

## **SPECIAL TOPICS: FEMINIST GEOGRAPHIES (GEOG3009)**

Department of Geography & Environmental Studies, Carleton University

Winter 2022

**Instructor:** Meera Karunanathan (she/her)

**Office:** B450 Loeb, Carleton University, unceded Algonquin territory

**Office hours:** Wednesdays 11:00 am to 12:30pm, or by appointment

**Lectures:** Tuesdays: 2:30 -5:30 pm

**Email:** [meera.karunanathan@carleton.ca](mailto:meera.karunanathan@carleton.ca)

**Brightspace page:**

**Course playlist:** <https://open.spotify.com/playlist/1MSLdGvruD6izxUICpH8NZ>

### **COURSE DESCRIPTION**

Students taking this course will explore places and spaces where the gendered impacts of global phenomena, including climate change, pandemics and financial crises, are experienced. It is fundamentally a course about relations of power, how they are reproduced and how they are disrupted. We will turn to feminist theory, methodology and imaginaries to deepen our analysis of power, taking an intersectional approach that highlights interconnections between gender, class, race and ability.

The course will offer an overview of contemporary debates drawing from a rich body of literature combining research in feminist geography with Black, Indigenous and transnational feminist scholarship. We will also explore the knowledge and creative strategies produced by grassroots feminist movements around the world using a variety of sources and pedagogical tools. Academic articles will be supplemented with audio-visual material, guest lectures, manifestos, social media campaigns, music and other artistic creations.

## **CLASS FORMAT AND MATERIALS**

The course meets once weekly in-person over a 3-hour time slot. This is a discussion-based course that relies heavily on the participation of students. I have assigned required material for each topic. We will review the list of topics together in the first class and I will finalize shortly thereafter, based on your input.

You are required to select one or more additional item from the supplementary list. You may propose your own supplementary material for each topic based on your personal interests and goals. You will identify your choices of supplementary material in your personalized course plan to be submitted in third week of class (see assignment 1 below).

I encourage you to use the Brightspace discussion board to interact with one another rather than reading the material in isolation. I will monitor the discussion board and may adjust course content and format according to the feedback you provide.

We will use a study journal to engage reflexively with the material. You will use the journal to write your reflections on studied material and seminar discussions, sketch out ideas, and make note of your questions. You are expected to bring the journal to class each week as we will also use it for in-class exercises. You will submit a digitized sample of journal content, which will be evaluated for 25% of your grade.

All course materials are available online free of charge. The syllabus and additional information and materials for the course will be posted on the Brightspace system. You must access your Brightspace account by going to: <https://brightspace.carleton.ca>

\*Note that the lecture topics and course materials are subject to change at the discretion of the instructor. Students are expected to consult Brightspace to check for any new announcement.

## **LEARNING OUTCOMES:**

In this course, students will:

- Understand how gendered social processes are linked to space, place and scale
- Conceptualize the links between race, class and gender
- Critically analyze academic literature, contemporary debates and art through a feminist, intersectional lens
- Gain an overview of diverse forms of feminist pedagogies
- Explore and learn to actualize their own goals and strategies as feminist researchers and/or practitioners
- Practice feminist reflexivity and self-reflexivity

## EVALUATION AND ASSIGNMENTS

Component	Details	Important dates	% of final grade
<b>Class participation</b>	Show up to class prepared to discuss assigned material.	Based on entire term	15%
<b>Study plan: Your goals for the course and personalized study plan</b>	You will create a customized study plan that includes the following components:  1) You and your goals for the course 2) Your positionality/how you are situated as a researcher 3) Your customized list of supplementary readings.	Due Jan 25	15%
<b>Reading Reflection</b>	Sign up for one topic on Brightspace. Present your reflections on assigned materials in 750 words.	Due at the beginning of class on the day of the assigned topic.	15%
<b>Class presentation of reading reflection</b>	Share your reading reflection in a 10-15 minute presentation.	In class on the day of the assigned topic	10%
<b>Reflexive study journal</b>	You will use a study journal to write your reflections, sketch out ideas and make notes of questions on studied material and class discussions.  You are expected to bring your journals to class as we will also use them for in-class exercises.	Due at the beginning of class on March 15	20%

