

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

Department of Geography and Environmental Studies  
Carleton University  
Fall 2023

v. August 21, 2023

Instructor: Karen Hébert

Seminar: Tuesdays, 11:35 am – 2:25 pm

E-mail: [karen.hebert@carleton.ca](mailto:karen.hebert@carleton.ca)

Office Hours for Fall Term: Tuesdays, 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/144969>

### **Course Description**

What is sustainability? And what does it mean to pursue sustainability as a social and environmental goal, particularly in an era characterized by global climate change and other socioenvironmental problems? 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. Drawing on interdisciplinary social science scholarship and experiential learning on campus, the course sharpens students' understanding of sustainability problems at multiple scales and existing strategies to address them.

The seminar is organized to cultivate rigorous academic exchange in a setting that is comfortable, collegial, and dynamic. 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 field trips. The course places a strong emphasis on the acquisition of basic skills for success at the university level; 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 Format and Expectations**

This course is scheduled to meet weekly—face-to-face, in person, in a seminar room. Your attendance and participation are course requirements, and together these represent a major component of your total mark. That said, no one should plan to attend a course

session if they are feeling unwell or have reason to think they may pose a particular risk to others; please be in touch with me to ensure that any health-related absence can be excused. In case we need or opt to shift to virtual course delivery due to unforeseen circumstances ahead, it is advisable that students have reliable high-speed Internet access and a computer with a microphone and ideally a webcam should virtual attendance and participation become necessary.

The use of AI tools like ChatGPT to generate written submissions is not permitted in this course. We will discuss this at greater length within our class sessions.

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

### **Course Goals and Learning Outcomes**

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 Materials**

All readings and other required materials will be accessible via the course website on Brightspace. *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 2023

All major course requirements and activities appear below, organized by calendar date. **You should plan to read, watch, and/or listen to all required materials *in advance of the course session in question*, which you'll have to do in order to complete any required assignments. These are generally due by the end of the day on Sunday before our Tuesday class, posted to Brightspace, unless indicated otherwise.**

Week / Class Date	Topic and Readings	Assignment Deadlines posted to Brightspace by the end of the day on <i>the Sunday before class</i> , unless noted otherwise
1. Sept 12	<p><b>Course Introductions</b></p> <p>No reading for today.</p>	<p><b>Sun, Sept 10:</b></p> <p>1. confidential course info form</p>
2. Sept 19	<p><b>What Is Sustainability?</b></p> <p><u>Read</u>: • Selections from: Benton-Short, L. &amp; Short, J.R. (2013). <i>Cities and nature</i> (2<sup>nd</sup> ed.). New York, NY: Routledge.          - From Chapter 16, Urban Sustainability: “Intellectual roots of sustainability” and “Defining sustainability,” pp. 436-443.</p> <p>• Gentile, S.J. (2014). Sustainability. In S. Thompson (Ed.), <i>Encyclopedia of diversity and social justice</i> (pp. 979-981). Rowman and Littlefield Publishers.</p> <p><u>Watch</u>: • “Peer Review in 3 Minutes” video, by North Carolina State University Library (3 mins). Retrieved from <a href="https://www.lib.ncsu.edu/videos/peer-review-three-minutes">https://www.lib.ncsu.edu/videos/peer-review-three-minutes</a>.</p> <p><u>Familiarize yourself with</u>: some tips on academic reading and note-taking posted by the University of Melbourne: <a href="https://students.unimelb.edu.au/academic-skills/explore-our-resources/reading-and-notetaking/how-to-read-effectively-and-critically">https://students.unimelb.edu.au/academic-skills/explore-our-resources/reading-and-notetaking/how-to-read-effectively-and-critically</a></p>	<p><b>Sun, Sept 17:</b></p> <p><b>1. Quick Reading Q&amp;A Option #1</b></p>
3. Sept 26	<p><b>Situating Sustainability, Here and Now</b></p> <p><u>Read/Watch</u> the following short post and accompanying video:          • Klein, N. (2020, Oct 1). A message from the future II: The years of repair. The Intercept. Retrieved from</p>	<p><b>Sun, Sept 24:</b></p> <p><b>1. Quick Reading Q&amp;A Option #2</b></p>

