

GEOG/ENST 4450A: COMMUNITY-ENGAGED RESEARCH ON CARE AND/IN THE CITY [0.5 CR]
Department of Geography and Environmental Studies, Carleton University, Fall 2024
Abbreviated draft, full course outline to be posted on Brightspace



Instructor: Jill Wigle, PhD
Office hours: By appointment
Brightspace: <https://brightspace.carleton.ca/d2l/home/292603>

Calendar Description

Working in partnership with local organizations, students apply their geographical knowledge to conduct community-engaged research. Student projects will generate outputs for community partners. Research topics vary year to year. *Includes experiential learning activity.*

Course Description

How would a city organized around concerns for justice and collective care be different than the status quo? In this course, students will learn about and investigate concepts, policies, interventions, and practices related to “caring cities.” The community-engaged research will be conducted for and presented to two advocacy organizations actively working on these issues in Ottawa and internationally. Our focus on collective care will pivot around analyzing urban conditions and the intersecting social, temporal and spatial dimensions of everyday life. The course will include individual and group work and secondary research on Ottawa and other cities.

Prerequisite: fourth year standing, or permission of the Department.

Partner Organizations

The City for All Women Initiative (<https://www.cawi-ivtf.org>)

The Global Platform for the Right to the City (<https://www.right2city.org/the-platform/>)

Learning Outcomes

This course provides students with opportunities to: (1) learn about a range of issues, policies, and concepts for thinking about justice and collective care in cities; (2) become familiar with the linkages between everyday lives, care, and the configuration of urban space; (3) work collectively with other students and partner organizations in conducting research and analyzing care-related interventions; and (4) strengthen presentation and critical reading, thinking, and writing skills.

Approach and Format

This course meets in-person once weekly for three hours. Classes will combine lectures, class discussions, audio-visual materials, guest speakers, virtual and in-person field trips. During the term, class time will be set aside for in-class workshops related to generating a final report-presentation for the partner organizations. Some classes will involve off-campus site visits accessible by public transit. Readings, lectures, class discussions, and assignments are designed to complement each other in meeting the course's learning outcomes. Class participation and collaboration are a vital part of this community-engaged research course.

Course Materials and Brightspace

Unless otherwise indicated, all required readings and course materials are available through the ARES link on Brightspace. The course outline, the schedule of reading discussants, assignment guidelines, lecture slides, and audio-visual materials used in class will be posted on Brightspace during the term. Lecture slides provide a *partial* summary of class content and are *not* an adequate replacement for attending class. Students' confidential grades will also be posted on Brightspace, as available.

Course Communications

Please use your Carleton email account for all course correspondence, placing "GEOG/ENST 4450" in the subject heading. Email is an acceptable medium for responding to simple inquiries ("Could you please ask the library to fix the ARES link to the Kern reading?") but is not designed for dealing with complex questions ("I was absent from class. What did I miss?"). If your question cannot be answered in a sentence or two, please email me to set up an in-person or online appointment.

Laptops and Cell Phones

To encourage an interactive learning environment, students are asked to put away their cell phones during class and to use laptops *only* for taking class notes, or for in-class virtual travel.

Evaluation

Component	Key Dates	% Final Grade
Reading discussant	As per sign-up sheet on Brightspace	5
Written assignment	Due by 11:59 pm on October 11 via BS	20
Class participation	Attendance & engagement, entire term	20
Research brief & summary	Due by 11:59 pm on November 15 via BS	40
Final report-presentation to partners	Class presentation on December 4; in-class preparation time in weeks 11 and 12	15

All written assignments should adhere to proper spelling, grammar, the consistent use of academic referencing (<https://library.carleton.ca/guides/help/citing-your-sources>) and the assignment guidelines discussed in class and posted on Brightspace. Please retain a hard copy (with electronic backup) of submitted work.

Reading Discussant (5%)

Students will be asked to sign-up as a “reading discussant” for a given week during the term. A sign-up sheet for this activity will be circulated in the first week of class and posted on Brightspace. The sign-up sheet outlines the guiding questions for discussants. No formal presentation is required. More details to be provided in class.

Written Assignment (20%)

This assignment will ask students to critically reflect upon a number of guiding questions relating the site visit(s) to readings chosen from weeks 1 to 6. More details to be provided in class.

Class Participation (20%)

In a community-engaged research course and upper-level seminar, it is essential that students attend class; complete the assigned readings prior to class; engage actively and respectfully in class discussions; participate fairly in group work and adhere to academic integrity guidelines. Attending class is obviously vital for the in-class workshops (weeks 11, 12) and the presentation to community partners (week 13).

Class attendance (10%)

A tally of the number of classes attended during the term, excluding the first and final class. Students are expected to attend the final class to fully participate in the presentation to the partner organizations. If you miss a class because of an illness or other unforeseen circumstances, please email the self-declaration form to me *before* class.

Class engagement (10%)

Class engagement involves completing the readings *before* class and participating in all class activities and group work, commenting on the readings, asking questions of guest speakers, raising issues or clarifications about class materials, attentively listening to classmates, etc. Class engagement will be assessed by the instructor based on overall participation in class activities and the quality of a student’s contributions to the class during the entire term.

