

**ENST 3000A:
Nature, Environment, and Society**

Department of Geography and Environmental Studies
Carleton University
Winter 2023

v. December 16, 2022

Instructor: Karen Hébert
Course Time: Mondays, 11:35 am – 2:25 pm
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Office Hours for Winter Term: Mondays, 2:45 – 3:30 pm, and by appointment
Zoom Office Location (by appointment only): <https://carleton-ca.zoom.us/j/4416773479>

Course Website: <https://brightspace.carleton.ca/d2l/home/132030>

TA: Arushi Singh
E-mail: ARUSHISINGHPARMAR@cmail.carleton.ca
TA Office Hours and Location: TBA

Course Prerequisite

Third-year standing in the Environmental Studies program or permission of the Department of Geography and Environmental Studies (DGES)

Course Description

This course provides an introduction to influential theoretical perspectives employed to understand the relationship of nature, environment, and society today. To explore these perspectives, the course is built around the analysis and discussion of empirical case studies that examine topics such as conservation, agriculture and food production, urban transformations and gentrification, extractive industries, environmental mobilizations, and the body. Lectures will expand upon and clarify the assigned texts, offering concepts, examples, and contextualization to elucidate the approaches covered. Each course session will include an activity component, which often involves thinking through additional materials presented in film, websites, blog posts, or other media and may include outside speakers and other events. Assignments will challenge students to examine their own concepts of nature and the environment, and to think critically about environmental claims and representations of nature.

Course Format and Expectations

This course is scheduled to meet weekly—face-to-face, in person. Your attendance and participation are course requirements, and together these represent a major component of

your total mark. That said, in light of the ongoing COVID-19 pandemic (see **Pandemic Measures** toward the end of this document), I am mindful that alternative means of course delivery may become necessary. Given that it is possible we may need or opt to shift to virtual course delivery, it is advisable that all students have reliable high-speed Internet access and a computer with a microphone and a webcam.

We will use Brightspace to coordinate all course materials, activities, and assignments.

Course Objectives

By the end of this course, students will be able to:

- Identify and critically analyze different theoretical approaches to the relationship of environment and society
- Explain how dominant concepts of nature and the environment have developed and assess their role in current environmental issues and debates
- Analyze and evaluate strategies for addressing environmental problems by employing insights from diverse theoretical perspectives
- Show concrete improvements in academic reading, writing, and argumentation skills
- Develop a compelling original argument, communicated through an essay or more nontraditional multimedia communication forms, that delves deeper into course material to shed light on an environmental issue, problem, or phenomenon

Required Texts

All readings in the below Course Outline will be available on the course website at Brightspace. *Please note that assigned texts may be adjusted slightly over the course of the term depending on how our class conversations develop.* No minor change to readings will be made within less than a week of the class session in question.

Course Outline

All major course requirements and activities appear in the outline below, organized by calendar date. You should plan to read, watch, view, and/or listen to all required materials *in advance* of the course session in question.

Week	Topic and Readings	Assignment
1. January 9	<p>Course Introductions</p> <p>No reading for today.</p>	<ul style="list-style-type: none"> • Student Info Sheet • Course Ground Rules Agreement
2. January 16	<p>Denaturalizing and Unsettling “Nature”</p> <p><u>Read</u>: • Cronon, W. (1995). The trouble with wilderness; or, getting back to the wrong nature. In W. Cronon (Ed.),</p>	

