

**Carleton University
Fall 2021-Winter 2022
Department of English**

ENGL 1700: Climate Change and the Humanities

Classes on Mondays and Wednesdays, 4:00-5:30pm

Location: Zoom (see below for link)

Format: Online

Precludes additional credit for ENGL 1000 (no longer offered), ENGL 1100, ENGL 1200, ENGL 1300, ENGL 1400, ENGL 1600, FYSM 1004.

Instructor: Professor Barbara Leckie

Email: barbaraleckie@icloud.com

Office: 1806 Dunton Tower

Office Hours: After Wednesday's class or by appointment

COVID-19 COURSE ADJUSTMENTS:

In response to restrictions following from the pandemic, I have adjusted this course in a number of ways. I will list them here but I also want to state upfront that I imagine this course as *collaborative* and *conversational*. You will be doing a lot of reading, and viewing, and listening, but I'm hoping you will do so in a collaborative, conversational, and interrogative spirit. Contact me and your classmates online or via email. Start conversations. Ask questions. This year, classes will once again ask different things from all of you; these things will depend on the instructor. In my case, I'd like to see us all step up our collaborations together. The *first* opportunity for collaboration is to respond to this syllabus. If you have suggestions, let me know. If you see problems, let me know. If you don't understand something, let me know. The syllabus and the class overall will be much stronger with input from all of you. Thank you! Here are the adjustments:

1. Instead of meeting in both of the scheduled time slots we will meet online together, via Zoom, on Wednesdays from 4:00-5:30 only.
2. For the Monday course, I will provide modes of entry to the Wednesday course via podcast, blog, or a Word document posted on CuLearn by noon on Monday. These will involve 20 minutes of listening or reading followed by roughly 40 minutes of making notes and/or asking questions in response to the material presented. We will explore the possibility of doing some self-directed group work during this time as well. The notes that you make will be the basis for our class on Wednesday. I will ask you to distill some key points from these notes and send them to me each Tuesday by 7pm.
3. Students will be expected to attend the Zoom class on Wednesday from 4:00-5:30. You can

address the Monday materials on your own time as long as you send me your response by Tuesday evening.

Climate Change & the Humanities

Climate change is an interdisciplinary topic, drawing on a range of approaches and knowledge formations, and I could not have put this syllabus together without the help of many colleagues. I am especially indebted to Caroline Levine, Benjamin Morgan, Stephen Siperstein, Anne Raine, and Anna Henchman (and her team of interdisciplinary scholars) for providing access to both their syllabi and a diverse range of resources, ideas, and suggestions.

* * *

I don't know exactly if or how we'll get to where we need to go, but I know that we must set out better options with all the passion, power, and intelligence we have.

~Rebecca Solnit

Donna Haraway's justly famous phrase for the task that faces all of us is "staying with the trouble." There is no prelapsarian state of nature to be returned to, or even briefly accessed. It is impossible now to write from outwith a context of damage, decline, and injustice. The trouble needs to be clearly seen, and organized against up and down the levels, from local to global. But—and—keeping hope, love, wonder, and the belief in possible betterment in view; this too is part of the work of staying with the trouble.

~ Robert Macfarlane, Interview in *Conjunctions*

In order to set our institutions firmly on the path of future knowledges, we need to reinvent *a classroom without walls* in which we are all *co-learners*; a university that is capable of convening *various publics in new forms of assemblies that becomes points of convergence of and platforms for the redistribution of different forms of knowledges*.

~ Achille Mbembe

Course Description:

In this course we will focus on the ways in which climate change has been represented in a range of media from literature, essays, and visual art to architecture and film. We will consider the role of storytelling and what many call "geostories" in the context of the Anthropocene (defined as the

human impact on the environment but more accurately understood as the impact of economically privileged humans on the environment). We will be especially attentive to how climate change is represented. We will consider who has the means to represent climate change and through what media; what relations/topics are emphasized and what relations/topics are downplayed or ignored; what images are used and to what effect; what emotions are represented and to what effect; what language is used and why it is important; what structures and forms are adopted and how we can learn to read and understand them. We will focus, in particular, on the arts of noticing. “Noticing” is fundamental to much work in the environmental and climate humanities. At its most basic, it asks us to notice the world around us. But it also asks us to attend to what we notice and how we notice. We tend to pay attention to some things but not to others. Why? What does it mean to think of noticing as an art? We will consider the arts of noticing through a range of media and in a range of contexts. Overall, we will discuss the link between reading, seeing, knowing, and acting to ask what role the humanities—literature, culture, history, philosophy, film, visual art—can play in our response to, and action on, environmental issues and climate change today.