	<p><a href="https://theintercept.com/2020/10/01/naomi-klein-message-from-future-covid/">https://theintercept.com/2020/10/01/naomi-klein-message-from-future-covid/</a></p> <ul style="list-style-type: none"> <li>• Crabapple, M., Tometi, O., Lewis, A. (2020). A message from the future II: The years of repair. The Intercept. Film. Retrieved from <a href="https://theintercept.com/2020/10/01/naomi-klein-message-from-future-covid/">https://theintercept.com/2020/10/01/naomi-klein-message-from-future-covid/</a> (approx. 9 min)</li> </ul> <p><u>Read:</u> • Selections from: Ottawa Museum Network, and Archipel Research and Consulting, Inc. (2019). Indigenous relations in Ottawa: An introductory handbook prepared for the Ottawa Museum Network. Retrieved from: <a href="https://artsnetottawa.ca/ottawa-museum-network/">https://artsnetottawa.ca/ottawa-museum-network/</a> -- note that this page includes a link to the entire document, but you are only required to read the pages below; of course you should feel free to read or skim the rest of it. (approx. 10 pages total)</p> <ul style="list-style-type: none"> <li>- “Introduction,” p. 2-4</li> <li>- Selections from: “Section two: The Algonquin history of Ottawa,” pp. 12-14, p. 21 (“Industrialization” subsection); pp. 24-25 (“Rideau Canal” and “Dispossession”).</li> <li>- Top paragraph of “Section three: Urban Indigenous presence in Ottawa,” p. 34.</li> </ul> <p><u>Watch:</u> <b>EITHER 1 OR 2 below</b> (and of course you are encouraged to explore and welcome to view both!):</p> <ul style="list-style-type: none"> <li>• <b>1.</b> Selections from the 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) (approx. 40 minutes total) <ul style="list-style-type: none"> <li>- “Introduction” (10 mins)</li> <li>- “Artworks and Discussion” (28 mins): Feel free to listen to the entire virtual tour, but be sure to watch Theme 2: “Where do we gather knowledge from?” (16:55–25:40); Theme 3: “What are our roles in the protection of land and water?” (25:40–33:35); and Theme 4: “How can we be allies?” (33:35 – 45:03).</li> </ul> </li> </ul> <p>- OR -</p> <ul style="list-style-type: none"> <li><b>2.</b> Lewis, A. <i>This changes everything</i> (2015). New York: The Message Productions. Film. Retrieved from <a href="https://www-filmplatform-net.proxy.library.carleton.ca/product/this-changes-everything/">https://www-filmplatform-net.proxy.library.carleton.ca/product/this-changes-everything/</a> (1h 30 mins)</li> </ul> <p><b>Library Trip and Guest Presenter:</b> Sherri Sunstrum, DGES Librarian, MacOdrum Library</p>	
4. Oct 3	<p><b>Sustainability and Water</b></p> <p><u>Read:</u> • Selections from: Robbins, P, J. Hintz, &amp; Moore, S.A. (2014). <i>Environment and society: A critical introduction</i> (2<sup>nd</sup> ed.). Malden, MA: Wiley-Blackwell.</p>	<p><b>Sun, Oct 1:</b></p> <p><b>1. Marked Reading Response #1</b></p>

