

**GEOG 4024**  
**Seminar in Globalization:**  
**Global Flows, Social Struggles, and Environmental Change**

Department of Geography and Environmental Studies  
Carleton University  
Fall 2020

v. August 28, 2020

Instructor: Karen Hébert

Seminar: Mondays, 11:35 am – 2:25 pm

Location: <https://zoom.us/j/92415770554> – passcode 941448

Office Hours for Fall Term: Mondays, 2:30 – 3:30 pm, and by appointment

<https://zoom.us/j/94369887596>

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### **Course Description**

In an era of international climate strikes, mass migration, and Donald Trump’s America, 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 trade—especially agriculture, food, and natural resource products—along with the infrastructures that facilitate their transnational circulation, such as shipping, pipelines, undersea cables, product standards, and logistics. How have these been debated by scholars? Course readings drawn from human geography and related disciplines explore topics from aquaculture to mining to post-political populism to analyze the sociocultural and environmental 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 seminar is an online course that will include a mixture of synchronous meetings via web conferencing tools and asynchronous activities. We will use the Carleton cuLearn portal to coordinate course activities and materials; synchronous sessions and office hours will take place via Zoom or a similar platform. The course thus requires reliable high-speed Internet access and a computer with a microphone and, ideally, a webcam.

Students are expected to keep the full course meeting time period—from 11:35 am – 2:25 pm on Mondays—open for course meetings and activities and be prepared to be online

for any synchronous sessions held during that time. That said, I do not anticipate that we will often, if ever, be online for this whole period. During most weeks, students will be expected to review course discussion forums and materials beginning at 11:35 am and join for a weekly synchronous check-in, discussion, and activity session beginning at noon. The goal for our synchronous meeting time is to try to retain some semblance of the kind of free-flowing and spirited exchange that is the hallmark of an upper-level seminar, while at the same time being mindful of Zoom fatigue and the possibility of technological challenges and disruptions. We will thus typically aim to wrap up our synchronous activities by 1:30 or 2 pm at the latest. The specifics are detailed in the Course Outline section below, although these may be adjusted somewhat during the term.

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

**Course Outline – Fall 2020**

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 Friday before* our Monday class, unless indicated otherwise. The materials for the following week’s session will be available to you by class time the week before, if not earlier.

Week	Topic and Readings	Assignment
	<b>Part I</b> <b>Introductions</b>	
1. Sept 14	Course Introductions	

	<p><u>Read:</u> No reading for today.</p> <p><u>Watch:</u> • “Welcome to GEOG 4024A!” video (≈5 mins)</p> <ul style="list-style-type: none"> <li>• “Course Ground Rules” video (≈5 mins)</li> <li>• “Today’s Class – Sept 14” (≈5 mins)</li> <li>• “About Me” video (≈10 mins)</li> <li>• “About This Course” video (≈10 mins)</li> <li>• “A Walk through the Course Outline” video (≈15 mins)</li> <li>• “A Walk through Our cuLearn Site” video (≈5 mins)</li> </ul> <p><b><u>Meet:</u> 12 pm noon – synchronous class Zoom session</b></p>	
<p><b>2. Sept 21</b></p>	<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>• 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>• Orbie, J. &amp; De Ville, F. (2020, 30 April). Will the COVID-19 crisis herald the end of neoliberal globalisation and the European Union’s free trade doctrine? Retrieved from <a href="http://cris.unu.edu/covid-19-end-of-neoliberal-globalisation">http://cris.unu.edu/covid-19-end-of-neoliberal-globalisation</a></li> </ul> <p><u>Watch:</u> • “Today’s Class – Sept 21” (≈5 mins)</p> <p><b><u>Meet:</u> 12 pm noon – synchronous class Zoom session</b></p>	<p>Discussion Forum post, uploaded by the end of the day on Friday, Sept 18</p>
<p><b>3. Sept 28</b></p>	<p><b>Interconnections of Capitalism and Climate</b></p> <p><u>Read:</u> • Leichenko, R., O'Brien, K., &amp; Solecki, W. (2010).</p>	<p>Discussion Forum post, uploaded by</p>

	<p>Climate change and the global financial crisis: A case of double exposure. <i>Annals of the Association of American Geographers</i>, 100(4), 963-972.</p> <ul style="list-style-type: none"> <li>• Selections from: Book review symposium: <i>This changes everything: Capitalism vs. the climate</i> by Naomi Klein. Introduction and interview with N. Klein, by J.C. Finn; reviews by N. Castree, J. Declet-Barreto, L. Johnson, W. Larner, D. Liverman, and M. Watts. <i>Human Geography</i>, 8(1), pp. 82–117.</li> <li>• Jarosz, L. (2017). Binary narratives of capitalism and climate change: Dangers and possibilities. In S. Chari et al. (Eds.), <i>Other geographies: The influences of Michael Watts</i> (pp. 55-62). Wiley-Blackwell.</li> </ul> <p><u>Watch</u>: • “Today’s Class – Sept 28” (≈5 mins)</p> <ul style="list-style-type: none"> <li>• Lewis, A. <i>This changes everything</i> (2015). New York: The Message Productions. Film. Available at <a href="https://www-nfb-ca.proxy.library.carleton.ca/film/this_changes_everything/">https://www-nfb-ca.proxy.library.carleton.ca/film/this_changes_everything/</a> (1h 30 mins)</li> </ul> <p><b><u>Meet</u>: 12 pm noon – synchronous class Zoom session</b></p>	the end of the day on Friday, Sept 25
	<p><b>Part II</b></p> <p><b>Commodities in Circulation</b></p>	
4. Oct 5	<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> <ul style="list-style-type: none"> <li>• Tsing, A., for the Matsutake Worlds Research Group. (2009). Beyond economic and ecological standardisation. <i>The Australian Journal of Anthropology</i>, 20, 347-368.</li> <li>• 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. <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> </li> </ul> <p><u>Watch</u>: • “Today’s Class – Oct 5” (≈5 mins)</p> <ul style="list-style-type: none"> <li>• 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)</li> </ul> <p><b><u>Meet</u>: 12 pm noon – synchronous class Zoom session</b></p>	Discussion Forum post, uploaded by the end of the day on Friday, Oct 2
5. Oct 12	<b>No Class – Statutory Holiday – University Closed</b>	
6. Oct 19	<b>Fishy Business</b>	Discussion

