

**GEOG 4024A**  
**Seminar in Globalization:**  
**Global Flows, Environmental and Climate Change, and Social Action**

Department of Geography and Environmental Studies  
Carleton University  
Fall 2023

v. August 21, 2023

Instructor: Karen Hébert  
Seminar: Thursdays, 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/145067>

### **Course Description**

In an era of ecological crisis, global pandemics, international climate strikes, supply chain disruptions, and fossil fuel blockades, how are social and environmental worlds being remade through global flows? This course examines the intersection of globalization, the environment, and social struggles involving justice, equity, and political participation. It focuses on major flows of global commerce—especially agriculture, food, and natural resource products—along with the infrastructures that facilitate their transnational circulation, from shipping, pipelines, and undersea cables to product standards, logistics, and the algorithms that underpin digital economies. How do these multifaceted movements of money, materials, people, ideas, and forms of collective action influence and inform one another? How do they open new frontiers for exploitation or deepen existing channels of expropriation—and how, when, and why are such pressures contested, countered, or even upended? Course readings drawn from human geography and related disciplines explore topics from climate justice movements to industrial aquaculture projects to pipeline protests to the anthropocene to analyze the socioenvironmental dimensions of new forms of global connection, control, and change.

This seminar is centered in the lively and focused discussion of course readings, as well as supplementary materials such as films and other media shown in class. Major course requirements include leading class discussion, a short paper, and a final term paper.

### **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

By the end of this course, students will be able to:

- Engage in collegial, respectful discussions of contentious issues based on careful readings of course texts
- Identify key lines of scholarly debates on topics involving globalization, neoliberalism, commodity chains, infrastructure, and environmental change
- Demonstrate concrete improvements in academic reading, writing, analysis, argumentation, and communication skills based on course assignments
- Develop sound arguments based on course approaches and independent reading and research about issues, initiatives, and/or phenomena related to globalization

### Required Texts

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 in the outline 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 *the Tuesday before* our Thursday class, unless indicated otherwise.

Week	Topic and Readings	Assignment
	<b>Part I</b> <b>Introductions</b>	
<b>1. Sept 7</b>	<b>Course Introductions</b>	<b>Tues, Sept 5:</b>

	No reading for today.	1. confidential course info form
<b>2. Sept 14</b>	<p><b>Introducing and Debating ‘Globalization’</b></p> <p><u>Read:</u> • Selections from: Sparke, M. (2013). <i>Introducing globalization</i>. Malden, MA: Wiley-Blackwell. - “Chapter 1: Globalization,” pp. 1-25</p> <ul style="list-style-type: none"> <li>• Friedman, T.L. (2005, April 3). It’s a flat world after all. <i>The New York Times Magazine</i>. Retrieved from <a href="http://www.nytimes.com/2005/04/03/magazine/its-a-flat-world-after-all.html">http://www.nytimes.com/2005/04/03/magazine/its-a-flat-world-after-all.html</a></li> <li>• Shiva, V. (2005, May 10). The polarised world of globalisation. <i>Navdanya</i>. Retrieved from <a href="https://www.globalpolicy.org/component/content/article/162/27674.html">https://www.globalpolicy.org/component/content/article/162/27674.html</a></li> <li>• Appiah, K.A. (2006, January 1). The case for contamination. <i>The New York Times Magazine</i>. Retrieved from <a href="http://www.nytimes.com/2006/01/01/magazine/the-case-for-contamination.html">http://www.nytimes.com/2006/01/01/magazine/the-case-for-contamination.html</a></li> <li>• Wallace-Wells, D. (2023, May 25). America’s ‘neoliberal’ consensus might finally be dead. <i>The New York Times</i>. Retrieved from <a href="https://www.nytimes.com/2023/05/25/opinion/neoliberal-consensus-china-trade.html">https://www.nytimes.com/2023/05/25/opinion/neoliberal-consensus-china-trade.html</a></li> </ul> <p><b>Supplementary</b></p> <ul style="list-style-type: none"> <li>• Kingsnorth, P. (2017, March 18). The lie of the land: does environmentalism have a future in the age of Trump? <i>The Guardian</i>. Retrieved from <a href="https://www.theguardian.com/books/2017/mar/18/the-new-lie-of-the-land-what-future-for-environmentalism-in-the-age-of-trump">https://www.theguardian.com/books/2017/mar/18/the-new-lie-of-the-land-what-future-for-environmentalism-in-the-age-of-trump</a></li> <li>• Tooze, A. (2021, September 2). Has Covid ended the neoliberal era? <i>The Guardian</i>. Retrieved from <a href="https://www.theguardian.com/news/2021/sep/02/covid-and-the-crisis-of-neoliberalism">https://www.theguardian.com/news/2021/sep/02/covid-and-the-crisis-of-neoliberalism</a></li> </ul>	<b>Tues, Sept 12:</b> <b>Discussion Forum post option #1</b>
<b>3. Sept 21</b>	<p><b>Interconnections of Capitalism and Climate</b></p> <p><u>Read:</u> • Selections from Huber, M.T. (2022). <i>Climate change as class war: Building socialism on a warming planet</i>. Verso.</p>	<b>Tues, Sept 19:</b> <b>Discussion Forum post option #2</b>
<b>4. Sept 28</b>	<b>Reimagining Climate Justice</b>	<b>Tues, Sept 26:</b>