<b>Final project</b>	<p>You will choose a final project that helps you synthesize or put in to practice what you have learned in class from the following options.</p> <ol style="list-style-type: none"> <li>1) Create an annotated bibliography on a relevant topic of your choice</li> <li>2) Organize a feminist action or create a detailed plan for one. (There may be opportunities to collaborate with a feminist organization.)</li> <li>3) Create a popular educational tool to engage a particular audience (your neighbourhood, friends and family, your fellow students, members of a religious or community organization you are part of) on a selected topic.</li> </ol>	<p>Project proposals to be discussed on March 8.</p> <p>Projects due at the beginning of class on April 5.</p>	25%
----------------------	--	--	-----

Further details regarding the assignments will be posted on Brightspace.

### COURSE PLAN AND STUDY MATERIAL

Date	In Class	Before class			Assignments
	Discussion topics	Required	<b>Supplementary</b> <i>(choose at least one piece from this list or add your own to supplement required material.)</i>	Recommended musical pairing	
<b>Week 1</b>	<b>Introductions and course overview</b>	Bondi, Liz and Davidson, Joyce (2005). Situating Gender. In Nelson, L & Seager, J. (Eds). A			Assignments and evaluation explained.

Jan 11		<i>Companion to Feminist Geography.</i> Malden, MA ; Oxford : Blackwell Pub. P.15-31		The Capitalist Blue, Leyla McCalla  Racist, Sexist Boy, the Linda Lindas	
Week 2  Jan 18	<b>The critique of liberal feminism</b>  <b>Feminism and intersectionality</b>	Feminism for the 99%: A Manifesto. Verso Books. p.1-56	POETRY: Lorde, Audre (1973) Who Said It Was Simple. <a href="https://www.poetryfoundation.org/poems/42587/who-said-it-was-simple">https://www.poetryfoundation.org/poems/42587/who-said-it-was-simple</a>  LECTURE: Davis, Angela (2019). Frameworks for Radical feminism (50 mins + Q&A) <a href="https://www.youtube.com/watch?v=il28lrXGeOc">https://www.youtube.com/watch?v=il28lrXGeOc</a>		
Week 3  January 25	<b>Social reproduction and relations of care</b>	Katz, C. (2001). Vagabond capitalism and the necessity of social reproduction. <i>Antipode</i> , 33(4), 709- 728.	ANIMATION: Yellowhead Institute (2021) Lily's Story. Narrated by Lily from Super Duper Strong Medicine Moose Man First Nation. (2min 24) <a href="https://www.youtube.com/watch?v=jisBtpbct6I">https://www.youtube.com/watch?v=jisBtpbct6I</a>  LECTURE: Federici, Sylvia (2019). Women, Reproduction and the Construction of the Commons.	Revolutionary love, Ani DiFranco  Maman, Leyla McCalla	Study plan due.

			<p><a href="https://www.artandeducation.net/classroom/video/66075/silvia-federici-women-reproduction-and-the-construction-of-commons">https://www.artandeducation.net/classroom/video/66075/silvia-federici-women-reproduction-and-the-construction-of-commons</a></p> <p>(5:15 min mark to 48 min mark)</p> <p>Wages for Housework and social reproduction: a microsyllabus.</p> <p><a href="https://www.radicalhistoryreview.org/abusablepast/wages-for-housework-and-social-reproduction-a-microsyllabus/?fbclid=IwAR1cctVo8-Lu0NbHJJIDiOxHO4IUHHzz3eRyS1HTHmHGxV34BRsw-EfeolQ">https://www.radicalhistoryreview.org/abusablepast/wages-for-housework-and-social-reproduction-a-microsyllabus/?fbclid=IwAR1cctVo8-Lu0NbHJJIDiOxHO4IUHHzz3eRyS1HTHmHGxV34BRsw-EfeolQ</a></p> <p><b>ORGANIZING</b></p> <p>Food not Bombs:</p> <p><a href="http://coat.ncf.ca/our_magazine/links/issue42/articles/food_not_bombs.htm">http://coat.ncf.ca/our_magazine/links/issue42/articles/food_not_bombs.htm</a></p> <p>Ottawa chapter of Food not Bombs</p> <p><a href="https://leveller.ca/2021/03/where-the-grassroots-meet-the-streets-new-movements-to-">https://leveller.ca/2021/03/where-the-grassroots-meet-the-streets-new-movements-to-</a></p>		
--	--	--	--	--	--

