



Syllabus

Honours Field Course, Fall 2021

This year's theme: *Urban biomass and re-wilding*

(Draft syllabus, June 16, 2021)

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Class meetings: Mondays, 14:35–17:25, Sep. 13–Dec. 6, 2021 (online)
(online) Saturday, 8:00–17:00, Nov. 6, 2021 (in-person, Arbore
Ottawa)

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 an **online blended learning** (synchronous meetings via Zoom and asynchronous learning materials such as videos and reading) with a **mandatory field day at the Arboretum in Ottawa, on Saturday, November 6, from 8:00–17:00**. Depending on public health advisory, these field activities may involve the entire class meeting outdoors, smaller groups meeting outdoors, or students completing field tasks independently.

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. However, the App is best used to review grades and deadlines. The App is not the best way to review the course content. To explore 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/>).

Pandemic: Public health advisory and your safety always take precedence over course instructions. For updates specific to Carleton University, see <https://newsroom.carleton.ca/coronavirus-covid-19/>.

Course description

The purpose of this course is to learn about the role of fieldwork in geography, environmental studies, and geomatics. This includes an examination of different approaches to doing fieldwork, learning data collection techniques, examining the strengths and limitations of

different methodological choices, how to analyze and present field research data, and gaining a better understanding of how fieldwork fits into the broader process of generating knowledge about our changing world.

Learning objectives

- To learn different approaches to doing fieldwork and its role in the disciplines of geography, environmental studies, and geomatics;
- To examine different field research methodologies and gain an appreciation of the strengths and limitations of different data collection methods;
- To become familiar with the practicalities of doing fieldwork, including the importance of preparation, safety considerations, and conducting field research in an ethical manner;
- To gain hands-on experience collecting, compiling, and analyzing field data;
- To develop skills in how to present the results of field research in the form of a research report.

Required readings and other materials

It is very important that students do the asynchronous course work so that they are prepared for the class meetings, ready to participate in group discussions and other activities. Being prepared means reading and/or watching all of the required materials in advance. These materials will be provided on Brightspace, either on the platform itself or through hyperlinks. In addition to reading and watching required material, students are expected to respond to questions and other tasks related to the required material.

It is expected that all students will have the prerequisites for this course, which 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 via ARES, which is accessed through our Brightspace page.

Flowerdew, Robin and David Martin, editors. 2005. *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 online resources

- Writing Services: To learn about assistance that is available to help you with your written work, go to the university's writing services page: <https://carleton.ca/csas/writing-services/>.
- Carleton Library geogenvirospecialist's Blog
Available at: <https://geogenvirospecialist.wordpress.com/>.

Software

For word processing and spreadsheet operations we recommend using Microsoft Office products. These are available to all Carleton Students and support is available from **Information Technology Services** (<https://carleton.ca/its/contact/>).

Course calendar and list of topics

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 will consist of both asynchronous course work and class meetings that will include a mix of lectures, class discussions, and group activities. Groups will be organized by the instructors during the first week of class. Each group will include students from different programs and training, in order to broaden the skills you have collectively. Stage 1 finishes with the submission of your essay.

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 your own data. This work will include observations of vegetation and soil, and conducting a small number of interviews. **Please note that this stage includes the field day on Saturday, November 6. This day is crucial in providing you with real in-the-field experience. Please ensure that you inform your employer if you are working that you cannot work on this day.** Weekly meetings during this stage will focus primarily on how to carry out your data collection, "office hours" to ask questions, and time for group work. Stage 2 finishes with the submission of your field data.

Stage 3 – Analyzing and presenting field research results. During this final phase we will review issues relating to compiling data, presenting "summaries" of the data collected, and how to analyze different types of

field data. Following this, we will shift our focus to writing a research report that presents the field research findings in a broader context and that comments on the broader significance and potential application of the results. Stage 3 finishes with the submission of your research report.

Schedule (subject to change)

Time shown refers to synchronous meetings via Zoom, expect for the in-field Saturday on November 6. Meeting may be shorter than indicated in some weeks.

DOW	Date	Time	Stage	Week	Deadlines	Topic	
Mon	Sep 13, 2021	2:35–5:25	1	1		Introduction	
Mon	Sep 20, 2021	2:35–5:25	1	2		What is fieldwork?	
Mon	Sep 27, 2021	2:35–5:25	1	3		Fieldwork methodologies	
Mon	Oct 04, 2021	2:35–5:25	1	4	Essay (Oct. 8)	Practical matters	
Mon	Oct 11, 2021	2:35–5:25	<i>No meeting, holiday</i>				
Mon	Oct 18, 2021	2:35–5:25	1	5		How to conduct an interview	
Mon	Oct 25, 2021	2:35–5:25	<i>F a l l b r e a k</i>				
Mon	Nov 01, 2021	2:35–5:25	2	7		How to make field observations	
Sat	Nov 06, 2021	8:00–5:00	2	7		Field work in the Arboretum	
Mon	Nov 08, 2021	2:35–5:25	2	8		Compiling field data	
Mon	Nov 15, 2021	2:35–5:25	2	9	Field data	NO MEETING	
Mon	Nov 22, 2021	2:35–5:25	3	10		Analyzing field data	
Mon	Nov 29, 2021	2:35–5:25	3	11		Writing a research report	
Mon	Dec 06, 2021	2:35–5:25	3	12		Group work on research report	
Fri	Dec 10, 2021	2:35–5:25	3	13	Final report	NO MEETING	

Evaluation (dates subject to change)

Item	Weight	Deadlines (subject to change)
Participation and timely completion of tasks to be done in advance of class meetings	15	
Stage 1 – Essay	15	
Stage 2 – Field data		
Physical observations	20	No

Survey and interviews	20	N
Stage 3 – Research report	30	D

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).

Instructional Offences

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else (this includes dats and computer code);
- using ideas or direct, verbatim quotations, or paraphrased

material, concepts, or ideas without appropriate acknowledgment in any academic assignment;

- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence, which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct 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 range from a mark of zero for the plagiarized work to a final grade of "F" for the course, and even suspension from all studies or expulsion from the University. For more information, see the web page on Academic Integrity at <http://carleton.ca/studentaffairs/academic-integrity>.

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 more details see <https://carleton.ca/equity/accommodation/pregnancy-accommodation-form/>.

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 see <https://carleton.ca/equity/accommodation/religious-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 must 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>