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Learning Outcomes

By the end of the semester students in this course will be better able to:

- Understand the role of the humanities and social sciences in climate change studies
- Practice interdisciplinary research, writing, and thinking
- Offer clear, concise, and powerful communications in writing and speech and other media
- Contribute constructively to class discussion
- Notice things
- Critique the list above, the idea of learning outcomes in general, and their role in the neoliberal university

In addition:

- 1) This course will focus on slow attentive reading. You will, therefore, need to bring your book or reading to class. Failure to do so will result in being marked “absent” for class even if you’re there. In the context of the pandemic, please have the reading material by your side when you open Zoom.
- 2) This course will also encourage engaged conversation, discussion, and debate.
- 3) To facilitate both of these goals this course will be device-free. If you need a computer or other device in our class please discuss with me first. There will be a few occasions where we will consult our devices together but I will let you know about these days beforehand. Note: You will obviously need your computer for our Zoom class but I’ve left this point here because I will ask you to close all other platforms when we begin class. I will have to trust you on this and I know it’s hard—it’s hard for me!—but it makes a real difference to the class discussion.

Texts to Buy (all other material will be available on CuLearn):

(Texts Available at Octopus Books [116 Third Avenue, the Glebe, 613-233-2589] in the Glebe or on CuLearn)

Gerald Graff and Cathy Birkenstein, *They Say/I Say*

Mary Shelley, *Frankenstein* (1818 version)

Goldrin, Burton, and McCurdy, *The Beast* (this graphic novel is also available online but it will be easier to have a hard copy)

Layli Long Soldier, *Whereas* (optional but worth buying)

Course Requirements:

Weekly Journal Entries (see Note below)	Recommended!
7 *Monday's Commentaries*	20%
7 Local Observation Pieces	10%
1 Annotated Climate Change & Humanities Piece of your choice	10%
1 *Close Reading OR 10-minute Podcast Assignment*	10%
1 *Essay*	5% + 25% = 30%
(Please note that there are stages for this assignment with two earlier assignments worth 5% [2.5% each] due before the final due dates both semesters.)	
Participation	10%

Attend (online or in person) at least two Carleton events each semester (You cannot pass the course without fulfilling this requirement; please send me an email after you have attended an event noting its date and the event. No additional commentary is necessary.) ungraded

10% Note: The extra 10% will be assigned to your highest assignment grade for the *starred* assignments in this course. That is, if you receive A on your commentaries and B on everything else, the commentary grade will count for 20% of your grade. If students wish, they can instead submit their Journal entries for the additional 10%

In order to pass this course, you must:

- complete all term work
- not miss more than 3 Zoom classes

Dates for all assignments are indicated in orange on the syllabus. The only dates not noted are those for the Commentaries and Local Observation Pieces. You will be doing these on your own schedule but please note that each submission has to be separated by at least one week (that is, you can't do all of these assignments in the last week of class!). You should be doing both of these assignments almost every week.

Journal Entries Recommendation. There are lots of ways to do this assignment. I encourage you to be creative. Combine writing with sketching with photos. Use graphics and poems. Experiment. See what works. Since this is a course that focuses on noticing in the context of climate change, I recommend that you orient your entries to that topic. But journal entries are themselves exercises in noticing, even when noticing itself is not made explicit. Writing a journal will also help you to notice *more* and to notice *differently*. There is a portal for submitting your journal entries each week. These submissions are optional. If you think you might want to apply the extra 10% to your journal entry, however, I encourage to make these submissions. If you'd like feedback on them, I'd also encourage you to submit. That said, if you prefer to keep your journal entries private but still would like to use this assignment for the extra 10%, there's an option for that too. I'll ask you to reflect on how the journal entries helped you to think about the course material, what you learned (or didn't learn) from it, select short highlights from your entries and so on. Please contact me if you're choosing this option, and I'll provide a list of writing prompts.

