



Course Details

Course Outline, Honours Field Course, Fall 2023

This year's theme: **Socioenvironmental Change in the Madawaska Highlands**

(Subject to change > last updated, August 14, 2023)

Instructors:	Derek Smith, dereka.smith@carleton.ca Adam Kirkwood, AdamKirkwood@cmail.carleton.ca
Teaching assistant:	To be determined
Program support:	Nika Linseman, nika.linseman@carleton.ca
Class meetings:	Thursdays, 9:35–11:25 Field camp: October 22–25
Prerequisites:	(1) GEOG 2005/ ENST 2005, (2) GEOG 2006/ ENST 2006 and (3) third-year Honours standing in Environmental Studies, Geomatics, or Geography (or permission of the Department).

Class format and delivery

This course combines class meetings, independent tasks and required readings and other learning videos and other materials with a **mandatory** field camp at the Madawaska Kanu Centre (October 22-25, 2023).

The course will use the **Brightspace Learning Management System**. It can be accessed from a web browser on most internet-enabled devices, including laptops, chromebooks, tablets, and smartphones, by going to: <https://brightspace.carleton.ca>. (The [Brightspace Pulse App](#) is also available for iPhone and Android devices but for course content, please use a web browser instead.)

Brightspace Support is available via phone/email/chat 24 hours a day, 7 days a week, 365 days a year and a student support website will be available at <https://carleton.ca/brightspace/students/>. Information about Brightspace Support is available in the FAQ and in the Brightspace course in the D2L support widget. For general technical problems, visit **Information Technology Services** (<https://carleton.ca/its/contact/>).

Required readings and other materials

It is important that students complete readings and any other assigned tasks before class so that they are prepared and ready to participate in group discussions and other activities. These materials will

be provided on Brightspace in the weekly modules, either through the Ares reserve system (go to *Tools > Ares Reserves*) or directly by clicking on a hyperlink.

In addition to the readings, students are expected to participate regularly in a Brightspace discussion forum outside of class time (details to be provided in class).

It is expected that all students will have the prerequisites for this course, that will have provided you with an introduction to the foundations of research and quantitative methods. The reference materials below have been made available so that you may review these topics and to further your understanding of the research process, including how to write an effective research report. These books are available through the library's main search page (<https://library.carleton.ca/>) or again, through Ares.

Flowerdew, Robin and David Martin, editors. 2013. *Methods in Human Geography: A Guide for Students Doing a Research Project*. Second edition. Essex: Addison Wesley Longman.

Hay, Iain and Philip Giles. 2012. *Communicating in Geography and the Environmental Sciences*. Canadian Edition. Oxford University Press: Don Mills, Ontario.

Minister of Public Works and Government Services Canada. 2014. *The Canadian Style: A Guide to Writing and Editing*. Toronto, Ontario: Dundurn Press in co-operation with Public Works and Government Services Canada Translation Bureau.

Additional support and resources

We highly recommend that you take advantage of the one-on-one Writing Consultation Sessions that are provided by the Centre for Student Academic Support (4th floor, MacOdrum Library) to help you with your written work and become a better writer.

The library's searchable *Geogenvirospecialist's Blog* is available at: <https://geogenvirospecialist.wordpress.com/>.

Course content

This course is organized into three stages, as follows:

Stage 1 – Talking about fieldwork. During this first stage we will examine the role of fieldwork in geography, environmental studies, and geomatics. Topics include different approaches to doing fieldwork, methodological design (e.g., selecting your study area, sampling techniques), practical considerations, and how to address ethical issues. We will also be sharing stories from people who do fieldwork, to explore the rewards and challenges of being in the field. Each week class meetings will include a mix of lectures, class discussions, and group activities. Groups will be organized by the instructors early in the term. A short exam will come at the end of Stage 1.

Stage 2 – Doing fieldwork. This stage of the course will provide you with opportunities to get hands-on experience doing independent fieldwork as part of a group, under the guidance of the teaching team. Broader concepts and issues will be discussed, but the emphasis will be on collecting data and reflecting on the effectiveness of methods. This will include observations of the physical environment and conducting a small number of interviews (the latter is subject to change, depending

on the recruitment of participants). **Please note that this stage consists of a required, 4-day stay at our base camp in the Madawaska Valley.** This time in the field is crucial for providing you with hands-on field experience. If needed, you will need to make arrangements (e.g., with an employer) so that it is possible for you to attend. Stage 2 finishes with the submission of your field data.

Stage 3 – Analyzing and presenting field research results. During this final phase we will provide instruction on how to compile and process your field data, present summaries of the data collected, and analyze your field data. Following these steps, we will shift our focus to writing a research report that presents the field research findings and their significance. Stage 3 finishes with the submission of your research report.

**** Note -- a more detailed schedule is available below (see attached PDF file).**

Evaluation (subject to change)

Item	Weight
Participation (in class and in the field)	15
Contributions to Brightspace discussion forum	5
Stage 1 – Stage 1 examination	15
Stage 2	
Field notebooks	10
Soil and hydrology datasets (group submission)	10
Interview transcripts and summaries (group submission)	10
Stage 3 – Research report	35

Academic regulations

The following section reviews the most important academic regulations at Carleton University. Please refer to the official version of the Academic Regulations of the University at <http://calendar.carleton.ca/undergrad/regulations/> if you require further information. The official document takes precedence over this syllabus.

Copyright

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed (hardcopy or electronically/online) without prior written consent of the author(s).

Statement on 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, performance compositions, chemical compounds, artworks, laboratory

reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, 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;
- Using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- Using another's data or research findings without appropriate acknowledgement;
- Submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- 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 conducts 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 a final grade of "F" for the course.

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/>

Requests for 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 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 (available here: <https://carleton.ca/equity/contact/form-pregnancy-accommodation/>).

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 (available here: <https://carleton.ca/equity/focus/discrimination-harassment/religious-spiritual-observances/>).

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>.