

**FYSM 1108A**  
**Sustainable Environments**

Department of Geography and Environmental Studies  
Carleton University  
Fall 2020

**DRAFT VERSION**  
v. June 12, 2020

Instructor: Karen Hébert  
Seminar: Fall: Wednesdays, 11:35 am – 2:25 pm

Office Hours: Fall Term: TBA, and by appointment

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**Course Description**

What is sustainability? And what does it mean to pursue sustainability as a social and environmental goal? This course critically examines different and at times competing notions of sustainability and analyzes varied efforts to put the concept into practice. It culminates in an in-depth final project to generate proposals to enhance sustainability efforts at Carleton, paying particular attention to the challenges and openings at hand due to the Covid 19 pandemic. Drawing on interdisciplinary social science scholarship and experiential learning on campus, the course aims to sharpen students' understanding of sustainability problems at various scales and improve existing strategies to address them.

The seminar is organized to cultivate rigorous academic exchange in a setting that is comfortable, collegial, and dynamic—even in its new online location. In-class discussions of course texts will be combined with lectures, small group work, outside speakers and presenters, film and other media screenings, and occasional (virtual!) field trips. The course places a strong emphasis on the acquisition of basic skills for success at the university level, and lessons to support that learning will be built into most class sessions. Students will hone critical thinking, analysis, argumentation, writing, and communication skills through close readings of scholarly and popular texts, regular essay assignments, original research projects, and oral presentations. Students will leave the course better equipped to engage in debates in academic settings and beyond.

**Course Goals**

By the end of this course, students will be able to do the following (which encompass the broader objectives of all FYSMs, indicated in italics below):

- Come to class punctually, regularly, and well prepared to engage in collegial, respectful discussions of at times contentious issues based on careful readings of course texts

- Analyze how different understandings of sustainability and the environment shape current efforts to address environmental problems
  - *Closely analyze texts in order to extract key ideas and construct meaning*
  - *Distinguish between opinion and evidence-based argument*
- Evaluate strategies for promoting sustainability by employing insights drawn from course concepts and case studies
- Develop sound arguments based on course approaches and independent reading and research about issues, initiatives, and/or phenomena related to sustainable environments
  - *Effectively identify and evaluate resources in relation to a specific problem*
  - *Comprehensively explore an issue, including interpreting available data or evidence and formulating an argument or conclusion that is supported by the examined resources*
- Demonstrate concrete improvements in academic reading, writing, analysis, argumentation, and communication skills, and hone tools for academic success
  - *Communicate ideas to a variety of audiences, including purposeful development and expression of academic ideas in written and/or oral formats*
  - *Identify available university support services for student and recognize how they can contribute to academic success*

### Required Texts

All readings will be accessible on the course website at cuLearn. *Please note that assigned texts and class topics may be adjusted somewhat over the course of the term depending on how our conversations develop.* No minor changes to readings will be made within less than a week of the class session in question.

### Course Outline – Fall 2019

Week	Topic and Readings	Assignment
1. Sept 9	<b>Course Introductions</b> No reading for today.	
2. Sept 16	<b>What Is Sustainability?</b> Selections from: Benton-Short, L. & Short, J.R. (2013). <i>Cities and nature</i> (2 <sup>nd</sup> ed.). New York, NY: Routledge. <ul style="list-style-type: none"> <li>• “Intellectual roots of sustainability” and “Defining sustainability,” pp. 436-443.</li> </ul> Selections from: Conca, K. & Dabelko, G.D. (2015). <i>Green planet blues: Critical perspectives on global environmental politics</i> (5 <sup>th</sup> ed.). Boulder, CO: Westview Press. <ul style="list-style-type: none"> <li>• Pp. 1-10 of “Introduction: From Stockholm to</li> </ul>	Do the readings carefully and take notes—though you do NOT have to turn these in