Monday's Commentary: Students are required to submit at least SEVEN Monday's Commentary assignments each semester. Directions for this assignment will be posted every Monday (although the first few weeks are posted below). Monday's Commentary assignments must be handed in by 7pm on Tuesday. (You can email your Monday's Commentary to me at barbaraleckie@icloud.com unless indicated otherwise.) **Failure to hand in the minimum of seven Monday's Commentaries per semester will result in 0% for this requirement.** Students are welcome to write as many Monday's Commentaries as they like. I will use the top seven.

Local Observation Piece: Find one outdoor or indoor place that is not more than 3 feet by 3 feet and observe it. Be sure to select a place that you can return to all semester. In the past, I have found that students who select outdoor spaces prefer this assignment but if you don't have an outdoor space, an indoor space is fine. You are required to write SEVEN short (150-200 words) weekly observations of this space. Please note the date on each entry and please submit on that day. Try to address everything you can about your selected place: you can start with the senses (touch, taste, smell, look, sound) but also consider connections with surrounding areas. Is this space isolated from its surroundings or connected in some way? When you answer this question, however, be sure to stay within your space's boundaries (you might think, for example, about where the concrete [or whatever is in your space—grass, bricks, glass, dirt etc] that makes up your space comes from; or you might think about where the plastic bag that blows into your space one day comes from, etc.). You can choose any form of media (camera, drawing, sound, video etc) you like to make your records but always include at least two sentences describing your media of choice if it's not language. You might also want to mix it up and use a range of media over the course of the semester. Ask: what is the history of this space? Where did it come from? Trace paths and connections. Consider changes over time. What stays the same in your space and what changes? Do you change as you observe it? Do you see or sense things that you didn't in your early observations? Or do you get bored with it? Either/or is okay but just be sure to observe and describe your experience. Part of what you will be looking at is change over time; each of your submissions must be separated by at least week.

Participation: Note: to participate you have to be in class. If you miss more than 3 Zoom classes you will not pass the course. Please also note: In our Zoom discussions we will address a range of topics. Racist, sexist, and/or offensive language will not be permitted under any circumstances. I will intervene if this happens. That said, I invite conversations that tread on uncertain ground and, as a result, our

conversations will sometimes move in directions that make some of us feel uncomfortable. Inevitably, some of us will make mistakes along the way. But we learn from our mistakes. We learn from hearing what others think. We also learn by testing ideas we're not sure of in public forums and hearing how others respond. If someone says something you dislike, try to grant that person the latitude to make mistakes, blunders, and to say things they may later regret. Grant yourself that same generosity. Don't feel bad about your blunders or wish you'd said nothing. Instead, sharpen your communication tools so that you will get further next time or the time after that. I hope it goes without saying that I will probably blunder the most and I will rely on all of you to alert me to the times when I go wrong and to help me as we make our way through the sometimes difficult material this class addresses.

Essay: You are required to submit an essay proposal or idea (roughly 100 words) and an essay thesis statement and outline (roughly 200-300 words) before the essay is due (on the final day of classes each semester). The essay proposal or idea should outline your topic and explain why you think it is a relevant and interesting topic. It can also be an opportunity for you to ask questions and/or float more than one possible topic. I will reply to these proposals or ideas within two days. The following week I'd like to you to focus your ideas into a thesis statement and essay outline. We will discuss what makes a good thesis statement and a strong essay in class.

Semester at a Glance:

8 September:	<u>Course Introduction:</u>
Week of 13-17 September:	<u>The Arts of Noticing, Time, and Angling</u>
Week of 20-24 September:	<u>On Storytelling / On Words</u>
Week of 27 September to 1 October:	<u>On Noticing</u>
Week of 4 October to 8 October:	<u>On Noticing "Nature" & "Culture" & "NatureCulture"</u>
Week of 12 October to 14 October:	<u>On Noticing Technology: Mary Shelley's <i>Frankenstein</i></u> Annotated Assignment Due 14 Oct
Week of 18 October to 22 October:	<u>On Noticing Technologies of Communication</u>
Week of 25 October to 29 October:	<u>Fall Break</u>
Week of 1 November to 5 November:	<u>The Alberta Tar Sands (Energy Humanities 1)</u> Essay Proposal or Idea due 4 Nov
Week of 8 November to 12 November:	<u>On Forms of Attention</u>

Close Reading or Podcast Assignment Due 11 Nov

Week of 15 November to 19 Nov:

On Writing (1)

Essay Thesis Statement & Outline Due 18 Nov

Week of 22 November to 26 Nov:

On Writing (2)

Week of 29 November to 3 Dec:

On Walking: Taking a Walk; Migration; Protest

Week of 6-8 December:

Review: Protest in the Time of Climate Change and Covid-19

Essay due in class 8 Dec

Tentative Class Schedule

1) **Wed 8 September 2021: Meet and Greet on Zoom. Introduction to Course organization.**

2) **Week of 13 – 17 September: Course Introduction: The Arts of Noticing, Time, and Angling**

Material that we will discuss this week:

David Orr's "What is Education For?"