Research Brief and Summary (40%)

This written assignment will pivot around each student’s research on a policy initiative, practice, or intervention related to “caring cities” and its potential application to Ottawa. The research brief will include two sections: (1) a research paper and (2) a summary of this research using a format generated with the input of the community partners. Based on feedback, your *revised* version of the summary will be integrated into the final report-presentation prepared by the class for community partners. More details to be provided in class.

Final Report-Presentation to Community Partners (15%)

Students will collaborate on producing a final report-presentation (in ppt form) for the partner organizations on December 4. The final report will include each student's revised research summary (see above) along with an introduction and summary. In-class time will be provided to prepare the report-presentation in weeks 11 and 12. More details to be provided in class.

Course Schedule and Weekly Topics

Weekly topics and readings are subject to change at the discretion of the professor and as part of the community-engaged research process. Ottawa site visits are tentative until community partners can confirm final details.

Week 1: Course Introduction (September 4)

Week 2: Urban Conditions (September 11)

Week 3: Everyday Life and Care in the City (September 18)

Week 4: Ottawa Site Visit I (September 25)

Week 5: Housing as/and Social Infrastructure (October 2)

Week 6: Ottawa Site Visit II (October 9)

Week 7: Beyond Safety (October 16)

Week 8: Libraries as Community Hubs (October 30)

Week 9: Care in Action I: Bogotá (November 6)

Week 10: Care in Action II: Barcelona (November 13)

Week 11: Care in Action III: Mexico City and In-class Workshop (November 20)

Week 12: Care-full Cities and In-Class Workshop (November 27)

Week 13: Class Report-Presentation for Partner Organizations (December 4)

Grades

In accordance with the Carleton University Calendar, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59	F = < 50
A = 85-89	B = 73-76	C = 63-66	D = 53-56	
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52	

ABS = student absent from the final exam; DEF = Deferred; FND = failed, not deferred; GNA = grade not available; WDN = withdrawn from the course. 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 professor may be subject to revision. No grades are final until they have been approved by the Dean.

Late and Deferred Assignments or Grades

Assignments turned in late without an approved extension will be subject to a reduction of the overall mark at the rate of 5% for each calendar day past the due date. Assignment extensions will be considered for extenuating circumstances. In such cases, please contact me to discuss possible accommodations preferably before an assignment is due and complete *the Self-Declaration for Academic Considerations form*.

For details on the proper use of this form and policy, students should consult the [Course Outline Information on Academic Accommodations](#) and read about the procedure for requesting academic consideration. It can be found here: <https://carleton.ca/fpa/wp-content/uploads/Academic-Consideration-Procedures-for-Students.pdf>. If you are unable to submit assignment(s) before the end of the term, official deferrals petitioned through the Office of the Registrar will be honoured.

Drop Date

Please check the Carleton University Calendar for the last day in the term to withdraw from a course with full fee adjustment.

Prohibitions on the Use of Artificial Intelligence Tools

The use of generative artificial intelligence tools (e.g. ChatGPT) for the creation or submission of graded work is prohibited in this course.

Academic Standing and Conduct

Students must familiarize themselves with the regulations concerning academic standing and conduct in the Carleton University Undergraduate Calendar: <http://www.carleton.ca/calendars/ugrad/current/>.

Instructional and Conduct Offences

Instructional offences include (among other activities): cheating, contravening examination regulations, plagiarism, submitting similar work in two or more courses without prior permission, and disrupting classes. Conduct offences apply in areas of discrimination and sexual harassment. Further information about university regulations which define and regulate these offences is presented in the Undergraduate Calendar: <http://calendar.carleton.ca/undergrad/regulations/>.

Plagiarism

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to books, articles, papers, literary compositions and phrases, artworks, research results, diagrams, material on the internet and/or conversations. Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- using ideas or direct, verbatim quotations, paraphrased material, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty follows a rigorous process for academic integrity allegations, including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may include a final grade of "F" for the course. The key to avoiding plagiarism is to learn how to do research and how to cite sources properly. The following web site provides advice: www.library.carleton.ca/help/avoid-plagiarism.

Writing Tutorial Service

If you feel you need assistance in improving your writing skills, you are encouraged to get in touch with SASC's writing consultation sessions (<https://carleton.ca/csas/support/one-on-one-appointments/writing-consultation-sessions/>).

Requests for Academic Accommodations

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

Academic consideration for short-term medical or extenuating circumstances: students must contact the instructor(s) as soon as possible, and normally no later than 24 hours after the submission deadline for course deliverables. If you require accommodation for missing a course deliverable or deadline for *extenuating circumstances* beyond your control (e.g. illness), please complete *the Self-Declaration for Academic Considerations form*. For more details, see the relevant section on late policies above.

Statement on Student Mental Health

As a 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. For more information, please consult <https://wellness.carleton.ca/>.

Emergency Resources (on and off campus)

- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

Carleton Resources

Mental Health & 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 & 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>