	<p><i>Uncommon ground: Rethinking the human place in nature</i> (pp. 69-90). New York, NY: W.W. Norton. Retrieved from http://www.williamcronon.net/writing/Trouble_with_Wilderness_Main.html</p> <p><u>View:</u> • Yoon, J. (1991). Souvenirs of the self: A project of six postcards. Retrieved from http://www.virtualmuseum.ca/sgc-cms/expositions-exhibitions/photos/dynamic/en/essayImages/MK001-001.html (please look especially at the first four images).</p> <p><i>Supplementary / Delving Deeper Option</i></p> <p><u>Read:</u> • Youdelis, M., Nakoochee, R., O’Neil, C., Lunstrum, E., and Roth, R. 2020. “Wilderness” revisited: Is Canadian park management moving beyond the “wilderness” ethic? <i>The Canadian Geographer</i>, 64(2), 232–249. doi.org/10.1111/cag.12600</p>	
<p>3. January 23</p>	<p>The Making of Global Economies and the Transformation of Space</p> <p>• <u>Read:</u> Selections from: Mintz, S.W.</p> <ul style="list-style-type: none"> - (1985). Introduction. In <i>Sweetness and power: The place of sugar in modern history</i> (pp. xv-xxx). New York, NY: Viking. - (1993). The changing roles of food in the history of consumption. In J. Brewer & R. Porter (Eds.), <i>Consumption and the world of goods</i> (pp. 261-273). New York, NY: Routledge. <ul style="list-style-type: none"> ○ Read pp. 263-268: From the start of the subsection “The study of the history of modern foods” on p. 263 to the middle of p. 268, “...“individualism of the masses’ would play an ever-greater role.” <p>• Charney, I. (2010). Spatial fix. In B. Warf (Ed.), <i>Encyclopedia of geography</i> (pp. 2639-2640). SAGE Publications. doi: 10.4135/9781412939591.n1065</p> <p><i>Supplementary / Delving Deeper Option</i></p> <p>• Imeri, M., Sumanth, S., & Hugill, D. (2022, July). This neighbourhood is changing, who is it changing for? Urban development and the transformation of West Centretown. Report produced through a collaboration of Carleton’s Department of Geography and Environmental Studies and the Somerset West Community Health Centre. Retrieved from https://carleton.ca/westcentretownischanging/wp-content/uploads/SWC0100-FINAL-digital.pdf</p>	
<p>4. January 30</p>	<p>Nature as Commodity</p>	

	<ul style="list-style-type: none"> • <u>Read</u>: Selections from: Marx, K. ([1867] 2016). <i>Capital: A critique of political economy</i>. Retrieved from https://www.marxists.org/archive/marx/works/1867-c1/ch01.htm#S1 - Chapter 1: The commodity; Section 1: The two factors of a commodity: Use-value and value (the substance of value and the magnitude of value) • Cronon, W. (1991). Chapter 5: Pricing the future: Grain. In <i>Nature's metropolis: Chicago and the Great West</i> (pp. 97-147). New York, NY: W.W. Norton. 	
	<p><i>Supplementary / Delving Deeper Option</i></p> <ul style="list-style-type: none"> • <u>Watch</u>: Virtual Tour of the Carleton University Art Gallery's (CUAG's) Exhibition "They Forgot That We Were Seeds." 	
5. February 6	<p>Marketizing Nature for Environmental Protection</p> <p><u>Read</u>: • Robertson, M.M. (2000). No net loss: Wetland restoration and the incomplete capitalization of nature. <i>Antipode</i> 32(4), 463-493.</p>	Assignment #1 Distributed after Class
	<p><i>Supplementary / Delving Deeper Option</i></p> <ul style="list-style-type: none"> • <u>Read</u>: Dempsey, J. (2016). Ecosystem services as political-scientific strategy. In <i>Enterprising nature: Economics, markets, and finance in global biodiversity politics</i> (pp. 91-125). Malden, Mass: Wiley Blackwell. 	
6. February 13	Tour of the "Drawing on Our History" Exhibition at the Carleton University Art Gallery	
February 17		Assignment #1 Due: Upload to Brightspace by the end of the day on Friday before break
February 20	Winter Break	
7. February 27	<p>Reassessing the Governing and Managing of Nature</p> <ul style="list-style-type: none"> • <u>Read</u>: Foucault, M. ([1977] 1999). The means of correct training. In A. Elliott (Ed.), <i>Blackwell reader in contemporary social theory</i> (p. 97-106). Oxford: Blackwell. • Guthman, J. (2009). Teaching the politics of obesity: Insights into neoliberal embodiment and contemporary biopolitics. <i>Antipode</i>, 41(5), 1110-1133. http://onlinelibrary.wiley.com.proxy.library.carleton.ca/doi/10.1111/j.1467-8330.2009.00707.x/full 	

