? Rewilding? Habitats/Species? Climate Impacts? Engagements with Indigenous Knowledges?
- How do we want to shape, grow, and give form to our EACH stories collaborations? What is our “emergent strategy?” Will stories be featured on a wordpress website? Will they take shape through zines for public distribution?

Podcasts for public listening? Visual displays/infographics/posters for public display? Will there be a public reading/viewing/listening opportunity?

Possible Research Partners: Ecology Ottawa; Enviro Crew, Old Ottawa South; “Turtles of Old Ottawa East and South”; Friends of the Fletcher Wildlife Garden; Rideau Conservation Authority; Ottawa Riverkeeper; Climate Action Ottawa; Indigenous Climate Action; Indigenous Environmental Network; Kitigan Zibi Natural Resources and Wildlife Guardians/Moose Council

On Projects and Methods:

- Adrienne Maree Brown. “What is Emergent Strategy?” *All We Can Save: Truth, Courage, and Solutions for the Climate Crisis*. (2020) pp. 37-38. **ARES**
- Daniel Fisher. “A Typology of the Publicly Engaged Humanities,” *Humanities for All*: <https://humanitiesforall.org/essays/five-types-of-publicly-engaged-humanities-work-in-u-s-higher-education>
- Tina Gianquitto and Lauren LaFauci, “A Case Study in Citizen Environmental Humanities: Crating a Participatory Plant Story Website.” *Journal of Environmental Studies and Sciences* (2022): <file:///Users/brendavellind/Downloads/0b7d3203-10b1-48af-ac65-cacc24e099bc.pdf>
- Robin Alison Mueller. “Episodic Narrative Interview: Capturing Stories of Experience with a Methods Fusion.” *International Journal of Qualitative Methods* (2019): <https://journals.sagepub.com/doi/pdf/10.1177/1609406919866044>

⇒ **Short Seminar Facilitation 3**

Week Five/Feb. 6: Plant Studies as Kin Studies:

- **Part I:** Short winter plant and tree walk along the Pasapkedjiwanong River. Meet up by the Nesbit Biology Building entrance to the Rideau River pathway towards Brewer Park.

Part II: Discussion:

- **Creative Text/Stop Motion Animation:** Leanne Betasamosake Simpson (Michi Saagiig Anishinaabe) and Amanda Strong (Cree Métis), Spotted Fawn Productions. “Biidaaban”: <https://www.spottedfawnproductions.com/biidaaban/>
- Mary Sisiup Geniusz (Anishinaabe). “The Primacy of Plants.” And “My Grandmother Cedar: Nookomis-gizhik.” From *Plants Have so Much to Give Us, All We Have to Do is Ask: Anishinaabe Botanical Teachings*. Pp. 14-17, 37-41.

- **What does Restoration Ecology/Biodiversity Attentive/Food security Work Have to Do with Climate Change?** <https://www.unep-wcmc.org/en/news/10-years-to-boost-ecosystem-restoration-for-people-and-planet>
 - Robin Wall Kimmerer (Anishinaabe). "Restoration and Reciprocity: The Contributions of Traditional Ecological Knowledge." In *Human Dimensions of Ecological Restoration: Integrating Science, Nature, and Culture*, 2011.
- ⇒ **Discussion Forum Post: Herbaria Assignment/Winter Trees & Plants** – visiting out on the land/along the Pasapkedjiwanong River: Further Instructions TBA.
Resource for Winter Tree identification: Download iNaturalist AP on your phone and take a photo of bark and/or needles or branches to begin to familiarize yourself with different tree kin species along the river.
- ⇒ **Group A: Discussion Post 2**
- ⇒ **Short Seminar Facilitation 4**
- ⇒ **Collaboratory Project(s) Proposal with Group Members Due by end of week**

Week Six/Feb. 13: Petro Humanities/Windigo Infrastructure:

- **Creative Text:** Gord Hill, artist. Tiny House Warriors. *Fight Against the Transmountain Pipeline Expansion*. (Graphic Novel): <http://www.tinyhousewarriors.com/wp-content/uploads/2022/01/TMX-Comic-Book-1-1.pdf>
 - **Creative Text:** Warren Cariou (Métis), "Tar Hands: A Messy Manifesto," *Imaginations*, 2012: <http://imagination.glendon.yorku.ca/?p=3646>
 - Imre Szeman and Dominic Boyer, Eds. "Introduction." *Energy Humanities: An Anthology*. (2017).
 - Winona LaDuke. "Beyond Windigo Infrastructure." *The South Atlantic Quarterly* (April 2020): 243-268.
 - Indigenous Climate Action: short video: <https://www.indigenousclimateaction.com/our-story>
 - "Indigenous Knowledges and Climate change," *Climate Atlas of Canada*: <https://climateatlas.ca/indigenous-knowledges-and-climate-change>
 - After Oil Collective. Ayesha Vemuri and Darin Barney, eds. "Situating Solarity." "The Promise of Solarity." "Storytelling and World-making." *Solarities: Seeking Energy Justice*: <https://manifold.umn.edu/read/solarities/section/1a077d8e-3ef2-47d5-9a11-b47fa1639ccc>
- ⇒ **Group B: Discussion Post 2**
- ⇒ **Short Seminar Facilitation 5**

Winter Break Week: Feb. 20-24

Week Seven/Feb. 27: Windigo Infrastructure II:

- **Creative Text:** Kevin Wong with the Gray siblings from Aamjiwnaang First Nation; *The Chemical Valley Project* (documentary theatre, film version): **available to screen on ARES.**
 - **Aamjiwnaang Solidarity Against Chemical Valley:**
<https://aamjiwnaangsolidarity.org/about/#:~:text=The%20aim%20of%20Aamjiwnaang%20Solidarity,to%20stop%20this%20industrial%20genocide.>
 - Max Liboiron (Métis). "Introduction." *Pollution is Colonialism*. 1-35. **E-Book, Carl library database.**
 - Kimberly Richards and Heather Davis-Fisch, "Editorial: Extractivism and Performance." *Canadian Theatre Research* (Spring 2020):
<https://ctr.utpjournals.press/doi/pdf/10.3138/ctr.182.001>
- ⇒ **Group A: Discussion Post 3**
⇒ **Short Seminar Facilitation 6**

March 2: Class Trip to GCTC: Yvette Nolan. *The UnPlugging*:

<https://www.gctc.ca/shows/unplugging>

- ⇒ **Short Response Due on Discussion Forum:** Question: Drawing upon your experience at The UnPlugging and/or with The Chemical Valley Project, reflect on how suited theatre is to engaging with climate disruption and its aftermaths? What counts as engagement? Raising awareness? Prompting public discussion? Prompting Action? With specific examples consider what works and what doesn't.

Week Eight/March 6: World Endings and World Building I:

- **Book to Purchase:** Octavia Butler: *Parable of the Sower* (**This is the Big Book for the course! Plan your reading!**)
 - Rebecca Evans. "Hyper-Empathy." *An Eco-topian Lexicon*.(2019): pp. 110-121.
- ⇒ **Group B: Discussion Post 3**
⇒ **Short Seminar Facilitation 7**

Week Nine/March 13: Guest Speaker (TBA)

- **Collaboratory Maker's Meeting**

Week 10/March 20: World Building II:

- **Book to purchase:** Leanne Simpson: *Short History of the Blockade*.
- Xiye Bastida. "Calling In." *All We Can Save: Truth, Courage, and Solutions for the Climate Crisis*. (2020). Pp. 3-7.

- Tara Houska. "Sacred Resistance." *All We Can Save: Truth, Courage, and Solutions for the Climate Crisis* (2020): pp. 213-219.

⇒ **Short Seminar Facilitation 8**

Week 11/March 27: Guest Speaker (TBA)

⇒ **Collaboratory Maker's Meeting**

Week 12/April 3: Connecting South and North: Inuit Nunangaat and the Right to Be Cold

Part I:

- Creative Texts: Laakkuluk Williamson Bathory (Inuit)
- "This Iqaluit Artist is Using her Body to Pull Stereotypes Apart," CBC, 2016, on "Timiga Nunalu, Sikulu (My Body, The Land and The Ice)": <https://www.cbc.ca/arts/exhibitionists/this-igaluit-artist-is-using-her-body-to-pull-stereotypes-apart-1.3905816>
- "Thirteen Questions with Laakkuluk Williamson Bathory," *Inuit Art Quarterly*, 2021: <https://www.inuitartfoundation.org/iaq-online/13-Questions-with-Laakkuluk-Williamson-Bathory>
- "'Sikumi Inuugama' (I Was Born on the Ice)," 2017: <https://www.youtube.com/watch?v=FCes4MqVYFg>
- "Aatoog" (Full of Blood) with Iqumagialiit performance art band, National Arts Centre, 2021: <https://nac-cna.ca/en/video/dtl-aatoog-ikumagialiit>
- Sheila Watt Cloutier (TedX Talk): "Human Trauma and Climate Trauma as One." 2016, Youtube: <https://www.youtube.com/watch?v=5nn-awZbMVo>