	<p>sustainability?” pp. 1-13.</p> <p><b>In-Class Introduction to Research in the MacOdrum Library</b> - Led by DGES Librarian Susan Tudin</p>	
<b>3. Sept 23</b>	<p><b>Sustainability Concepts in Practice</b></p> <p>Miyamoto, T. (2018). Next wave sustainability. <i>Talking Stick: The Authoritative Source for Campus Housing</i>, 35(6), 48-55, 70.</p> <p>In addition, please read the following brief online research reports—these and the above are the only required readings for today. However, for our class discussions, select the report that most intrigues you and also take some time to skim the scholarly research article on which the post is based. You are welcome to read the entire academic article if you’d like!</p> <p>Stockholm Resilience Center (2019). If a city is resilient, is it also sustainable? Retrieved from <a href="https://www.stockholmresilience.org/research/research-news/2019-04-09-if-a-city-is-resilient-is-it-also-sustainable.html">https://www.stockholmresilience.org/research/research-news/2019-04-09-if-a-city-is-resilient-is-it-also-sustainable.html</a></p> <p>Stockholm Resilience Center (2019). Context is key. Retrieved from <a href="https://www.stockholmresilience.org/research/research-news/2019-01-30-context-is-key.html">https://www.stockholmresilience.org/research/research-news/2019-01-30-context-is-key.html</a></p> <p>Stockholm Resilience Center (2019). Revitalizing for whom? Retrieved from <a href="https://www.stockholmresilience.org/research/research-news/2017-04-28-revitalizing-for-whom.html">https://www.stockholmresilience.org/research/research-news/2017-04-28-revitalizing-for-whom.html</a></p> <p><b>Guest Presenter:</b> - Philip Mansfield, Manager, Carleton University Sustainability Programs</p>	<p><b>Journal entry option #1</b></p> <p>Note: You can focus on either the Miyamoto piece or the Stockholm Resilience Center posts (or the research articles, or any combination of these) if it feels too tricky to write about all of the assigned readings together</p>
<b>4. Sept 30</b>	<p><b>Sustainability and Water</b></p> <p>Selections from: Robbins, P, J. Hintz, &amp; Moore, S.A. (2014). In <i>Environment and society: A critical introduction</i> (2<sup>nd</sup> ed.). Malden, MA: Wiley-Blackwell.</p> <ul style="list-style-type: none"> <li>• “Chapter 15: Bottled water,” pp. 159-178.</li> </ul> <p><b>Guest Presenter:</b> Jesse Vermaire, Assistant Professor, DGES &amp; Environmental Science</p> <p><b>Virtual Field Trip:</b> Great Canadian Shoreline Cleanup, Rideau River</p>	<p><b>Journal entry option #2</b></p>
<b>6. Oct 7</b>	<p><b>Sustainability and Food</b></p> <p>Pollan, M. (2010, May 20). The food movement, rising. <i>The New York Review of Books</i>. Retrieved from <a href="http://michaelpollan.com/articles-archive/the-food-movement-rising/">http://michaelpollan.com/articles-archive/the-food-movement-rising/</a></p>	<p><b>Journal entry option #3</b></p> <p>Assignment #1 distributed at the end of class</p>

	<p>Seufert, V. (2012, May 21). There's nothing black or white about organic agriculture. Retrieved from <a href="https://theconversation.com/theres-nothing-black-or-white-about-organic-agriculture-6687">https://theconversation.com/theres-nothing-black-or-white-about-organic-agriculture-6687</a></p> <p>Grillo, C. (2016, May 25). Within reason: Getting the most from urban ag. Retrieved from <a href="https://clf.jhsph.edu/impact-stories/within-reason-getting-most-urban-ag">https://clf.jhsph.edu/impact-stories/within-reason-getting-most-urban-ag</a></p> <p>Bloem, M. (2019, September 19). For climate crisis and malnutrition, look at diet choice in context. Retrieved from <a href="https://clf.jhsph.edu/impact-stories/climate-crisis-and-malnutrition-look-diet-choice-context">https://clf.jhsph.edu/impact-stories/climate-crisis-and-malnutrition-look-diet-choice-context</a></p> <p><i>Please also take a look at the below supplementary newspaper article to prepare for the guest presentation and Farm tour:</i></p> <p>Spears, T. (2019, September 25). Why the air you breathe near the Experimental Farm is cleaner than elsewhere in Ottawa. <i>Ottawa Citizen</i>. Retrieved from <a href="https://ottawacitizen.com/news/local-news/why-the-air-you-breathe-near-the-experimental-farm-is-cleaner-than-elsewhere-in-Ottawa">https://ottawacitizen.com/news/local-news/why-the-air-you-breathe-near-the-experimental-farm-is-cleaner-than-elsewhere-in-Ottawa</a></p> <p><b>Guest Presenter:</b> Peter Anderson, PhD, Instructor, Department of History</p> <p><b>Virtual Field Trip:</b> Experimental Farm Tour</p>	
<b>7. Oct 14</b>	<p><b>Sustainability on Campus</b></p> <p>Levy, B.L.M., &amp; Marans, R.W. (2012). Towards a campus culture of environmental sustainability: Recommendations for a large university. <i>International Journal of Sustainability in Higher Education</i>, 13(4), 365-377.</p> <p><b>Virtual Field Trip:</b> Campus Sustainability Tour in Preparation for Group Projects</p>	<p><b>Journal entry option #4</b></p> <p>Group Project teams/topics established this week</p>
<b>Friday, Oct 16</b>		<b>Assignment #1 due by 5 pm</b>
<b>8. Oct 21</b>	<p><b>Virtual Research Workshop in the MacOdrum Library</b></p> <p>No reading for today.</p>	
<b>Oct 28</b>	<b>No Class – Fall Reading Week</b>	
<b>9. Nov 4</b>	<p><b>Sustainability on Campus I</b></p> <p>Breen, S.D. (2010). The mixed political blessing of campus</p>	<b>Journal entry option #5</b>