	<p><i>Supplementary / Delving Deeper Option</i></p> <ul style="list-style-type: none"> • At least one of the short posts from <i>Critical Inquiry</i>'s "Posts from the Pandemic," particularly those discussing or debating the relevance of the work of Foucault (some of which also involve considerations of climate change), such as: <ul style="list-style-type: none"> - Clover, J. (2020, March 29). The rise and fall of biopolitics: A response to Bruno Latour. Retrieved from https://critinq.wordpress.com/2020/03/29/the-rise-and-fall-of-biopolitics-a-response-to-bruno-latour/ - Szendy, P. (2020, April 15). Viral times. Retrieved from https://critinq.wordpress.com/2020/04/15/viral-times/ - Lorenzini, D. (2020, April 2). Biopolitics in the time of coronavirus. Retrieved from https://critinq.wordpress.com/2020/04/02/biopolitics-in-the-time-of-coronavirus/ - Davis, L. (2020, June 26). In the time of pandemic, the deep structure of biopower is laid bare. Retrieved from https://critinq.wordpress.com/2020/06/26/in-the-time-of-pandemic-the-deep-structure-of-biopower-is-laid-bare/ - Latour, B. (2020, March 26). Is this a dress rehearsal? Retrieved from https://critinq.wordpress.com/2020/03/26/is-this-a-dress-rehearsal/ 	
<p>8. March 6</p>	<p>Rethinking Nature and Culture</p> <ul style="list-style-type: none"> • <u>Read</u>: Tsing, A.L. (2005). Chapter 5: A history of weediness. In <i>Friction: An ethnography of global connection</i> (pp. 171-202). Princeton University Press. • Selections from: Haraway, D.J. ([1985] 1991). A cyborg manifesto: Science, technology and socialist feminism in the late twentieth century. In <i>Simians, cyborgs, and women: The reinvention of nature</i> (pp. 149-182). New York, NY: Routledge. <ul style="list-style-type: none"> - pp. 149-155 (first section, until "Fractured Identities"); p. 177-178 (from "To recapitulate,..." to end of <i>Blade Runner</i> paragraph on top of 178); p. 180-181 ("There are several consequences..." until end). • <u>Watch</u>: Handcrafted Films (n.d.). The Dayak Meratus. Retrieved from https://www.youtube.com/watch?v=rpZ7s4WT1o8Delving (approx. 6 mins) <p><i>Supplementary / Delving Deeper Option</i></p> <p>Parreñas, J.S. (2018). Introduction: Decolonizing extinction. In <i>Decolonizing extinction: The work of care in orangutan rehabilitation</i> (pp. 1-30). Duke University Press.</p>	
<p>9. March 13</p>	<p>Reconceptualizing Agency and Materiality</p>	