Robert MacFarlane, "The Word-Hoard," *Landmarks* (1-14)

<https://www.sunrisemovement.org/climate-debate>

"Meet the Teenagers Leading a Climate Change Movement," New York Times

"The Green Generation," by Adrienne Maree Brown

"Teens are Suing the U.S. Government Over Climate Change" by Rosalie Chan

"Challenging Habits and Empowering Youth" by Julia Bentz

"Reducing Your Carbon Footprint Still Matters" by Hackel and Sparkman

The Leap Manifesto, by Naomi Klein et al.

Berger, *How Does the Impulse to Draw Something Begin?* (pp. 79-80)

Mon 13 September

Listen to podcast introduction to the course.

Read Orr's "What is Education For?"

Read at least one of the articles noted above.

Tues 14 September

Monday's Commentary due before 7pm today

Commentary Prompt:

- Write a brief commentary on how climate change has been part of your education thus far. You may include ways in which it was part of the school curriculum, ways in which you've learned about climate change in other forums (going to talks, participating in protests), as well as individual readings you've done. Feel free to reflect on Orr's article, if relevant, in the context of your education overview. It's possible you haven't had any climate change education thus far; if so, write a commentary on Orr's article.

Wed 15 September

In lieu of class today, please meet in your small group of 5-7 students to discuss the readings for this week. At the outset, assign a notetaker to take notes on the discussion. By the end of the day, please submit one question and one topic for class discussion next week based on your meeting together as well as the rough notes from your discussion.

Ask group members the following questions:

- What do you think the humanities contribute to thinking about the environment and climate change? You may also want to review our discussion about education from the previous class.
- What is the global responsibility to address climate change and do you think global bodies have been effective thus far?
- What is the national responsibility to address climate change? (You might think about this question in relation to the upcoming election.)
- What is the responsibility of universities like Carleton to address climate change and do you think universities have been effective thus far?
- What is one's personal responsibility to address climate change?
- How many people in your group have been involved in climate action in some way? You can cast a wide net here: from recycling to eating practices to high school or university actions to more international work.
- Discuss whether taking a university course on climate change a climate action.

Examples of Individual, Collective, and Systemic Action on Climate Change:

- Individual: Recycling, Repurposing, Composting, Food choices, Restricting Household Energy Consumption, etc
- Collective: Signing Petitions, Attending Climate Strikes, Writing Letters or Essays for Public Forums, etc
- Systemic Governmental Change at the national level: what might this look like? Systemic Change at the Global Level: what might this look like?

3) Week of 20-24 September: On Storytelling / On Words

Material that we will discuss this week:

Greta Thunberg UN Climate Summit Speech (23 Sept 2019)(<https://www.youtube.com/watch?v=DYqtXR8iPIE>)

Hannah Gadsby's *Nanette* on Netflix

Rebecca Solnit, "Don't Despair"

The Climate Stories Project

<http://www.climatestoriesproject.org/>

Julie Cruikshank, "To Understand the Climate Crisis, Look to Indigenous Stories" <https://rabble.ca/news/2019/04/understand-climate-crisis-look-indigenous-stories>

Mon 20 September Watch Hannah Gadsby's *Nanette* on Netflix (if you don't have Netflix please contact me)

Watch Greta Thunberg's UN Climate Summit Speech

Tues 21 September **Monday's Commentary due before 7pm today**

Commentary Prompt:

- Write a commentary on *Nanette* in relation to climate change. You'll notice that Gadsby never refers to climate change and her performance is not about climate change. Why do you think I selected it for this class?
- Pose one question related to Gadsby's film or the other reading/viewing you did for this week (but don't ask the question I've asked above since we'll definitely discuss that question).