	sustainability. <i>PS: Political Science &amp; Politics</i> , 43(4), 685-690.	
<b>10. Nov 11</b>	<p><b>Sustainability on Campus II</b></p> <p>Nicolow, J., &amp; Kane, J. (2017). Buildings that teach: steering toward greener living on campus. <i>Talking Stick: The Authoritative Source for Campus Housing</i>, 34(4), 28-31.</p> <p>...plus an additional reading for each project group to be determined by your respective groups in class on Nov 5.</p> <p><b>Guest Presenter:</b> Nikki Mayville, Academic Advising Centre</p>	
<b>Friday, Nov 13</b>		<b>Assignment #2 due by 5 pm</b>
<b>11. Nov 18</b>	<p><b>Examining Proposals for Campus Sustainability</b></p> <p>Readings TBA – tailored to Group Projects</p>	
<b>12. Nov 25</b>	<b>In-class Workshop Session for Group Presentations</b>	
<b>13. Dec 2</b>	<b>Group Presentations</b>	
<b>14. Dec 9</b>	<b>Group Presentations</b>	
<b>Friday, Dec 11</b>		<b>Proposal + Presentation due by 5 pm</b>

## Evaluation

### Fall Semester (50% of Final Course Grade):

Assignment #1: 15%

Assignment #2: 15%

Journal Entries: 15%

Greening the Campus Residence Proposal: 20%

Group Presentation: 15%

Attendance and Participation: 20%

## Course Requirements and Grading

- 1. Attendance and Participation (20%):** This course and what you learn in it depend on your regular attendance, preparedness, and engagement. Together, attendance and participation represent a significant percentage of your total mark; each makes up half of this component of your grade. I will take attendance at each class, and this part of your grade is based on a simple tally. If you need to miss class because of an illness or another unforeseen circumstance, please contact me as soon as you are aware of this situation. Any unexcused absence will result in a penalty from the final grade, and I may request documentation that supports your reason for missing class (e.g., a doctor's note). In terms of participation, you should come to class on time and

prepared to make substantive, informed, and insightful contributions about course texts and topics during our discussions each week. This includes raising questions, engaging in discussion, bringing in relevant materials to share with your peers, and completing activities when requested. Your participation grade is based on my qualitative assessment of your active contributions in this regard; it also entails your respectful engagement with your classmates and their perspectives.

2. **Journal Entries (15%):** In **three** course weeks (out of five possible options), you will be required to respond to the assigned readings by composing a journal entry that addresses the text(s) for the week. I will provide more details about this assignment in class. This task is intended to help you develop your skills of reading, writing, and analysis. Your journal entries will be graded on a v/v-/0 scale—that is, points will be deducted if you fail to submit a journal entry, or if you turn in a poor quality response, which reflects either hasty composition or an inadequate engagement with the readings. Your work on the journal entries (and our exchanges about them) will also help prepare you to compose the longer written assignments due later in the term. **Please note that your journal entries are to be posted to cuLearn by the start of class on the due date.** Because we will discuss the readings in class, late submission of journal entries is not permitted. You can submit more than three journal entries and drop your lowest mark(s).
3. **Assignment #1 (15%):** This is an **open-book, take-home written assignment** that will evaluate your understanding of the material presented in readings and covered in class to date. This assignment 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. (These short essays will prepare you for the analysis you will do in your writing to come.) More details about this assignment will be given in class. You will be given a detailed 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 clarity of its prose. Like the journal entries, these assignments are to be submitted electronically via cuLearn, **posted by 5 pm on Friday, October x.**

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 any take-home assignments is meant to be yours alone, and all university policies regarding plagiarism and cheating apply. We will discuss these at length in class so there is no confusion.

4. **Assignment #2 (15%):** Your second written assignment for the Fall term is an **annotated bibliography** addressing a select number of sources you have investigated as part of the work you are doing on your group project. More details about this assignment will be given in class. This annotated bibliography assignment will resemble the work you are doing to analyze and synthesize readings and debates in

your weekly journal entries, and it will directly prepare you for assignments due early next term, specifically the independent term paper project you will pursue. This will be due **by 5 pm on Friday, November x**, posted electronically to cuLearn.