	<ul style="list-style-type: none"> • <u>Read</u>: Selections from: Latour, B. (1999). <i>Pandora's hope: Essays on the reality of science studies</i>. Cambridge, Mass.: Harvard University Press. <ul style="list-style-type: none"> - pp. 176-180: From the second full paragraph on p. 176 (“‘Guns kill people’ is a slogan...”) to the end of this subsection on the bottom of p. 180 (“...meanings of mediation”). • <u>Watch</u>: Mitchell, T. (2019, Jan 2). Columbia professor Timothy Mitchell on the politics of carbon, oil, labor and the sea. Floating Laboratory on Action and Theory at Sea. Retrieved from https://www.youtube.com/watch?v=W1fVhkXnv10 (approx. 12 mins) <p><i>Supplementary / Delving Deeper Option</i></p> <ul style="list-style-type: none"> • Watts, N., & Scales, I. R. (2015). Seeds, agricultural systems and socio-natures: Towards an Actor–Network Theory informed political ecology of agriculture. <i>Geography Compass</i> 9, 225– 236. https://doi.org/10.1111/gec3.12212 	
<p>10. March 20</p>	<p>Indigenous Learning Bundles: Indigenous Environmental Relations</p> <ul style="list-style-type: none"> • <u>Read</u>: Kimmerer, R.W. (2014). Skywoman falling (Chapter 1), A council of pecans (Chapter 2) and A gift of strawberries (Chapter 3). In <i>Braiding sweetgrass: Indigenous wisdom, scientific knowledge and the teachings of plants</i>, pp. 3-32. Minneapolis, MN: Milkweed Editions. • Watts, V. (2013). Indigenous place-thought and agency amongst humans and non-humans (First Woman and Sky Woman go on a European tour!). <i>DIES: Decolonization, Indigeneity, Education and Society</i> 2(1), 20–34. <p><i>Lectures</i></p> <ul style="list-style-type: none"> • <u>Watch</u>: Indigenous Learning Bundles lectures by Prof. Zoe Todd • <u>Listen/Read</u>: Interview with Knowledge Keeper Albert Dumont <p><i>Supplementary / Delving Deeper Option</i></p> <ul style="list-style-type: none"> • <u>Watch</u>: Virtual Tour of the Carleton University Art Gallery’s (CUAG’s) Exhibition “UPRISING: THE POWER OF MOTHER EARTH – Christi Belcourt – A Retrospective with Isaac Murdoch” (21 January – 28 April, 2019) 	<p>Assignment #2 Distributed after Class</p>

March 24		Delving Deeper Assignments Due
11. March 27	<p>Theorizing Decolonization and Resurgence</p> <ul style="list-style-type: none"> • <u>Read</u>: Simpson, L. B. (2017). Nishnaabeg anticapitalism. In <i>As we have always done: Indigenous freedom through radical resistance</i> (pp. 71-82). Minneapolis: U of Minnesota Press. • Lennon, M. (2017). Decolonizing energy: Black Lives Matter and technoscientific expertise amid solar transitions. <i>Energy research & social science</i>, 30, 18-27. https://doi.org/10.1016/j.erss.2017.06.002 <p><i>Supplementary / Delving Deeper Option</i></p> <ul style="list-style-type: none"> • <u>Watch</u>: Coulthard, G. (2018, June 11). On transnational alliances for Indigenous self-determination. Global Movement Assemblages Symposium, Brock University. Retrieved from https://www.youtube.com/watch?v=7UuhOgcyoX8 	
12. April 3	<p>Delving Deeper Gallery Tour + Course Conclusions</p> <p>No reading for today.</p>	
13. April 10	<p>No Class Scheduled</p> <p>Use this time to work on Assignment #2.</p>	
April 12		Assignment #2 Due: Upload to Brightspace by the end of the day

Course Requirements and Grading

- 1. Attendance and Participation (20%):** This course is scheduled as a lecture, but attendance and participation are required—the course and your learning depend on your coming to class well prepared and on a regular basis. Together, attendance and participation represent a significant percentage of your total mark. We will take attendance at each class. You should plan to come prepared with an insightful question or comment about the assigned readings for that day, and you are encouraged to raise this point, if relevant, in our open discussions and activity sessions, which will typically take place during the second half of each class meeting.

At the same time that attendance and participation are course requirements, no one should plan to attend a session if they are feeling unwell or have reason to think they may pose a particular risk to others; I certainly do not wish to incentivize this

behaviour. There thus will be mechanisms in place for excusing absences and facilitating participation credit in the event that students cannot be present because they are unwell. There will also be a way to gain participation credit if you miss the chance to participate during the class session given limited discussion time available. The details of these arrangements will be presented in class early in the term.