	<p>- “Chapter 15: Bottled water,” pp. 159-178.</p> <ul style="list-style-type: none"> <li>• Read <b>at least one</b> of the following short news pieces; <i>you are highly encouraged to read them all</i>. You are <u>not</u> obliged to integrate these readings below into your Reading Response, which <i>must</i> address the Robbins et al. piece, but you are welcome to do so if you choose: <ul style="list-style-type: none"> <li>- Shimo, A. (2018, Oct 4). While Nestlé extracts millions of litres from their land, residents have no drinking water. <i>The Guardian</i>. Retrieved from <a href="https://www.theguardian.com/global/2018/oct/04/ontario-six-nations-nestle-running-water">https://www.theguardian.com/global/2018/oct/04/ontario-six-nations-nestle-running-water</a></li> <li>- Ireton, J. (2021, September 15). First Nations want federal party co-operation, commitment to clean water. CBC News. Retrieved from <a href="https://www.cbc.ca/news/canada/ottawa/indigenous-communities-near-ottawa-still-need-clean-water-election-2021-1.6174175">https://www.cbc.ca/news/canada/ottawa/indigenous-communities-near-ottawa-still-need-clean-water-election-2021-1.6174175</a></li> <li>- El Gharib, S. (2021, December 15). This Indigenous activist is taking a stand for clean water access in Canada. Global Citizen. Retrieved from <a href="https://www.globalcitizen.org/en/content/makasa-looking-horse-clean-water-access-canada/">https://www.globalcitizen.org/en/content/makasa-looking-horse-clean-water-access-canada/</a></li> </ul> </li> </ul> <p><u>Watch:</u> • “Citation: A Very Brief Introduction” by North Carolina State University Library. Retrieved from <a href="https://www.lib.ncsu.edu/videos/citation-very-brief-introduction">https://www.lib.ncsu.edu/videos/citation-very-brief-introduction</a> (2 mins)</p> <ul style="list-style-type: none"> <li>• “Introduction to Citation Styles: APA 7th edition” by the University Library at California State University Dominguez Hills. Retrieved from <a href="https://www.youtube.com/watch?v=_fVv2Jt0o18&amp;t=3s">https://www.youtube.com/watch?v=_fVv2Jt0o18&amp;t=3s</a> (3 mins)</li> </ul> <p><b>Guest Presenter TBA</b></p> <p><b>Field Trip TBA</b></p>	<p><b>Due—please note that this <u>must</u> address the Robbins et al. reading</b></p>
<p><b>5. Oct 10</b></p>	<p><b>Sustainability and Food</b></p> <p><u>Read:</u> • 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> <ul style="list-style-type: none"> <li>• 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></li> </ul>	<p><b>Sun, Oct 8:</b></p> <p><b>1. Quick Reading Q&amp;A Option #3</b></p> <p>Assignment #1 distributed at the end of class</p>

	<ul style="list-style-type: none"> <li>• 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></li> <li>• Bloem, M. (2019, September 19). For climate crisis and malnutrition, look at diet choice in context. Retrieved from <a href="https://clf.jhsph.edu/viewpoints/climate-crisis-and-malnutrition-look-diet-choice-context">https://clf.jhsph.edu/viewpoints/climate-crisis-and-malnutrition-look-diet-choice-context</a></li> </ul> <p><b>Field Trip TBA</b></p>	
<b>6. Oct 17</b>	<p><b>The Limits of Sustainability?</b></p> <p><u>Read:</u> Read <b>all</b> of the following short posts by the Stockholm Resilience Center (SRC). For <b>ONE</b> of the posts, take a closer look at the peer-reviewed research article on which it reports as well. You don't need to do a thorough read of the scholarly journal article, but rather more like a careful skim—study the composition, argument, and evidence of the piece, and consider how it relates to the summary found in the SRC post.</p> <ul style="list-style-type: none"> <li>• 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></li> <li>• 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></li> <li>• 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></li> </ul> <p><u>Watch:</u> • “How to Recognize Plagiarism: Tutorials and Tests” – watch the embedded videos in the following online modules created by Indiana University and do the associated activities:</p> <ul style="list-style-type: none"> <li>- Online Module 1 (Basic Level)</li> <li>- Online Module 2 (Novice Level)</li> <li>- Online Module 3 (Intermediate Level)</li> </ul> <p><b>Guest Presenter TBA</b></p>	<p><b>Sun, Oct 15:</b></p> <p><b>1. Quick Reading Q&amp;A Option #4</b></p>
<b>Oct 24</b>	<b>No Class – Fall Reading Week</b>	
<b>7. Oct 31</b>	<p><b>Sustainability on Campus I</b></p> <p><u>Read:</u> • Final Group Project Guidelines</p> <ul style="list-style-type: none"> <li>• CUAT Bulletin (2015). Sustainability movement grows across Canadian campuses. Retrieved from <a href="https://bulletin-">https://bulletin-</a></li> </ul>	<p><b>MON, Oct 30:</b></p> <p><b>1. Assignment #1 Due</b></p>