	<p><u>Read:</u> • Selections from Alook, A., et al. (2023). <i>The end of this world: Climate justice in so-called Canada</i>. Between the Lines.</p>	<p><b>Discussion Forum post option #3</b></p>
	<p style="text-align: center;"><b>Part II</b></p> <p style="text-align: center;"><b>Commodities in Circulation</b></p>	
<p><b>5. Oct 5</b></p>	<p><b>The Friction of Global Flows</b></p> <p><u>Read:</u> • Tsing, A.L. 2005. <i>Friction: An ethnography of global connection</i>. Princeton: Princeton University Press.</p> <ul style="list-style-type: none"> <li>- “Introduction,” pp. 1-18.</li> </ul> <p>• Tsing, A., for the Matsutake Worlds Research Group. (2009). Beyond economic and ecological standardisation. <i>The Australian Journal of Anthropology</i>, 20, 347-368.</p> <p>• Selections from: Tsing, A. (2015). <i>The mushroom at the end of the world: On the possibility of life in capitalist ruins</i>. Princeton: Princeton University Press.</p> <ul style="list-style-type: none"> <li>- Chapter 5: “Open Ticket, Oregon,” pp. 73-83.</li> <li>- Chapter 6: “War Stories,” pp. 85-94.</li> </ul> <p><u>Watch:</u> • Farrell, S.P. &amp; Johnson, K. (2013). The mushroom hunters. <i>The New York Times</i>. Retrieved at <a href="https://www.youtube.com/watch?v=jUh6_zksDgw">https://www.youtube.com/watch?v=jUh6_zksDgw</a> (3 mins)</p>	<p><b>Tues, Oct 3:</b></p> <p><b>Discussion Forum post option #4</b></p> <p>Start thinking about your Short Paper plans, if you haven’t already</p>
<p><b>6. Oct 12</b></p>	<p><b>Fishy Business</b></p> <p><u>Read:</u> • Rigby, B., Davis, R., Bavington, D., &amp; Baird, C. (2017). Industrial aquaculture and the politics of resignation. <i>Marine Policy</i> 80, 19-27.</p> <p>• Irrarázaval, F., &amp; Bustos-Gallardo, B. (2019) Global salmon networks: Unpacking ecological contradictions at the production stage. <i>Economic Geography</i> 95(2), 159-178.</p> <p>• Hébert, K. (2010). In pursuit of singular salmon: Paradoxes of sustainability and the quality commodity. <i>Science as Culture</i> 19(4), 553-581.</p> <p><u>Watch:</u> • Cermaq (2017, October 26). Cermaq – Our salmon farming operations in Chile. Retrieved from <a href="https://www.youtube.com/watch?v=wT0R3ZRK8kA">https://www.youtube.com/watch?v=wT0R3ZRK8kA</a> (3 mins)</p>	<p><b>Tues, Oct 10:</b></p> <p><b>Discussion Forum post option #5</b></p> <p>Start drafting your Short Paper, if you haven’t already</p>
	<p style="text-align: center;"><b>Part III</b></p> <p style="text-align: center;"><b>Infrastructures of Globalization</b></p>	
<p><b>7. Oct 19</b></p>	<p><b>Constructing Routes of Global Connection</b></p> <p><u>Watch:</u> • Mitchell, T. Columbia Professor Timothy Mitchell on the politics of carbon, oil, labor and the sea. Retrieved from</p>	<p><b>Tues, Oct 17:</b></p>