- 2. Assignments #1 (25%) and #2 (30%):** The bulk of your grade will be derived from your performance on two open-book, take-home written assignments. These assignments will include a combination of multiple choice, matching, and short answer questions, as well as a limited number of short essay responses based on a select set of prompts. Assignment #1 will address readings and lecture material through February 13; Assignment #2 will address readings and lecture material through April 10, focusing on what was not covered in the first assignment. More details about these assignments will be given in class and we will do some practice exercises together in preparation for the take-home assignments. You will be given an evaluation rubric along with the assignment, but all written work will be assessed in terms of the accuracy and precision of the understanding it conveys; the sophistication and originality of its argumentation; the validity and appropriateness of its evidence; and the clarity of its prose. **These assignments are to be submitted by their due date electronically via Brightspace.**

Please note that while you are generally encouraged to talk about course material with your classmates and colleagues in and outside of class, *you are not permitted to discuss your answers to the written assignments for this course before you submit them for evaluation.* The work you turn in for these take-home assignments is meant to be yours alone, and all university policies regarding plagiarism and cheating apply.

Also be aware that although you have more than a week to complete each of these assignments, they are intended to require only a few concentrated hours of your time.

- 3. Delving Deeper Submission (25%):** Once over the course of the term, you will go beyond core course materials to develop an original analysis of an environmental concern. In your work for this assignment, you will draw upon at least one course source and at least one source outside of core course materials—whether one of the suggested Delving Deeper options listed alongside each week’s required materials on the Course Outline or another source of your own choice, which must be a peer-reviewed, scholarly publication unless you receive explicit permission otherwise. While your submission can take the form of a traditional essay submitted via Brightspace (of 800-1000 words, or approximately four double-spaced pages, excluding notes and references), **you are encouraged to delve deeper through a more interactive or multimedia mode of communication that you will share with the class in our virtual Delving Deeper gallery space.**

The goal for this assignment is to use course materials and associated further resources to analyze a pressing, perplexing, or otherwise intriguing environmental problem, issue, experience, or phenomenon. You will upload a podcast, presentation,

poster, blog post, art project, performance piece, or other multimedia creation to an interactive course space that we will most likely host via cuPortfolio. More detailed guidelines and an evaluation rubric will be given in class. You are encouraged to work on and submit this assignment well before the deadline. We will devote one of our final course sessions to a **Delving Deeper Gallery Tour**.

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
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

WDN = Withdrawn from the course

ABS = Student absent from final exam

DEF = Deferred (see below)

FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

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. Standing in the course will be shown by alphabetical grades.

Deferred Assignments and/or Grades

In the interest of fairness to all students, any assignment turned in late without an extension will be subject to penalties, amounting to five points off (out of 100) for each day late. Please reach out early and communicate with me if you are having, or anticipate having, problems completing course assignments on time. I am here to help you get the assistance you need to succeed in this course. Extensions may be granted in the event of extenuating circumstances. I would like to help you get into the habit of turning in work on time.

If due to illness or circumstances beyond your control you are unable to submit essential assignments before the end of the term, only official deferrals petitioned through the Office of the Registrar will be honoured.

Additional Course Protocols and Policies

Course Materials: In addition to the materials posted to Brightspace before class, I will post any PowerPoint slides or links I show during class lectures to our course site *after* the session in which they have been delivered.

Communication and E-mail: I will communicate important information about the course

to you via Brightspace. There is also a spot on Brightspace for you to post questions about the course with broad relevance so that the entire class can see my answer; and there is a link to a way to privately send me anonymous feedback, ideas, and suggestions about the class as well. For any electronic correspondence about this course relayed over e-mail, please make sure that your messages to me:

- are sent from your Carleton University account
- include your full name
- include the course number, ENST 3000A, in the subject line

In addition, please note that while I will do my best to respond to all e-mail inquiries related to the course, you should not expect an immediate reply or a reply during the evenings or on weekends. So plan accordingly. If you have more in-depth questions about course materials and/or your performance, come see me during my office hours. You can drop by anytime then, though I recommend that you make an appointment for a specific time so that I can reserve that space for you. If you are not able to make my office hours, we can arrange for an appointment at another time during the week.