			<a href="#">support-ottawas-homeless-population/</a>		
<b>Week 4</b> <b>Feb 1</b>	<b>Transnational solidarity and gendered subjects of global capitalism</b>	<p>Nagar, Richa et al (2002). Locating Globalization: Feminist re(readings) of the subjects and spaces of globalization. <i>Economic Geography</i>. Vol. 78, no.3, p.257-284.</p> <p>Guest speaker: Migrant Worker Alliance for Change, TBC</p>	<p>Mohanty Talpade, Chandra. ((2003). Cartographies of Struggle: Third World Women and the Politics of Feminism. <i>Feminism without borders: Decolonizing theory, practicing solidarity</i>. Duke University Press. pp.43-84</p> <p>ORGANIZING</p> <p>Maquilla Solidarity Network: <a href="https://www.maquilasolidarity.org">https://www.maquilasolidarity.org</a></p>	<p>Woman in color, Raye Zaragoza</p> <p>Que me devuelven la Tierra, La Muchacha Antipatriarca, Ana Tijoux</p>	
<b>Week 5</b> <b>Feb 8</b>	<b>Indigenous feminist geographies</b>	<p>Betasamosake Simpson, Leanne. (2018). Centring resurgence: Taking on colonial gender violence in Indigenous nation building. In Anderson, Kim et al. (Eds) <i>Keetasahnak/Our Missing and Murdered Indigenous Sisters</i>.</p>	<p>Toronto Abolition Convergence. (May 2020). An Indigenous abolitionist study guide: <a href="https://yellowheadinstitute.org/2020/08/10/an-indigenous-abolitionist-study-group-guide/">https://yellowheadinstitute.org/2020/08/10/an-indigenous-abolitionist-study-group-guide/</a></p> <p>Fortier, Craig And Hon-Sing Wong, Edward. (2018). The settler colonialism of social</p>	<p>Fight for the Rights, Kelly Fraser</p> <p>Sisters, HalluciNation and Northern Voice</p> <p>Sedna, Kelly Fraser</p>	Final project explained.

		<p>University of Alberta Press, p. 215-239.</p>	<p>work. <i>Settler Colonial Studies</i>.</p> <p>National Inquiry into Missing and Murdered Indigenous Women and Girls. (2019). <i>Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls</i>. Download at: <a href="https://www.mmiwg-ffada.ca">https://www.mmiwg-ffada.ca</a></p> <p>WEBINAR: Ecohawk, Abigail and Spammer, B.J. (June 5, 2019). <i>Decolonizing data: Strengthening community voices to take action for missing relatives</i>. (1:06:25) <a href="https://www.uihi.org/resources/decolonizing-data-strengthening-community-voices-to-take-action-for-our-missing-relatives/">https://www.uihi.org/resources/decolonizing-data-strengthening-community-voices-to-take-action-for-our-missing-relatives/</a></p> <p>ORGANIZING:</p> <p>MMIWG2S Program of the Native Justice Coalition: <a href="https://www.nativejustice.org/mmiwg2s">https://www.nativejustice.org/mmiwg2s</a></p>		
--	--	---	---	--	--