	<p><a href="https://www.youtube.com/watch?v=W1fVhkXnv10">https://www.youtube.com/watch?v=W1fVhkXnv10</a> (approx. 12 mins)</p> <p><u>Read:</u> • Cowen, D. (2014). Disrupting distribution: Subversion, the social factory, and the “state” of supply chains. <i>Viewpoint Magazine</i>, 4 (October 29). Retrieved from <a href="https://www.viewpointmag.com/2014/10/29/disrupting-distribution-subversion-the-social-factory-and-the-state-of-supply-chains/">https://www.viewpointmag.com/2014/10/29/disrupting-distribution-subversion-the-social-factory-and-the-state-of-supply-chains/</a></p> <ul style="list-style-type: none"> <li>• Mazer, K., Danyluk, M., Hunchuck, E., &amp; Cowen, D. (2019). Mapping a Many-Headed Hydra: Transnational Infrastructures of Extraction and Resistance. In N. Estes, &amp; J. Dhillon (Eds.), <i>Standing with Standing Rock: Voices from the #NoDAPL Movement</i> (pp. 354-380). Minneapolis: University of Minnesota Press.</li> <li>• Taylor, A. (2014, November 24). The ship breakers. <i>The Atlantic</i>. Retrieved from <a href="https://www.theatlantic.com/photo/2014/11/the-ship-breakers/100859/">https://www.theatlantic.com/photo/2014/11/the-ship-breakers/100859/</a></li> </ul>	<b>Discussion Forum post option #6</b>
<b>Oct 20</b>		<b>Fri, Oct 20: Short Paper due by the end of the day</b>
<b>Oct 26</b>	<b>No Class – Fall Reading Week</b>	
<b>8. Nov 2</b>	<p><b>Data Infrastructures (and Superstructures?)</b></p> <p><u>Read:</u> • Starosielski, N. (2015). Chapter 2: Fixed flow: Undersea cables as media infrastructure. In N. Starosielski &amp; L.D. Parks (Eds.), <i>Signal traffic: Critical studies of media infrastructures</i> (pp. 53-70). Urbana: University of Illinois Press.</p> <ul style="list-style-type: none"> <li>• Miller, G. (2015, October 29). Undersea internet cables are surprisingly vulnerable. <i>Wired</i>. Retrieved from <a href="http://www.wired.com/2015/10/undersea-cable-maps/">http://www.wired.com/2015/10/undersea-cable-maps/</a></li> <li>• Kavenna, J. (2019, Oct 9). Shoshana Zuboff: ‘Surveillance capitalism is an assault on human autonomy.’ <i>The Guardian</i>. Retrieved from <a href="https://www.theguardian.com/books/2019/oct/04/shoshana-zuboff-surveillance-capitalism-assault-human-autonomy-digital-privacy">https://www.theguardian.com/books/2019/oct/04/shoshana-zuboff-surveillance-capitalism-assault-human-autonomy-digital-privacy</a></li> <li>• Holloway, D. (2019, June 24). Explainer: what is surveillance capitalism and how does it shape our economy? <i>The Conversation</i>. Retrieved from <a href="https://theconversation.com/explainer-what-is-surveillance-capitalism-and-how-does-it-shape-our-economy-119158">https://theconversation.com/explainer-what-is-surveillance-capitalism-and-how-does-it-shape-our-economy-119158</a></li> </ul>	<b>Tues, Oct 31: Discussion Forum post option #7</b>

