

GEOG 3000/ENST 2900  
Field Camp: Oxbow Park, Carleton University  
May 11 – June 15, 2021

**Instructor:** John Milton

**Office:** Room A239, Loeb Bldg.

**E-mail:** [JohnMilton@cunet.carleton.ca](mailto:JohnMilton@cunet.carleton.ca)

**Phone:** 613-250-2600 (ext. 6209)

**Course Times:** Tuesdays, 0905 – 1555 (9:05 am – 3:55 pm)

**Course Location:** This will be a virtual course.

---

This is the 18<sup>th</sup> joint non-residential field camp offered during the spring semester for Honours geography and environmental studies students. It is scheduled to run from May 11 to June 15. *Please note that the field camp will again be delivered on-line. This has required me to modify the course somewhat – unfortunately – and you will not be conducting any on-campus laboratory work. Instead, we are going to look at in-field analysis. However, this field camp is Ottawa-based. Students need to be residing in the region to take this course.*

What makes geography/environmental studies unique both as a discipline and professional field of work is its integrated nature. We combine natural and social sciences. The focus of this spring's course will be a complete neighbourhood assessment. The creation of 'complete neighbourhoods' or the 'fifteen-minute city' has been popularised in recent years both in academic circles and amongst urban design professionals, but are such neighbourhoods truly realistic both in theory and in real design? Is it possible to locate all of the services and businesses urban residents expect in every neighbourhood of an urban complex? Is it realistic to think that it is possible to have access to all of the services and businesses the average resident patronizes within a fifteen-minute walk or bike ride? In this research project, you will assess an Ottawa neighbourhood and answer two basic questions, "*Does the neighbourhood operate as a complete neighbourhood?*" Then, as your final exam, "*How can the neighbourhood be transformed into a complete neighbourhood?*" (See Appendix 1 for more details.) This field camp you will looking at the Glebe.

To do this, you will work as research teams although you will submit your own work, your laboratories. Each week will begin with a live class to introduce the laboratory and to provide an overview of both the field methods you will use as well as the information you will be expected to gather in the field. These live on-line classes are mandatory, although they will be recorded and uploaded onto the course site as well. You are expected to be on-line and ready to go at the scheduled class time. Missing two or more sessions can result in you automatically failing the course.

It is hoped that the persistent pandemic conditions will have abated sufficiently to allow you to go out into the Glebe in order to conduct these various laboratories. We will see how things are come May.

## Course Plan

---

May 11/18

### *Unit 1. Introduction/Reconnaissance*

Introduction to the course and to field work. Overview of field research. Introduction to the 'complete neighbourhood.' This week you will also begin a reconnaissance of your neighbourhood. This will involve two exercises. The first week you will do an actual or virtual (or combination) of your neighbourhood mapping it. You will write a description of your neighbourhood. In week two you will delineate the pedshed of the neighbourhood using different criteria. This is a two-week laboratory.

---

May 25

### *Unit 2. Dealing with People: Survey Design*

Do residents of your neighbourhood remain in the neighbourhood for most of their daily needs OR do they have to go outside of the neighbourhood? Are the businesses and services needed in daily life available within the neighbourhood OR must residents travel elsewhere for these basic goods and services? This week we will examine how to write a good questionnaire and how to devise a sampling strategy to explore these questions. This will be a longer live class session.

---

June 1

### *Unit 3. Landscape Analysis*

This week you will be introduced to a little biophysical field assessment by conducting a landscape/biophilic analysis of your neighbourhood. Included in this will be survey of trees and mapping of water features and open spaces and considering their importance in an urban environment.

---

June 8

### *Unit 4. Dealing with People: Analysing your Survey*

This week you return to your student survey. We will examine how to approach the analysis of this data set. We'll take some at the outset to consider what you can do with your results and how they can be used.

---

June 15

### *Final Exam. Vision Design*

As your final exam you will produce a plan for transforming your neighbourhood into a complete neighbourhood. This will be based on your laboratories and the gap analysis. You will be assuming that you are mandated to create such a neighbourhood even if this means changing land use zoning and other basic re-designs of the neighbourhood.

This begins with a gap analysis of your neighbourhood, focussing on both the social components of a complete neighbourhood and biophilic design. What services exist within the 5-, 10- and 15-minute boundaries (walking and biking)? What services are missing that residents would need to have access to? What areas in your neighbourhood lack greenspace? What types of greenspace? What about the elderly and handicapped? What about urban forest revitalisation?