Copies of Work: Please retain backup copies of all coursework you submit.

Academic Resources for Students

Carleton University has a variety of resources to help you improve your performance in this and other courses, enrich your learning, and engage in university life more generally. These include:

The Academic Advising Centre (<https://carleton.ca/academicadvising/>) offers services to assist students in adjusting to academic life, improving learning skills, and making academic and career decisions, including drop-in sessions on academic advising (e.g., tips on your courses and major, etc.).

The Centre for Student Academic Support (CSAS) (<http://carleton.ca/csas/>) houses a number of different student services, including Writing Services (<https://carleton.ca/csas/writing-services/>), which offers drop-in and online tutoring appointments. CSAS also has a number of group support options, including Peer Assisted Study Sessions: <http://carleton.ca/csas/group-support/pass/>.

The International Student Services Office (<https://carleton.ca/isso/>) assists international students; students seeking help for coping with stress or crisis should contact either Student Affairs (<https://carleton.ca/studentaffairs/>) or Health and Counseling Services (<https://carleton.ca/health/>).

Susan Tudin in the MacOdrum Library is also available for help on research-related matters. She can be reached via e-mail at susan.tudin@carleton.ca.

Please keep in mind that the above resources are not just for students who are struggling—everyone can improve, and those who staff these programs are trained to help you identify how.

Academic Regulations and Policies

We will go over some of this in class together, but do take some time to acquaint yourself with Carleton University policies, regulations, and procedures. Rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know is available on the following website:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Please consult the 2022-2023 Undergraduate Calendar

(<https://calendar.carleton.ca/undergrad/>) for key information, such as this year's course **drop/add/withdrawal dates**, found here: <https://calendar.carleton.ca/academicyear/>.

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 ([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>

Beyond accommodations, for other concerns involving access or equity, please explore the resources and contacts at the Department of Equity and Inclusive Communities <https://carleton.ca/equity/>.

For Indigenous students, the Centre for Indigenous Support and Community Engagement (CISCE), formerly known as the Centre for Indigenous Initiatives, supports First Nations (status and non-status), Inuit, and Métis students, staff, and faculty by providing culturally safe spaces for dialogue and learning. The Centre provides weekly, monthly, and annual programming for students and also develops and delivers resources and training to educate the Carleton community about Indigenous histories, worldviews, and perspectives. To learn more about the services offered, please visit <https://carleton.ca/indigenous/cisce/students/>. If you have any questions, you can email Indigenous@carleton.ca.

Academic Integrity

University regulations stipulate that any allegation of plagiarism, cheating, or other violation of conduct rules will be thoroughly reviewed. Academic dishonesty in any form will not be tolerated. To learn more about Carleton's policy on academic integrity (including what constitutes plagiarism, potential penalties, and procedures) see: <https://carleton.ca/FASS-FPA-teaching-regulations/course-outlines/#sect3>.

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.

We will discuss plagiarism in more detail in class and review methods for proper attribution and referencing of others' work.

On the Submission of Original Work: Please note that in this course, as in many others at Carleton, **you are not permitted to submit substantially the same piece of work more than once for academic credit.** For example, it is expected that you are not handing in the same final report for credit in multiple courses. That said, you are encouraged to continue to develop ideas and analysis you began to explore earlier or may be exploring elsewhere, and many course assignments are in fact designed to facilitate your ongoing thinking and writing on developing topics of interest. If you would like to refer to or draw upon any of your own past work or work you are undertaking in another course, please just cite this work as you would any other source. Along with plagiarism, we will discuss this issue more in class. If you have questions or concerns involving the use of your own prior work, do not hesitate to reach out to me directly to discuss this at any time.

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.

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