	<p><a href="http://archives.caut.ca/bulletin/articles/2015/12/sustainability-movement-grows-across-canadian-campuses">archives.caut.ca/bulletin/articles/2015/12/sustainability-movement-grows-across-canadian-campuses</a></p> <ul style="list-style-type: none"> <li>• Miyamoto, T. (2018). Next wave sustainability. <i>Talking Stick: The Authoritative Source for Campus Housing</i>, 35(6), 48-55, 70.</li> </ul> <p><u>Familiarize yourself with:</u> • Carleton University (2020). Strive for sustainability: Comprehensive sustainability plan 2020-2025. Retrieved from <a href="https://carleton.ca/sustainability/wp-content/uploads/Sustainability-Plan-2020-25-final.pdf">https://carleton.ca/sustainability/wp-content/uploads/Sustainability-Plan-2020-25-final.pdf</a>.</p> <ul style="list-style-type: none"> <li>- A shorter version is also available here: <a href="https://carleton.ca/sustainability/wp-content/uploads/Sustainability-Plan-2020-25-shortversion-final-update.pdf">https://carleton.ca/sustainability/wp-content/uploads/Sustainability-Plan-2020-25-shortversion-final-update.pdf</a></li> </ul> <ul style="list-style-type: none"> <li>• Sustainability Carleton website: <a href="https://carleton.ca/sustainability/">https://carleton.ca/sustainability/</a></li> </ul> <p><b>Campus Sustainability Field Trip TBA</b></p>	
<p><b>8. Nov 7</b></p>	<p><b>Research Workshop in the MacOdrum Library</b>  <b>*MEET IN MACODRUM LIBRARY ROOM 252B*</b></p> <p>No reading for today. Begin exploring research materials for your project topic on your own and bring your results to class.</p> <p><u>Watch:</u> • “Scholarly vs. Popular Sources: How ‘Emma’ and ‘Len’ Learned to Quickly Identify Academic, Peer-Reviewed Journal Articles and Still Have Time to Go for Coffee Before Class.” Ohlone College Library. Retrieved from <a href="https://www.youtube.com/watch?v=uAP1LeN5NCU">https://www.youtube.com/watch?v=uAP1LeN5NCU</a> (4 mins)</p> <ul style="list-style-type: none"> <li>• If you need to, review the short video we watched earlier on the peer review process: “Peer Review in 3 Minutes” video, by North Carolina State University Library (3 mins). Retrieved from <a href="https://www.lib.ncsu.edu/videos/peer-review-three-minutes">https://www.lib.ncsu.edu/videos/peer-review-three-minutes</a>.</li> </ul> <p><b>Guest Presenter:</b> Sherri Sunstrum, DGES Librarian, MacOdrum Library</p>	<p>Group Project teams/topics established this week</p>
<p><b>9. Nov 14</b></p>	<p><b>Engaging Communities</b></p> <p><u>Read:</u> • Waldron, I.R.G. (2018). The ENRICH project: Blurring the borders between community and the ivory tower. <i>Kalfou</i>, 5(2), 394-405.</p> <ul style="list-style-type: none"> <li>• Additional materials posted to Brightspace on writing annotated bibliographies</li> </ul> <p><b>Guest Presenter TBA</b></p>	<p><b>Sun, Nov 12:</b></p> <p><b>1. Marked Reading Response #2 Due – if you choose to submit another</b></p>

	<i>FYI: The deadline for withdrawing from Fall Term courses is November 15, 2023</i>	
<b>10. Nov 21</b>	<p><b>Sustainability on Campus II</b></p> <p><u>Read:</u> Choose <b>ONE</b> of the following articles to read carefully; feel free to read or skim the others. You can use any of these to fulfill your Assignment #2 requirements. In class, you will be responsible for reporting on the contents to others.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Breen, S.D. (2010). The mixed political blessing of campus sustainability. <i>PS: Political Science &amp; Politics</i>, 43(4), 685-690.</li> <li>• Lu, F., et al. (2018). Inclusive sustainability: Environmental justice in higher education. In W. Leal Filho et al. (Eds.), <i>Handbook of Sustainability and Social Science Research</i> (pp. 63-81). Springer International Publishing.</li> </ul>	
<b>Nov 24</b>		<b>Fri, Nov 24 by the end of the day: Assignment #2 due</b>
<b>11. Nov 28</b>	<b>In-Class Final Group Project Workshop Session</b>	
<b>Dec 1</b>		<b>FRI, Dec 1 – Draft proposal target date</b>
<b>12. Dec 5</b>	<p><b>Final Group Presentations</b></p> <p><b>*HELD IN MACODRUM LIBRARY ROOM 252B*</b></p>	
<b>Dec 8</b>		<b>FRI, Dec 8 – Final Group Proposals <u>DUE</u> by 5 pm</b>

### Evaluation

Attendance and Participation: 20%

Quick Reading Q&As: 3%

Marked Reading Response #1: 5%

Marked Reading Response #2: 5% (see details below)