This will provide you with the foundation for your final exam, your design vision. Then, off you go!

---

### Course Textbooks

There are many books on field methods out there. There is no single text identified for this course. However, you are encouraged to consider two texts if you plan to undertake fieldwork in the future, either academically or professionally. Several may be old, but methods really do not change that much. These are:

- Northey, M. 2019. *Making Sense. A Student's Guide to Research and Writing* (9<sup>th</sup> edition). Oxford: Oxford University Press. In addition to providing insight into research activities, this book introduces you to a wider set of skills you will need professionally.
- Sproull, N.L. 2002. *Handbook of Research Methods*. Lanham, Maryland: Scarecrow Press Inc. I personally like this book a lot. It is very comprehensive and well laid out, providing you with a comprehensive overview of field research.
- Simonds, J.O. 2013. *Landscape Architecture: A Manual of Environmental Planning and Design* (5<sup>th</sup> edition). Toronto: McGraw-Hill. I also like this book a lot and would recommend it to anyone who is planning on pursuing a career in planning. A word of warning, however: it is a hard cover book and, therefore, a tad pricey.

### Deliverables and Grading

The objective of the Honours Field Camp is to introduce students to the range of biophysical and human field research methodologies and sampling approaches coupled with actual in-field experience. This includes:

1. An understanding of the diversity of qualitative and quantitative methodologies available for the researcher when conducting field research,
2. An understanding of the challenges facing the researcher in the field when attempting to secure specific data of relevance for a defined research question or issue,
3. The importance of proper preparation in preparing for field work, including both theoretical and practical issues the researcher might face in the field, and
4. An understanding of the challenges of teamwork in the field.

### Deliverables

As a field course, an emphasis will be placed upon the active participation of each student in the field. The grading is broken down as follows:

- *Laboratory Assignments*: Each student must complete all four laboratory assignments. If the in-field collection of materials and laboratory work is done in small teams, every student must still complete and submit his/her own laboratory report.
- *Final Vision*: You will develop and present a vision for your neighbourhood based upon the findings of the biophysical and human field assignments as your final exam. This vision will be evaluated both for its creativity and for its use of the findings from the fieldwork.

### Due Dates

The laboratories are due the week following their assignment. The due dates, therefore, are as follows:

- |                |         |
|----------------|---------|
| • Laboratory 1 | May 25  |
| • Laboratory 2 | June 1  |
| • Laboratory 3 | June 8  |
| • Laboratory 4 | June 15 |

## Grading

The grading is as follows:

• Laboratory Assignments 4 @ 15% each	60%
• Final Proposal Vision	30%
• Professionalism	10%
<i>Total</i>	<i>100%</i>

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

A+ = 90-100	A = 85-89	A - = 80-84	F = Below 50
B+ = 77-79	B = 73-76	B - = 70-72	WDN = Withdrawn from the course
C+ = 67-69	C = 63-66	C - = 60-62	ABS = Student absent from final exam
D+ = 57-59	D = 53-56	D - = 50-52	DEF = Deferred

FND (Failed, no Deferral) = Student could not pass the course even with 100% on final exam.  
Final grades are subject to the Dean's approval.

## Deferred Assignments/Grades

Only official deferrals petitioned through the Office of the Registrar will be honoured. Students who are unable to complete a final paper or write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrarial Services Office for permission to extend a term paper deadline or to write a deferred examination. Permission can be granted only if the request is fully and specifically supported by a medical certificate or other relevant documents.

## Requests for Academic Accommodations

### For Students with Disabilities

Students with disabilities needing academic accommodations are required to contact a co-ordinator at the Paul Menton Centre (PMC) to complete the necessary letters of accommodation. The student must then make an appointment to discuss their needs with the instructor at least two weeks prior to the mid-term exam. This is to ensure sufficient time is available to make the necessary accommodation arrangements.

### For Religious Observance

Students requesting academic accommodation on the basis of religious observance should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies or may contact an Equity Services Advisor in the Equity Services Department for assistance.

### *For Pregnancy*

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

### *Other Notes*

#### *Written Assignments*

If you feel you need assistance in improving your writing skills, you are encouraged to get in touch early in the term with the Writing Tutorial Service (Room 229, Patterson Hall, <http://www.carleton.ca/wts/>).