Wed 22 September Zoom Class Discussion

23-24 September Zoom meetings with students in groups of four continued

Pacing yourself: start reading Shelley's *Frankenstein*

4) Week of 27 September to 1 October: On Noticing

Material that we will discuss this week:

Tsing, *The Mushroom at the End of the World* (excerpt)

Jenny Odell, *How to Do Nothing* (excerpt)

James Wood, "Serious Noticing" (Introduction)

Kaitlyn Greenidge, "On Our Climate Crisis"

<https://www.greenpeace.org/usa/stories/kaitlyn-greenidge-on-our-climate-in-crisis/>

David Abrams, "Shadow"

Min Young Song, On *Parasite*

Kunio Kato, Tsumiki no Ie ([The House of Small Cubes](#))

- Mon 27 Sept: Listen to podcast or read blog or CuLearn notes.
- Tues 28 Sept: Monday's Commentary due before 7pm today
- Wed 29 Sept: Zoom Class Discussion
- Sept 30 – Oct 1: Pacing yourself: start reading Shelley's *Frankenstein*

Week of 4 October to 8 October: On Noticing "Nature" & "Culture" & "NatureCulture"

Material that we will discuss this week:

Kim TallBear, "[A Sharpening of the Already Present](#)" (talk from August 2020)

Williams, "Ideas of Nature" (long version) and/or "Nature" (short version)

Wulf, *The Invention of Nature* (pp. 1-9)

Leanne Betsamosake Simpson, "Because We Belong to the Land," Introduction to *Dancing On Our Turtle's Back* (<http://www.adasiresurgence.com/wp-content/uploads/2016/02/dancing-intro.3-10.pdf>)

Price, "Thirteen Ways of Seeing Nature in L.A.: Part 1"

Optional Reading: A Commentary on "Knots" by Lebbeus Woods <https://lebbeuswoods.wordpress.com/2010/10/12/knots-the-architecture-of-problems/> (if you watch this, substitute slums for climate change as you read while remembering that the two are also related)

Hamblin, James. October 2015. "The Nature Cure. Why some doctors are writing prescriptions for time outdoors." *The Atlantic*. <http://www.theatlantic.com/magazine/archive/2015/10/the-nature-cure/403210/>

<https://insideclimatenews.org/news/20140213/climate-change-science-carbon-budget-nature-global-warming-2-degrees-bill-mckibben-fossil-fuels-keystone-xl-oil>

- Mon 4 October Listen to Kim TallBear, "[A Sharpening of the Already Present](#)"
- Read articles listed above
- Tues 5 October Monday's Commentary due before 7pm today
- Wed 6 October Zoom Class Discussion

7-8 October Pacing yourself: finish reading Shelley's *Frankenstein*

6) Week of 12 October to 14 October: On Noticing Technology: Mary Shelley's *Frankenstein*

Material that we will discuss this week:

Mary Shelley's *Frankenstein*
Rebecca Solnit, "In the Day of the Postman"

Mon 11 October Thanksgiving: no class postings

Tues 12 October "Monday's" Commentary: Reread Shelley's *Frankenstein* until the beginning of Frankenstein's narrative (that is, read Walton's letters that introduce the novel)

"Monday's" Commentary due before 7pm today

Wed 13 October Zoom Class Discussion

Assignment Due: Submit a reading, novel, poem, work of visual art or architecture, film, video, advertisement or other cultural piece in some way related to climate change. Include a 300-400 word commentary on why you selected your piece. I will post these so that all students will be able to read them.

7) Week of 18 October to 22 October: On Technologies of Communication

Material that we will discuss this week:

Frankenstein Cont'd
Yuval Harari, "Why Technology Favors Tyranny"
Cal Newport, "[When Technology Goes Awry](#)"

Mon 18 October Listen to podcast or read blog or CuLearn notes

Tues 19 October Monday's Commentary due before 7pm today

Wed 20 October Zoom Class Discussion

21-22 October Pacing yourself: review course material and start thinking about your essay idea

8) Week of 25 October to 29 October: Fall Break

Draft your Essay Proposal or Idea Due

Catch up on Readings

Relax!