Assignment #1: 19%

Assignment #2: 18%

Group Sustainability Proposal: 20%



Group Presentation: 10%

### 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. 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 across the course; it also entails your respectful engagement with your classmates and their perspectives.
- 2. Quick Reading Q&As (3%):** In the weeks before Fall Break, you will offer brief responses to a few short questions about a given week's readings, intended to guide your reading and provoke your engagement with weekly themes and materials. Each question will not demand more than a few sentences to answer. Your responses don't have to be written in a formal way, but they should reflect a serious and thorough understanding of course materials and be free from spelling or grammatical errors. **These posts will not be marked, but points will be taken off for late submissions, incomplete posts, or posts of noticeably poor quality (e.g., evaluated on a v/v-/0 scale).** Each student is required to do **THREE** Quick Reading Q&As over the course of the term. There are four options for submitting these, so this means that every student is permitted to skip the Reading Q&A option once without penalty. If you submit four Q&As, I will count the ones with fullest points. These posts, like all other assignments unless otherwise indicated, are due on the Sunday before class on Tuesday. **No credit will be given for any responses posted after class time.**
- 3. Marked Reading Responses #1 and #2 (10%):** At least once this term you will respond to the assigned readings by composing a **more formal reading response** that addresses the text(s) for the week in question. We will discuss the assignment guidelines in class. This task is intended to help you develop your skills of reading, writing, and analysis. Your work on the reading responses (and our exchanges about them) is meant to prepare you to compose the longer written assignments due later in the term. **Important Note:** *If you are satisfied with your Reading Response #1 performance and evaluation, and you feel comfortable with this mode of academic writing, you are not obligated to hand in Reading Response #2. In this case, your Reading Response #1 mark will then represent not just 5% of your total mark but 10%. If you'd like to improve your mark and your preparation, you are strongly encouraged to submit Reading Response #2.* Given that we will discuss the readings in class, submission after class time is not permitted.

- 4. Assignment #1 (19%):** 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 short essay based on a set of prompts. 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.

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.

- 5. Assignment #2 (18%):** 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 reading responses, and it will directly prepare you for your final group project.
- 6. Campus Sustainability Proposal (20%) and Group Presentation (10%):** During the second half 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. More details will be given in class. Based on information relayed by our guest presenters and your input, I will establish the groups and more specific topics shortly after our return from Fall Break.

In your work on this project, you will draw on concepts and approaches we have covered in class as well as on the independent outside research you will conduct. 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 presentation on your proposal 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. Final Group Proposals are to be submitted electronically via Brightspace. Aim to complete a full draft of your proposal by

Friday, December 1; the final deadline for the written proposal is **5 pm on Friday, December 8**, the official deadline for the bulk of your term work. You will deliver your **Final Group Presentations** based on these proposals **during our regularly scheduled class time on our last day of class on Tuesday, December 5**.

## 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 our seminar 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, FYSM 1108A, 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 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/>.

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/>).

Sherri Sunstrum 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 [SherriSunstrum@cunet.carleton.ca](mailto:SherriSunstrum@cunet.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 this site detailing the [Academic Regulations of the University](#).

Please consult the 2023-2024 [Undergraduate Calendar](#) for key details, such as this year's course **drop/add/withdrawal dates** and other information on the [Academic Year](#).

### **Requests for Academic Accommodations**

You may need special arrangements to meet your academic obligations during the term. You may wish to consult [Carleton's website for Academic Accommodations](#) for more information. For an accommodation request, the processes are as follows:

*Pregnancy obligation:* Please contact 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, please review the [Student Guide to Academic Accommodation](#).

*Religious obligation:* Please contact 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, please review the [Student Guide to Academic Accommodation](#).

*Academic Accommodations for Students with Disabilities:* If you have a documented disability requiring academic accommodations in this course, please contact the **Paul Menton Centre for Students with Disabilities (PMC)** at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made. For more details, visit the [Paul Menton Centre website](#).

*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 the [Equity and Inclusive Communities website](#).

*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. Please contact 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 [Senate Policy on Accommodation for Student Activities \(PDF, 25KB\)](#).

Beyond accommodations, for other concerns involving access or equity, please explore the resources and contacts at the [Department of Equity and Inclusive Communities \(EIC\)](#).

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 through CISCE, please visit its [student website](#). If you have any questions, you can email [Indigenous@carleton.ca](mailto: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, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- 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>

## **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>.