9. Nov 9	<p><b>Debating the Anthropocene Now</b></p> <p><u>Read:</u> • Haraway, D. (2015). Anthropocene, capitalocene, plantationocene, chthulucene: Making kin. <i>Environmental Humanities</i>, 6(1), 159-165.</p> <p>• Davis, J., Moulton, A. A., Van Sant, L., &amp; Williams, B. (2019). Anthropocene, capitalocene,... plantationocene?: A manifesto for ecological justice in an age of global crises. <i>Geography Compass</i>, 13(5), 1-16.</p> <p><u>Listen:</u> Reflections on the Plantationocene: A Conversation with Donna Haraway and Anna Tsing, podcast hosted by Gregg Mitman (updated 12 October 2019):  <a href="https://edgeeffects.net/haraway-tsing-plantationocene/">https://edgeeffects.net/haraway-tsing-plantationocene/</a> (1 h 20 mins)</p> <p><b>Supplementary</b></p> <p><u>Watch:</u> • The Polson Institute for Global Development (2022, April 27). Anthropocene, Capitalocene, Plantationocene: Conceptualizing the Climate Crisis. Retrieved from  <a href="https://www.youtube.com/watch?v=cEd34VdKz3g">https://www.youtube.com/watch?v=cEd34VdKz3g</a> (2 hrs)</p>	Tues, Nov 7:  <b>Discussion Forum post option #8</b>
	<p style="text-align: center;"><b>Part IV</b></p> <p style="text-align: center;"><b>Environmental and Climate Change</b></p>	
10. Nov 16	No class today – work on your term paper proposal	
Nov 17		Fri, Nov 17: <b>Term Paper Proposal due by the end of the day</b>
11. Nov 23	<p><b>Climate Change, Violence, and Politics</b></p> <p><u>Read:</u> • Swyngedouw, E. (2013). The non-political politics of climate change. <i>ACME: An International E-Journal for Critical Geographies</i>, 12(1), 1-8.</p> <p>• Simpson, L. B. (2017). Nishnaabeg anticapitalism. In <i>As we have always done: Indigenous freedom through radical resistance</i> (pp. 71-82). Minneapolis: U of Minnesota Press.</p> <p><u>Watch:</u> • Nixon, R. (2013, April 18). Slow violence and the environmentalism of the poor. Presentation at the Duke Franklin Humanities Institute. Retrieved from  <a href="https://www.youtube.com/watch?v=VOUGOLS14gs">https://www.youtube.com/watch?v=VOUGOLS14gs</a> (39 mins)</p>	Tues, Nov 21: <b>Discussion Forum post option #9</b>
12. Nov 30	<b>Term Paper Presentations I</b>	

13. Dec 7	Term Paper Presentations II	
Dec 8	Final Papers Due	Friday, Dec 8: Term Paper due by 5 pm

## Evaluation

**Attendance and Participation: 30%**

**Leading Class Discussion: 10%**

**Short Paper: 15%**

**Term Paper Proposal: 10%**

**Term Paper: 30%**

**Term Paper Presentation: 5%**

**Total: 100%**

## Course Requirements and Grading

- 1. Attendance and Participation (30%):** This seminar and what you learn in it depend on your regular attendance, preparedness, and engagement. Attendance and participation represent a significant percentage of your total mark. I will take attendance at each class meeting, and a third of your mark is based on this 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. Thoughtful reflection and questioning should also characterize your posts to our weekly discussion forums, as your regular participation in these constitutes half of your participation mark and a third of the course grade component in this area. There are nine discussion forum options slated for this term, of which you are required to **submit one or more posts to FIVE weekly discussion forums. You should not plan to submit a post for course credit during the week you lead class discussion** (see below).