<p><b>Week 6</b></p> <p><b>Feb 15</b></p>	<p><b>Black feminist geographies</b></p>	<p>Maynard, Robyn. (2019). Black life and death across the U.S.-Canada vorder: Border violence, black fugitive belonging and a Turtle Island view of Black liberation. <i>Critical ethnic studies</i>, Vol.5 (1-2), p.124-151</p> <p>McKittrick, Katherine (2006). Introduction: Geographic Stories. <i>In Demonic Grounds: Black Women and Cartographies of Struggle</i>. University of Minnesota Press, p. 10-33.</p>	<p>The Combahee River Collective statement (1997): <a href="https://americanstudies.yale.edu/sites/default/files/files/Keyword%20Coalition_Reading_s.pdf">https://americanstudies.yale.edu/sites/default/files/files/Keyword%20Coalition_Reading_s.pdf</a></p> <p>Incite (2001) Statement on Gender Violence and the Prison Industrial Complex: <a href="https://incite-national.org/incite-critical-resistance-statement">https://incite-national.org/incite-critical-resistance-statement</a>.</p> <p>ORGANIZING:</p> <p>Justice for Abdirahman(Ottawa):<a href="http://www.justiceforabdirahman.ca">http://www.justiceforabdirahman.ca</a></p>	<p>Ain't got no, Nina Simone</p> <p>Prove it on me Blues, Ma Rainey</p> <p>La linea, Lila Downs</p>	
<p><b>Feb 22</b></p> <p><b>Reading week</b></p>	<p><b>No class</b></p>				
<p><b>Week 7</b></p>	<p><b>Feminist Research: Co-</b></p>	<p>Benson, Koni (2021) .<i>Crossroads: I live</i></p>		<p>Khawuleza, Miriam Makeba</p>	

<p><b>March 1</b></p>	<p><b>production of knowledge</b></p> <p><b>Histories from below</b></p>	<p><i>where I like</i>: a graphic history.</p> <p><b>Guest lecture: Koni Benson, University of Western Cape.</b></p>			
<p><b>Week 8</b></p> <p><b>March 8</b></p>	<p><b>Women's strike</b></p> <p><b>Creative feminist resistance</b></p>	<p>Gago, Verónica (2020). #WeStrike: Toward a political theory of the feminist strike. In <i>Feminist international: How to change everything</i>. Verso books. p. 9-55.</p> <p>Anania, Billy. (November 15, 2021). Ecofeminist art collective protests UN climate summit with textiles. <i>Hyperallergic</i>. <a href="https://hyperallergic.com/688986/zurciendo-el-planeta-un-climate-change-cop26/">https://hyperallergic.com/688986/zurciendo-el-planeta-un-climate-change-cop26/</a></p>	<p>WEBINAR: Agosin, Marjorie (n.d.) <i>The Arpilleras of Chile</i>. (10:43 mins). <a href="https://www.facinghistory.org/resource-library/video/arpilleras-chile-marjorie-agosin">https://www.facinghistory.org/resource-library/video/arpilleras-chile-marjorie-agosin</a></p>	<p>El Violador Eres Tu</p> <p>Bread and Roses, Alana Amram and Abigail Chapman</p> <p>Fight like a girl, Raye Zaragoza</p>	<p>Final project proposals to be shared and discussed in class.</p>
<p><b>Week 9</b></p> <p><b>March 15</b></p>	<p><b>Sexual politics and the movement to abolish family</b></p>	<p>O'Brien, ME. (2020). To Abolish the Family: The Working-Class Family and Gender Liberation in Capitalist Development. <i>Mo.5</i>, pp.361-417</p>	<p>Silverstein, Sophie. (24, April, 2020). Family abolition isn't about ending live and care. It's about extending it to everyone. <i>Open Democracy</i>. <a href="https://www.opendemocracy.net/en/oureconomy/family-abolition-isnt-about-ending-">https://www.opendemocracy.net/en/oureconomy/family-abolition-isnt-about-ending-</a></p>	<p>No soy de aquí, no soy de allá, Chavela Vargas</p>	

