

GEOG 3000/ENST 2900. Honours Field Camp
The Glebe as a Walkable Neighbourhood
July 6 – August 10, 2023

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

Course Location: Loeb A-120 (Physical Geography Laboratory)

This is a non-residential field camp course based on campus. It is scheduled to run from July 6 to August 10. *Please note that the field camp takes place Thursday and is a full-day class, running from 9:05 to 3:55 with a lunch break from 11:45 to 12:30. Because of both the time limitations that a summer semester presents and the nature of a field camp, it is mandatory that all students attend all classes. Absence for whatever reason(s) can result in an “F” in the course. Missing two classes in part or completely will require you to withdraw from the course. Furthermore, all students are required to contribute to all components of the field work or else risk not passing the course. I am not stating this to be a mean bas%\$#d-o; this is, after all, an experiential course; you must be in the field in order to learn.*

What makes geography/environmental studies unique both as a discipline and a professional field of work is its integrated nature. We straddle the natural and social sciences, and this is what we will be doing in this field camp. Your task in this field camp is to assess the Glebe as walkable neighbourhood. This will involve three key tasks: mapping the Glebe; calculating the Pedsheds within the Glebe around key features or services; and then examining the day-to-day practices of Glebe residents to measure the degree they walk rather than drive for errands and everyday events.

You will be working in teams of four or five (depending upon the number of students enrolled in the course) in the field. However, you will be required to submit laboratory reports individually. Do not be intimidated by this. You will be working through a course laboratory manual, and I will be working alongside you, so the tasks will be easy to follow and results easy to interpret. But by taking this course, you will gain important experience in the diverse range of field research methods available to you as environmental professionals on topics of current importance.

Course Plan

July 6/13

Unit 1. Introduction/Reconnaissance

Introduction to the course and to fieldwork. Introduction to the Glebe.

In this opening unit, you will conduct a reconnaissance of the Glebe. This will involve two components. The first consists of an actual visit the neighbourhood. You will then support your in-field analysis with secondary research regarding the Glebe's demographics and history in greater Ottawa.

July 20

Unit 2. Mapping the Glebe as a Walkable Neighbourhood

The walkable neighbourhood has assumed great importance in the planning of resilient neighbourhoods. In addition to reducing dependency upon vehicles and the corresponding reduction in carbon emissions, research has shown that walkable neighbourhoods promote healthier lifestyles through more active living for longer and better lives as well as reduced obesity and chronic disease, and improved happiness and mental health. Research has also shown that walkable neighbourhoods have many positive social outcomes creating a more inclusive neighbourhood and fostering social interaction, enhancing "sense of place" and community identity, and promoting a vibrant urban experience for all residents in general.

In this second unit you will be mapping walking catchments (or Pedsheds) based on various walking times for a range of neighbourhood components (grocery stores, public transit stops, community services, establishments and so on) to gain an overall appreciation of the complexities and subtleties of a 'walkable' neighbourhood.

July 27/August 3/ 10

Unit 3. Living Practices of Residents: Do they live a Walkable Neighbourhood?

Do Glebe residents prefer to remain in the neighbourhood and to walk when conducting their everyday activities, or do they go outside the neighbourhood to meet their needs? Where do they shop for their basic groceries? Do they go to speciality food stores and, if so, where are these located? Where is their favourite restaurant? Where are their dentists, doctor and lawyer located?

In this third unit, students will learn how to draft a questionnaire, design a survey strategy, and will then conduct a survey of Glebe residents on their everyday activities to assess whether they are neighbourhood-oriented or not.

August 17 (Optional- On-line)

Final Class: Your Final Exam Review

This final exam will be divided into two parts of equal weighting. The first part will deal with field research techniques as we discussed throughout the course. The second will be an analysis of your field work. In this second part you will be expected to draw upon your laboratories and to combine the findings from your in-field mapping/observations exercises with the survey results and analysis. We will talk more about this in class.