9) Week of 1 November to 5 November: The Alberta Tar Sands (Energy Humanities 1)

Material that we will discuss this week:

Goldrin, Burton, and McCurdy, *The Beast*

“We Need Indigenous Wisdom to Survive the Apocalypse” by Julian Brave Noisecat <https://thewalrus.ca/we-need-indigenous-wisdom-to-survive-the-apocalypse/?fbclid=IwAR1-lcjsL2SUUH0SPIZMBHeplpvz3EnQrAuW6j0X02qtUTNBuEHE8rOr-Ls>

Mon 1 November Listen to podcast or read blog or CuLearn notes

Tues 2 November Monday’s Commentary due before 7pm today

Wed 3 November Zoom Class Discussion

Assignment: Essay Proposal or Idea Due

4 - 5 November Pacing Yourself: start readings for next week with an eye to what passage you will select from Long Soldier or Clare for your close reading

10) Week of 8 November to 12 November: On Forms of Attention

Material that we will discuss this week:

Layli Long Soldier, *Whereas* (selected)

Warren Cariou, “Aboriginal”

Nick Estes, “Our History is our Future” (on Standing Rock)

Mon 8 November Listen to podcast or read blog or CuLearn notes

Tues 9 November Monday’s Commentary due before 7pm today

Wed 10 November Zoom Class Discussion

Assignment: Submit Language/Form/Structure Attentive Commentary
(aka Close Reading) OR 10-minute Podcast

11) Week of 15 November to 19 Nov: On Writing

Material that we will discuss this week:

McPhee, "Draft No. 4"

Gerald Graff and Cathy Birkenstein, *They Say/I Say*

Kiese Laymon, *Heavy* (excerpt)

Mon 15 November Listen to podcast or read blog or CuLearn notes

Tues 16 November No Monday's Commentary this week; please focus on your essay

Wed 17 November Zoom Class Discussion

Assignment: Essay Thesis Statement & Outline Due

12) Week of 22 November to 26 November: On Writing (2)

Readings and Format TBD

13) Week of 29 November to 3 December: Student-Curated Material

Material that we will discuss this week:

The material that all of you have submitted (see Brightspace)

Mon 29 November Read/view at least 10 of the climate change pieces selected by your classmates

Tues 30 November Monday's Commentary due before 7pm today

Commentary Prompt: Write a paragraph on the piece that you found most effective. What made it effective? How does it relate to noticing and angling as we have been discussing these concepts this semester?

Wed 1 December Zoom Class Discussion on Student-Curated Material

2-3 December Pacing Yourself: work on your essay!

13) Week of 6-8 December: Review: Protest in the Time of Climate Change and Covid

Material that we will discuss this week:

Note: We started the semester with the climate movement and I want to end by thinking about links between COVID19, racism, class, and climate change action. I want to do this, though, by considering how noticing—through writing, visual art, film, and essays—can contribute to thinking about climate change in new ways. By now we can think about how authors pitch their points and how the form has an impact on how we respond to their argument. We'll try to put these observations together with the larger issues that confront us all today.

"The Pandemic is a Portal," Arundhati Roy

"On Narrative, Reckoning, and the Calculus of Living and Dying," Dionne Brand

"It's Go Time for Canada's Green Recovery" by Geoff Dembecki

<https://thetyee.ca/News/2020/07/06/Go-Time-Canada-Green-Recovery/?fbclid=IwAR1HusMRtzv2jYdcf-pU-fXctXtbzD14qtingPA92aUNPySuNERRAHzkxU>

Ayana Elizabeth Johnson, "I'm a Black Climate Expert"

(<https://www.washingtonpost.com/outlook/2020/06/03/im-black-climate-scientist-racism-derails-our-efforts-save-planet/>)

"Solidarity Across Species" by Astra Taylor

<https://www.dissentmagazine.org/article/solidarity-across-species>

"There is No Climate Justice Without Racial Justice" by Evelyn Nieves et al.

<https://www.yesmagazine.org/environment/2020/06/12/climate-justice-racial-justice/>

Craig Santos Perez, "'This Changes Everything' (Earth Day Poem)"

<https://craigsantosperez.wordpress.com/2018/04/22/this-changes-everything-earth-day-poem/>

Kim Stanley Robinson, "The Coronavirus is Rewriting Our Imaginations"

<https://www.newyorker.com/culture/annals-of-inquiry/the-coronavirus-and-our-future>

Mon 6 December Listen to podcast or read blog or CuLearn notes

Tues 7 December Monday's Commentary due before 7pm today

Wed 8 December Zoom Class Discussion

Essays due in class today

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.

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." According to the Department examples of plagiarism include the following:

- any submission prepared in whole or in part, by someone else;
- 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;

- 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/>

Special Information Regarding Fall 2021 Pandemic Measures

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

Requests for 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 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](#).

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>