		<p><a href="https://endnotes.org.uk/file_hosting/EN5_To_Abolish_the_Family.pdf">https://endnotes.org.uk/file_hosting/EN5_To_Abolish_the_Family.pdf</a></p>	<p><a href="#">love-and-care-its-about-extending-it-to-everyone/</a></p> <p>Booth, Hannah. (April, 2017). The Kingdom of Women: The society where a man is never the boss. <i>The Guardian</i>.  <a href="https://www.theguardian.com/lifeandstyle/2017/apr/01/the-kingdom-of-women-the-tibetan-tribe-where-a-man-is-never-the-boss">https://www.theguardian.com/lifeandstyle/2017/apr/01/the-kingdom-of-women-the-tibetan-tribe-where-a-man-is-never-the-boss</a></p> <p>ORGANIZING:  The Global Network of Sex Work Projects:  <a href="https://www.nswp.org">https://www.nswp.org</a></p>	<p>No me toques mal, La Muchacha</p> <p>Nada, Lido Pimienta</p>	
<p><b>Week 10</b></p> <p><b>March 22</b></p>	<p><b>The environment climate justice</b></p>	<p>Di Chiro, Giovanna. (2008). Living environmentalisms: coalition politics, social reproduction and environmental justice. <i>Environmental Politics</i>. Vol 17, no 2. 276-298</p> <p>Malik, Laila. (October 3, 2019). We need an anti-colonial, intersectional</p>	<p>Santos Ocasio, Nathalia and Mullings, Beverly. (2021). Sociability and Social Reproduction in Times of Disaster: Exploring the role of Expressive Urban Cultural Practices in Haiti and Puerto Rico. In (Peake et al. Eds ) A Feminist Urban Theory of Our Time: Rethinking Social Reproduction and the Urban. Antipode Book Series.</p>	<p>Who will Save our Water, Kinnie Star</p> <p>Melt, Kelly Lee Owens</p>	

		<p>feminist climate justice movement.  <a href="https://www.awid.org/news-and-analysis/we-need-anti-colonial-intersectional-feminist-climate-justice-movement">https://www.awid.org/news-and-analysis/we-need-anti-colonial-intersectional-feminist-climate-justice-movement</a></p>	<p>Newark: John Wiley &amp; Sons Inc. pp. 42-65</p> <p>ORGANIZING</p> <p>Madre: Indigenous Women for Climate Justice:  <a href="https://www.madre.org/northdakota">https://www.madre.org/northdakota</a></p>		
<p><b>Week 11</b></p> <p><b>March 29</b></p>	<p>We will choose a topic together. We may select from the list below or choose another topic that is of interest to everyone. We may also deepen our knowledge of a previously covered topic.</p>	TBC			<p>Study journals due</p>
<p><b>Week 12</b></p> <p><b>April 5</b></p>	<p><b>Final project presentations</b></p>				

## **Additional topics and material**

### **Migration and systemic racism**

Bhakt, Natasha. (2015). In your face: piercing the veil of ignorance about Niqab-wearing women. *Social and Legal Studies*, vol 24, no.3, p. 419-442.

Wadehra, Rishika. (2021). Canada's immigration system is failing migrant care workers. (5 min read). <https://monitormag.ca/articles/canadas-immigration-system-is-failing-migrant-care-workers>

VIDEO: Migrant Worker Alliance for Change. (2021). Behind Closed Doors: Exposing Migrant Care Worker Exploitation During COVID-19. (4:07 mins). <https://www.youtube.com/watch?v=xHVfJeFT2oU>

Maynard, Robyn and Ho, Sophie LePhat. (2009). Accommodate this!: A feminist and anti-racist response to the "reasonable accommodation" hearings in Quebec. *Canadian woman studies*, Vol.27 (2/3), p.2

### **Feminist resistance and organizing**

Shavisi, Arianne. (2018). Beyond Orientalism: Exploring the distinctive feminism of democratic confederalism in Rojava. *Geopolitics*, Vol 26, no.4, p. 998-1022.

Portoti, Mary. (2017). "Feeding the Revolution:" The Black Panther Party, Hunger and Community Survival. *Journal of African American studies*. New Brunswick, N.J, Vol.21 (1), p.85-110

Naves, Flávia and Fontoura, Yuna. (2021). Feminist resistance building in the Brazilian agroecology movement: A gender decoloniality study. *Gender, work, and organization*.

Marcos, Sylvia (2014). The Zapatista Women's Revolutionary Law as it is lived today. *Open Democracy*. <https://www.opendemocracy.net/en/zapatista-womens-revolutionary-law-as-it-is-lived-today/>

Diaz, Jaclyn. (October 15, 2021). How #NiUnaMenos grew from the streets of Argentina into a regional women's movement. <https://www.npr.org/2021/10/15/1043908435/how-niunamenos-grew-from-the-streets-of-argentina-into-a-regional-womens-movement>

### **Feminist art**

Plaster, Joe. (2019). Black queer performance in Baltimore's Cathedral of books.