In your posts, you will respond to more open-ended discussion questions about course materials for that week. Exchanges here will take place *in advance* of class meetings; students should plan to complete their preparations and post at least their initial remarks by the end of the day *on the Tuesday before class*, unless noted. Reading and further forum discussion, including any replies or responses to others' posts, can then continue up until class time. The goal of the discussion forums is to kick off our conversation about course materials, themes, and ideas that we will continue later in class. The posts don't have to be written in a formal way, but they should reflect

evidence of sustained and thoughtful engagement with course materials and be free from spelling or grammatical errors; plan for at least a short paragraph or two in response to one or more of the questions for that day. **These posts will not be individually marked, but points will be taken off for failure to submit posts or for posts of noticeably poor quality.** Your general participation grade is based on my qualitative assessment of your active contributions; it also entails your respectful engagement with your classmates and their perspectives.

2. **Leading Class Discussion (10%):** Each student is responsible for leading class discussion for forty-five minutes or so during one of our seminar sessions for one week of the course. If there is more than one presenter scheduled for a given week, you should plan to coordinate your activities. The weekly discussion leader(s) should do the readings even more carefully than usual and supplement this with some additional background reading on the assigned authors and texts. You are the experts for the week. At a minimum, leading class discussion involves formulating a few overarching questions to stimulate broad conversation drawn from course texts and supported by at least some engagement with your colleagues' posts in the discussion forum for that week as well. You are encouraged to be creative with this assignment. Feel free to plan class activities, incorporate additional materials, and/or prepare slides to screen or some pre-circulated activity or reflection exercise to facilitate discussion and debate. The primary goal here is to stimulate engagement on the part of all students in the course; you are not meant to provide an extended lecture. I am available to meet with you beforehand to review your plans for the session ahead.
3. **Short Paper (15%):** In this assignment, you will develop an original thesis based on a close analysis of some aspect of **3 course texts**. While you may choose an event, issue, or scenario that lies outside the texts to motivate your discussion, your focus should remain on the details of the authors' arguments themselves. We will discuss the expectations for this assignment further during class. It is designed to allow you to respond to ideas you find especially provocative, problematic, or exciting in the readings; think through connections across multiple readings; and develop an analysis that synthesizes them in your own voice. This short essay should be approximately **1,200 words** in length (**1,600 words max**)—**roughly 4 double-spaced pages**. While you can certainly choose to compose this as a standard 5-paragraph academic essay, you are also free to experiment with more creative formats, such as a blog post or a book review. Either way, be sure to have an engaging opening, a strong statement of argument early on, and careful support with textual evidence. Please post this assignment by the deadline electronically to Brightspace.
4. **Term Paper Proposal (10%):** This **one- to two-page double-spaced proposal** should provide a concise overview of the topic you plan to address in your final term paper, as well as a list of **3 references outside of course readings** you plan to use in your discussion. More details on this assignment will be provided in class. We will devote class time to workshopping your ideas in the weeks leading up to this assignment due date. Please post this assignment by the deadline electronically to Brightspace.

5. **Term Paper (30%):** The major written assignment for this course is a **12-15-page final Term Paper (absolutely no more than 18 pages), double-spaced in a 12-point font**. In consultation with me, you will choose a topic that allows you to analyze a problem, issue, experience, or phenomenon through one or more of the concepts, perspectives, or approaches we have covered in class over the course of the term. Unless you receive permission otherwise, you must incorporate substantive references to at least **3 course texts**; if you want to refer back to the ideas you developed in your short paper, you should cite that work like any other document. While you should plan to do some outside research for the Term Paper, you are also obliged to anchor your discussion in course readings and related concepts. That said, the Term Paper is a way for you to bring course materials and conversations to bear on a topic or interest that excites you. You are encouraged to start thinking about (and writing on!) your final essay topic early. We will discuss this assignment at length in class. Please post this assignment by the deadline electronically to Brightspace.
6. **Term Paper Presentation (5%):** During the final course meetings, each student will give a brief (likely about 15 minutes—exact timing TBA) presentation to the class on their Term Paper. Use of Powerpoint or slides is not required, though you may find having images helps you better convey your points and keep your thoughts organized. The goal is to provide your classmates with a succinct overview of your paper—the main topic it addresses; the core debates, issues, or ideas it examines; the primary argument or thesis it advances; and the key pieces of evidence it highlights to do this.

## 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, GEOG 4024A, 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, DGES Librarian in the MacOdrum Library, 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>.