- 5. Greening the Campus Proposal (20%) and Group Presentation (15%):** Over the course of the term, you and a few of your classmates will together generate a proposal for enhancing sustainability at Carleton. This is not just an academic exercise: your proposals have potential to be included in actual campus plans. Based on information relayed by our guest presenters and your input, I will establish the groups and more specific topics, to be finalized on or before our Campus Sustainability Virtual Field Trip in October. In your work on this project, you will draw on the concepts and approaches we have covered in class as well as on independent outside research. Each person in your group will tackle a different component of the project, the breakdown of which you will identify and determine together, with my help. As a group, you will give a formal final online presentation to the class and to visiting Carleton representatives at the end of the term. Each person in the group must play an active role in generating and delivering the proposal and the final presentation. Your mark for these assignments will be based on a combination of individual and group graded components. You will submit your presentation notes and a brief report on your experience as well for your grade. In class, we will review expectations for the project and presentation, and do practice exercises. A number of segments of class time will be devoted to preparation for this project and your group work on it. These assignments are to be submitted electronically via cuLearn, **posted by 5 pm on Friday, December x**.

## 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 only. Any significant extension may require documentation. 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:* I will post any PowerPoint slides I show to the cuLearn site *after* the course session in which they have been delivered.

*Communication and E-mail:* I will communicate important information about the course to you via cuLearn. For all electronic correspondence about this course, please make sure that your e-mails to me:

- are sent from your Carleton University account
- include your full name
- include the course number, FYSM 1108A, in the subject line
- include your Carleton Student ID in the message

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.

*Devices in the Classroom:* You are permitted to use a computer, tablet, or other electronic device if and only if you are using it to take notes, connect to readings, or directly engage in some other way with course content and conversations. If you find you cannot resist doing non-course-related activities when your computer is open—such as checking e-mail, posting on Facebook or Instagram, or shopping online (?!)—then you are asked to please close your device out of politeness to your fellow students and to me. Please also plan to put your cell phones away (ringers off) when you come into class.

### **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 adjust to university life more generally. We will have in-class presentations from some of the following programs and services,

but it might be helpful to familiarize yourself with their offerings in advance:

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/>
- English Conversation Sessions: <http://carleton.ca/csas/group-support/english-conversation/>

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

Susan Tudin in the MacOdrum Library, who will be working with our class this year, is also available for help on research-related matters. She can be reached via e-mail at [susan.tudin@carleton.ca](mailto:susan.tudin@carleton.ca).

Please keep in mind that the above resources are not just for students who are struggling—anyone can improve, and the people who staff these programs can 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 2019-2020 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 more details see the [Student Guide](#).

*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 the [Student Guide](#).

*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](mailto: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).

You can visit the Department of Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://www.carleton.ca/equity/>

### **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>

### **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 the university's policy on academic integrity (including what constitutes plagiarism, potential penalties, and procedures) see: <http://carleton.ca/senate/wp-content/uploads/Academic-Integrity-Policy1.pdf>

*On Plagiarism:* The University Senate defines plagiarism as “presenting, whether intentionally 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;
- 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 that cannot be resolved directly by the course’s instructor.

*What are the Procedures?* By university policy, any instance in which plagiarism is suspected must be reported by course instructors, along with all documentation, to the relevant Dean. The Dean writes to the student and to the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

*What Are the Penalties for Plagiarism?* A student found to have plagiarized an assignment may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; the award of an F, FND, or ABS in the course.

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

## **Copyright**

Carleton University is committed to compliance in all copyright matters. Noncompliance is a violation of the Canadian Copyright Act. In addition to any actions that might be taken by any copyright owner or its licensing agent, the University will take steps against any breach of this policy.

In Canada, copyright for a work is given automatically to the creator of the work. The work does not need to be marked or declared as copyrighted in order to be copyrighted.

The majority of works in Canada are copyrighted.

It is important for students to understand and respect copyright. Copyright determines your usage rights for a particular work, which includes textbooks, web pages, videos, and images, both electronic and hard copy. Students may not photocopy entire or major portions of books or other works, even if it is only for their personal use. Carleton's Fair Dealing Policy makes some allowances for copying small portions of works (see <http://carleton.ca/secretariat/wp-content/uploads/Fair-Dealing-Policy.pdf>). If journal articles or portions of works are available through the library, either as hard copies or electronically, students may make a single copy for their personal use. Students may not distribute copies of works that are under copyright.

For more information, please consult the MacOdrum Library's copyright website: <https://library.carleton.ca/content/copyright-carleton>.