SFJazz (2020). Jazz and social justice: a playlist by Angela Davis.

<https://www.sfjazz.org/onthecorner/jazz--social-justice-a-playlist-by-angela-davis/>

Sakawat Hossein, Rokeya. (1905). Sultana's dream. *The Indian Ladies' Magazine*, Madras, 1905

<https://digital.library.upenn.edu/women/sultana/dream/dream.html>

Raymore, Sheldon. Considering two-spiritedness. (Performance and Video discussion). <https://apexart.org/hawleyperform.php>

## **COURSE POLICIES**

### **Submission of written assignments and late penalties**

Assignments must be submitted via Brightspace prior to the beginning of class on the indicated due dates. Assignments submitted after class will be considered late. Late assignments will be subject to a reduction of the overall mark at the rate of 10% for each calendar day past the due date, unless accompanied by adequate written documentation for a legitimate reason. Assignment extensions will be considered for documented illnesses or family emergencies. Late penalties will be enforced to ensure fairness in grading.

Assignments will not be accepted more than a week past the due date (after the beginning of the following class). Uploading will be programmed accordingly.

Students are asked to retain copies of their assignments in the event of loss.

### **Communications**

Students should use their Carleton email account for all course-related correspondence, placing "GEOG 3209" in the subject heading. Please note that I may not respond to emails over the weekend. Email is an acceptable medium for simple inquiries, but not complex questions. If your question cannot be answered in a sentence or two, please speak to be during office hours or schedule a meeting.

## Grades

In accordance with the Carleton University Calendar, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C + = 67-69	D+ = 56-59	F = Below 50
A = 85-89	B = 73 - 76	C = 63-66	D = 53-56	
A - = 80-84	B - = 70-72	C - = 60 -62	D- = 50-52	

To be considered in good standing, students must receive a grade of D- . 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.

## Drop date

Please consult the Carleton University Calendar for the last day in the term to withdraw from a course with full fee adjustment at: <https://calendar.carleton.ca/academicyear/>

## COVID 19 PROTOCOL

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be taken in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs. For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca)

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

## **INSTRUCTIONAL AND CONDUCT OFFENCES**

Carleton University has clear and firm policies regarding instructional and conduct offences. Instructional offences include among other activities cheating, contravening examination regulations, plagiarism (see details below) and submitting similar work in two or more courses without prior permission. Further information about University regulations which define and regulate these offences can be found at:

<https://carleton.ca/registrar/academic-integrity/>

### **Plagiarism**

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.



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.

### **Netiquette**

All students are expected to adhere to Carleton University's Expectations of Student Behaviour Online while participating in Brightspace discussion boards. For more details see:

<https://carleton.ca/online/online-learning-resources/netiquette/>

If you have any questions or concerns about [online conduct](#), please contact the Manager of Student Conduct and Harm Reduction, Dillon Brady, at [DillonBrady@cunet.carleton.ca](mailto:DillonBrady@cunet.carleton.ca).

### **Resources**

- <https://carleton.ca/online/online-learning-resources/online-discussion-tips/>
- If you are in need of mental health and well-being supports, please visit [Carleton's wellness page](#).
- If you need advice on dealing with a crisis, please visit the [Student Affairs website](#).

### **COPYRIGHT OF COURSE CONTENT**

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copyright protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s)."

## **ACADEMIC ACCOMODATIONS**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

### **Pregnancy obligation**

Please contact your instructor 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 \(PDF, 2.1 MB\)](#)

### **Religious obligation**

Please contact your instructor 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 \(PDF, 2.1 MB\)](#)

### **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 your instructor 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 \(PDF, 25KB\)](#)

### **CAMPUS RESOURCES FOR STUDENTS**

For information about resources and services for students including counselling services, academic support and writing tutorial services please visit: <https://carleton.ca/pmc/current-students/student-resources/>

Draft