Part II:

- ⇒ **Collaboratory Maker's Meeting**
- ⇒ **Final Formatting and Editing Meeting Outside of Class in preparation for launch event**

Week 13/April 10: Environmental/Climate Humanities Collaboratory Public Launch (TBA): Carleton library? Public Library, Sunnyside Branch? Haven Books?

- ⇒ Collaboratory Self & Group Assessment Due: 5%
- ⇒ Each student will also submit a **300 word self- and group assessment** of contributions to the Public EACH project and that of their co-makers.

Three Discussion Forum Posts: 15 %

You will be divided into Group A and Group B and each group will alternate between posting reading responses and responding to the posts on the discussion forum across the semester.

Your reflection entries should be thoughtfully written in response to several significant aspects of the creative and analytic texts of the given week. Formulate your contributions as strong, focused responses and open-ended questions that invite the participation of your peers. We will often take up your reading questions and responses in class **Please conclude each post with two key questions that come up for you and that you wish to offer to the class.**

Format: two – three paragraphs, written in the first person. **Reponses are to be posted by 9 p.m. on the night before class on the discussion forum. If Group A members post first, B Group members should post follow-up questions and comments to at least two posts by 11 p.m. on the night before class.**

Short Seminar Guidelines: 15%
(500-750 words, 15-20 minutes including discussion)

While all seminar participants are expected to read and engage the creative texts and critical or framing articles, each student will be responsible for introducing the key issues taken up in a single assigned article or creative text in selected classes. To prepare: actively read the assigned text, underlining and annotating, following up on concepts and terms you don't understand. Write an abstract, summarizing the main claims or points, and elucidating the central questions, debates, or issues. Expand on the following questions: identify the text's theoretical and cultural frameworks. Do any of the concepts they work with derive from their particular community traditions? Illuminate for your seminar mates what insights and questions this article may open up for our discussion. Discuss any areas where you would like to see more nuance or further development. Were there relevant issues that were under-addressed in the creative text or article? Prepare several open-ended questions to facilitate reflective discussion with your seminar-mates and hand in your review after your presentation.

Public Environmental & Climate Humanities Project Proposals: 10%

- ⇒ Indicate what Research Questions and/or Knowledge Contributions you seek to explore/what themes & concerns within the Environmental & Climate Humanities
- ⇒ Within the scope of local community engagement, which community members from which environmental, climate or Indigenous groups do you hope to engage?
- ⇒ What audience(s)/publics do you hope to engage? And what do you hope they will take away from the engagement with your project?

- ⇒ What formats will you choose to shape the EACH stories you want to share with the public? (e.g. zine, podcast, website, wiki article, mural, infographics)
- ⇒ In what venue will you present your findings and how will you invite the public?
- ⇒ Indicate your group members and what defined contributions/roles each will undertake: i.e. researcher, interviewer, project designer, project artist, project formator, project editor (tasks should be agreed upon by all and evenly and fairly distributed)
- ⇒ Attach a list of Resources Consulted/To Be Consulted, including possible interview subjects
- ⇒ Attach a plan for ethical engagement with your interviewees/research collaborators (including short permissions/release form & plan to circle back to them with the final project and to recheck their permission)

Collaboratory Workflow: what to expect

- ⇒ Three in-class sessions: all group members should attend
- ⇒ Two (at least) out of class planning/making/check-in sessions: can be on zoom or in-person (all members should attend).
- ⇒ Additional independent contribution research/interview/formatting/artful making hours: should be submitted to group members in a timely fashion and cross-edited by other group members for grammar, sense, flow, formatting

Some Resources for Possible Kinds of Artistic and other Formats:

- **Podcast:** Usually a series of audio episodes focused on a topic in a digital audio file format such as SoundCloud or YouTube; you can create a single or multi-episode podcast in audio storytelling format to introduce your key questions and research findings.
- Podcasts should include an audio file as well as a podcast script for 10-15 minutes of material. Podcasts should not be simply a read aloud research paper but should make use of the form with creative use of voice, sound effects, musical interludes to break up segments.
- **How to Produce Your Own Podcast** (this NYTimes article has lots of great tips, though it is geared to teaching a class to do this, but it gives examples of audio storytelling and tips on how to put it all together):
<https://www.nytimes.com/2018/04/19/learning/lesson-plans/project-audio-teaching-students-how-to-produce-their-own-podcasts.html>
- **Intro to Zines** (in Zine booklet format): A Zine is a self-published, DIY small, Indy magazine, combining text and images, formatted by you to creatively showcase the material you are presenting. These have a long history as part of underground publishing poetry, manifestos, memoirs. Here are a couple of links on how to make zines.
- <https://www.binderymke.com/what-is-a-zine>
- <https://thecreativeindependent.com/guides/how-to-make-a-zine/>

- **Graphic Narrative Forms:** If there is visual design/sketching interest in the class, you may wish to produce your findings/contribution in the form of a graphic narrative.
- **For tips on graphic storyboarding:** <https://www.masterclass.com/articles/how-to-create-a-graphic-novel#want-to-learn-more-about-writing>
- **Infographics Toolkit:**
<https://sites.google.com/view/infographicstoolkit/home?pli=1>
- **Creating a Wikipedia Article:**
<http://www.digitalhumanities.org/dhq/vol/11/3/000320/000320.html>

Further Resources:

Kichi Sibi Trails, Wayfinding Map, Chief Pimisi's Portage (with many plant names in Anishinaabemowin): <https://kichisibiancienttrails.ca/wayfinding-map-chief-pinesis-portage/?amp=1>

Climate Atlas of Canada: <https://climateatlas.ca/>

Indigenous Climate Atlas: <https://climateatlas.ca/indigenous-knowledges-and-climate-change>

Indigenous Environmental Network, "Indigenous Resistance Against Carbon" 2021:
<https://www.ienearth.org/wp-content/uploads/2021/09/Indigenous-Resistance-Against-Carbon-2021.pdf>

Indigenous Climate Hub: <https://indigenousclimatehub.ca/about-us/>

Centre for Indigenous Environmental Resources: <https://yourcier.org/about-us/>

J. Andrew Hubbel and John C. Ryan. *An Introduction to the Environmental Humanities*. Routledge, 2021.

Imre Szeman. *On Petrocultures: Globalization, Culture, and Energy*

Imre Szeman and Dominic Boyer, Eds. *Energy Humanities: An Anthology*.

T. Gore. Extreme Carbon Inequalities. Oxfam, 2015: https://www-cdn.oxfam.org/s3fs-public/file_attachments/mb-extreme-carbon-inequality-021215-en.pdf

Sarah Marie Wiebe. *Everyday Exposure: Indigenous Mobilization and Environmental Justice in Canada's Chemical Valley*.

COURSE POLICIES

Attendance and Participation: Class works when you do. Active participation is essential. I define class participation as both physical and mental presence during synchronous learning sessions, as well as keen engagement with the course readings, class discussions, and Collaboratory project. Students are required to attend all synchronous sessions and contribute to class discussion in a variety of formats through spoken and written engagement (informal writing, student blog feedback). **You may have two grace absences from the synchronous learning sessions for sickness, emergencies or appointments.** Extend me the courtesy of letting me know when you will need to be absent. Life is especially unpredictable right now, so if you do have difficulties of any kind, please keep me in the loop and let me know how I may be of help.

Synchronous Learning Sessions & Distractions: In order to give ourselves the gift of being as distraction free as possible, and to offer our best attention to each other, I ask that each student turn off notifications on cell phones, email, and close social media screens on your computer, so you are not tempted to flip between screens during class time. This way we can focus on the readings and discussion.

Late Assignment Policy: The expectation is that assignments will come in on time, but life happens. Extensions must be arranged in person with me (for illness or other difficult circumstances) in advance of the due date.

Course Communications:

If you need to communicate with the prof, please use the Carleton e-mail address provided at the top of the syllabus. You can expect responses within 24 hours.

PLAGIARISM

The University Senate defines plagiarism as “presenting, whether intentionally 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 form of intellectual theft. It is a serious offence that 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 can include failure of the assignment, failure of the entire course, or suspension from a program. For more information please go to: <https://carleton.ca/registrar/academic-integrity/>

Student Mental Health

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

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>

Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

Academic Accommodations

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

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 accommodation regarding a formally scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, 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>