### **Academic Standing and Conduct**

Students must familiarize themselves with the regulations concerning academic standing and conduct in the 2021-2022 Carleton University Undergraduate Calendar.

### *Drop/Withdrawal Date*

Please refer to the 2021-2022 Undergraduate Calendar for the final day that one is permitted to withdraw from a fall term course.

### **Retain Copies of Work Submitted**

Students are strongly advised to retain a hard copy (and electronic backup) of all assignments and term papers in the event of loss for whatever reason.

### **Student Life Services**

Student Life Services, located in Room 501 of the Unicentre, offers a wide range of programs and services to assist students in adjusting to academic life, in improving their learning skills, and in making academic and career decisions.

### **University Regulations Regarding Cheating and Plagiarism**

University regulations stipulate that any allegation of plagiarism, cheating or violations of examination conduct rules will be thoroughly reviewed. Each case must be reported to the Dean, who investigates each allegation. If there is no resolution following this investigation at the Dean's level, a tribunal will be appointed by the Senate to review the case and make a final decision.

A Note on Plagiarism: Webster's Dictionary defines plagiarism as stealing. Plagiarism is the submission of someone else's writing/ideas/work as your own. All ideas presented which are not your own must be properly referenced. While forms of plagiarism may vary, each involves verbatim or near verbatim presentation of the writings or ideas of others' as one's own without adequately acknowledging the original source. Plagiarism includes (but is not limited to) copying from a book, article or another student, downloading material or ideas from the Internet, or otherwise submitting someone else's work or ideas as your own.

## Appendix 1: A Complete Neighbourhood Evaluation

The creation of ‘complete neighbourhoods’ in the ‘fifteen-minute city’ has been popularised in recent years both in academic circles and amongst urban design professionals, but are such neighbourhoods truly realistic both in theory and in real design? Is it possible to locate all of the essential services and businesses urban residents need in their daily lives in every neighbourhood of an urban complex? Is it realistic to think that it is possible to have access to all of the services and businesses the average resident patronizes within a fifteen-minute walk from their home?

This spring field camp you will assess a designated neighbourhood in Ottawa and answer the basic question, “Is this neighbourhood a complete neighbourhood?” Then, for your final exam, you will answer a second question, “How can this neighbourhood be transformed into a complete neighbourhood?”

### *Scope of the Project*

This will involve several basic steps:

1. *The challenge of defining boundaries.* All urban residents live in bounded neighbourhoods. However, not all residents live in one central point in that neighbourhood. Each neighbourhood has distinct boundaries making each a spatial unit. This is not simply about describing the political boundary of your neighbourhood. You will need to determine the variance in your neighbourhood’s boundary in terms of areas bounded by a 15-minute walk and variations of this. To do this, you will need to assess these limits from houses located within the neighbourhood and along its boundaries to consider the limits of the 15-minute principle for the residents living in different parts of your neighbourhood.
2. *Assessing the existing services and businesses in your defined neighbourhood, including greenspaces and recreational services.* The next step will be to conduct an assessment of what services and businesses exist within these bounded areas. Here again, you will need to organise these based on the variations in the boundaries defined in the first step. For example, you may have identified a core neighbourhood zone where everyone living in the politically bounded neighbourhood can access within that 5-/10-minute walk criteria. Then you may have the extended neighbourhood where the boundary of the neighbourhood is stretched beyond the political definition based on the 15-minute principle. Based on these two zones, you could then map the various services and businesses.
3. *Resident’s attitudes.* Then you will analyse resident opinions and attitudes. This will include constructing a questionnaire and then interviewing – if this will be possible – residents directly.
4. *Gap analysis.* Having conducted your services and businesses analysis, you can conduct a gap analysis. What services and businesses are absent (cannot be accessed based on the 15-minute principle) from the neighbourhood but are essential services and businesses? An added layer of analysis would be to examine the availability of choice in businesses within the neighbourhood. Is there only one grocery store or several? What about specialty stores? Then, what about the greenspaces (plus bike paths, walking paths, sitting areas)?
5. *Vision for your Complete Neighbourhood.* Finally, what would be required to transform the neighbourhood into a complete neighbourhood? Your submission should also include a critical reflection of the question: “Can the neighbourhood be transformed into a complete neighbourhood?” This answer could include a discussion on the idea that – perhaps – a complete neighbourhood should only be defined as one providing access to essential services and businesses to meet ‘urgent’ needs of residents, leaving the idea of choice outside the criteria.