Expectations

The objective of the Honours Field Camp is to introduce students to the nature of fieldwork and its methodologies and methods through actual in-field experience. Students taking this course will gain:

1. An understanding of the diversity of qualitative and quantitative methodologies and methods 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.

Course Textbooks

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. These are:

- Creswell, J.W. & J.D. Creswell (2018) *Research Design. Qualitative, Quantitative, and Mixed Methods Approaches*. Fifth edition. Thousand Oaks, CA: Sage. This is my absolute favourite. It is beautifully organised, comprehensive, and clearly written.
- Sproull, N.L. (2002) *Handbook of Research Methods*. Lanham, Maryland: Scarecrow Press Inc. I personally like this book a lot and wish they would update it. It is very comprehensive and well laid out, providing you with a comprehensive overview of field research.

See also:

- Northey, M. (2019) *Making Sense. A Student's Guide to Research and Writing*. Oxford: Oxford University Press. 9th edition. In addition to providing students with insights into research activities, this book introduces you to a wider set of skills you will need both academically and professionally.
- Robinson, G.M. (1998) *Methods and Techniques in Human Geography*. New York: John Wiley & Sons.
- Starke, B. & J.O. Simonds (2013) *Landscape Architecture: A Manual of Environmental Planning and Design*. Toronto: McGraw-Hill. 5th edition. This is another reference book that I love. It provides a strong foundation on geographical fieldwork.
- Alasuutrari, P., L. Bickman & J. Brannen. (eds.) 2008. *The SAGE Handbook of Social Research Methods*. Thousand Oaks, CA: Sage.

Deliverables and Grading

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 three assignments. While the in-field collection of materials and laboratory work will be done in small teams, every student must complete and submit his/her own laboratory report.
- *In-field Participation/Professionalism*: Students will be evaluated on an ongoing basis for their contribution in the field work and their professional approach to the course.
- *Final Exam*: This will focus on both the methods of field research and a summary evaluation of the Glebe as a walkable neighbourhood. Its purpose is to assess your understanding of the approaches and theories of field research as discussed throughout the course.

Grading

The grading is as follows:

• Laboratory Assignments	60%
○ Unit 1 Laboratory: Reconnaissance	15%
○ Unit 2 Laboratory: Glebe as a Walkable Neighbourhood	15%
○ Unit 3 Laboratory: Resident Attitudes on Climate Action	30%
• In-field Participation/Professionalism	10%
• Exam	30%
Total	100%

Late Submissions of Assignments

You are expected to meet your deadlines and I am going to impose severe penalties to encourage you to do so. Assignments submitted:

1. Late (even one second past the due date and time) will incur an immediate 20% penalty in the grade. The submission time as recorded by the course BrightSpace will be the official time of submission so do not wait until the last nanosecond to submit your work.
2. An additional five percent will be deducted for each day your assignment is late beginning with the second late day.
3. Assignments will not be accepted six days following the due day. You will receive a zero for that assignment.

I want you to take deadlines seriously. Time is of the essence in a summer semester course. You cannot afford to miss deadlines as you will end up with less time available for subsequent assignments until you become completely overwhelmed. It is imperative that you keep a steady pace through the semester.

Final 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+	56-59	F = Below 50 WDN = Withdrawn DEF = Deferred
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 final exam.

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.

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.

Note that submitting without permission substantially the same piece of work more than once for academic credit is not considered a form of plagiarism. HOWEVER, if you are re-using their own work from a different course (or from the same course if they are repeating), you are required to cite the work. In addition, the use of another work so as it is “substantially the same” is not permitted. I reserve the right to request copies of all such works for review.

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.

Statement on 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>

Statement on Pandemic Measures

It is also 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. BUT, again note that absence from the course can result in you having to withdraw. I know; it is a balancing act here so touch base with me.

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.

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. Please, write to me or speak with me about any requests for academic accommodation during our first class. For accommodation regarding a formally scheduled final exam, you must complete the Pregnancy Accommodation Form.

Religious obligation. Write to me or speak with me concerning any possible requests for academic accommodation during our first class

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 or speak with me during the first class concerning any possible requests for academic accommodation the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>