	<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>• Irarrázaval, 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> • “Today’s Class – Sept 21” (≈5 mins)</p> <p>• 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><u>Meet:</u> 12 pm noon – synchronous class Zoom session</b></p>	Forum post, uploaded by the end of the day on Friday, Oct 16
<b>Friday Oct 23</b>		<b>Short Paper due</b>
<b>Oct 26</b>	<b>No Class – Fall Reading Week</b>	
	<b>Part III</b> <b>Infrastructures of Globalization</b>	
<b>7. Nov 2</b>	<p><b>Borders, Data, Infrastructure</b></p> <p><u>Read:</u> • Selections from: Côté-Boucher, K. (2020). <i>Border frictions: Gender, generation and technology on the frontline</i>. New York: Routledge.</p> <p>- Chapter 3: Border interrupted: technologies and the fraught circulation of data in bordering.</p> <p>• 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></p> <p><u>Watch:</u> • “Today’s Class – Nov 2” (≈5 mins)</p> <p><b><u>Meet:</u> 12 pm noon – synchronous class Zoom session</b></p> <p><b>Guest Presenter:</b> Karine Côté-Boucher, Université de Montreal</p>	No posts due for today.
<b>8. Nov 9</b>	<p><b>Shipping and Logistics</b></p> <p><u>Read:</u> • Cowen, D. (2010) A geography of logistics: Market authority and the security of supply chains. <i>Annals of the Association of American Geographers</i>, 100(3), 600-620.</p> <p>• Cowen, D. (2014). Disrupting distribution: Subversion, the</p>	Discussion Forum post, uploaded by the end of the day on Friday, Nov 6

	<p>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/disruptingdistribution-subversion-the-social-factory-and-the-state-ofsupply-chains/">https://www.viewpointmag.com/2014/10/29/disruptingdistribution-subversion-the-social-factory-and-the-state-ofsupply-chains/</a></p> <ul style="list-style-type: none"> <li>• Levinson, M. (2006). Container shipping and the economy: Stimulating trade and transformations worldwide. <i>TR News</i>, 246, 10-12. Retrieved from <a href="http://onlinepubs.trb.org/onlinepubs/trnews/trnews246.pdf">http://onlinepubs.trb.org/onlinepubs/trnews/trnews246.pdf</a></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> <p><u>Watch</u>: • “Today’s Class – Nov 9” (≈5 mins)</p> <p><b><u>Meet</u>: 12 pm noon – synchronous class Zoom session</b></p>	
9. Nov 16	<p><b>Transnational Infrastructures and Planetary Change</b></p> <p><u>Read</u>: • Selections from: Arboleda, M. (2020). <i>Planetary mine: Territories of extraction under late capitalism</i>. London: Verso.</p> <p><u>Watch</u>: • “Today’s Class – Nov 23” (≈5 mins)</p> <p><b><u>Meet</u>: 12 pm noon – synchronous class Zoom session</b></p>	<p><b>Term Paper Proposal due</b></p> <p>Discussion Forum post, uploaded by the end of the day on Friday, Nov 13</p>
	<p><b>Part IV</b></p> <p><b>Environmental Change</b></p>	
10. Nov 23	<p><b>Debating the Anthropocene Now</b></p> <ul style="list-style-type: none"> <li>• Lorimer, J. (2017). The Anthro-scene: A guide for the perplexed. <i>Social Studies of Science</i>, 47(1), 117-142.</li> <li>• Chakravorty, M. (2020, July 19). Science fiction explores the interconnectedness revealed by the coronavirus pandemic. Retrieved from <a href="https://theconversation.com/science-fiction-explores-the-interconnectedness-revealed-by-the-coronavirus-pandemic-139021">https://theconversation.com/science-fiction-explores-the-interconnectedness-revealed-by-the-coronavirus-pandemic-139021</a></li> </ul> <p><u>Watch</u>: • “Today’s Class – Nov 16” (≈5 mins)</p> <ul style="list-style-type: none"> <li>• Moore, J.W. (2016, July 21). Our capitalogenic world: Humanity, nature, and the making of a planetary crisis. Presentation at the Swiss Institute. Retrieved from <a href="https://vimeo.com/226581628">https://vimeo.com/226581628</a> (1h 24 mins)</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• <u>Listen</u> to an interview with Moore on the “Cultures of Energy” podcast: <a href="http://culturesofenergy.com/ep-85-jason-w-moore/">http://culturesofenergy.com/ep-85-jason-w-moore/</a> (1 h</li> </ul>	<p>Discussion Forum post, uploaded by the end of the day on Friday, Nov 20</p>

	6 mins) <b>Meet: 12 pm noon – synchronous class Zoom session</b>	
<b>11. Nov 30</b>	<b>Climate Change, Violence, and Politics</b>  <u>Read:</u> • Nixon, R. (2009). Neoliberalism, slow violence, and the environmental picaresque. <i>MFS Modern Fiction Studies</i> , 55(3), 443-467.  • Swyngedouw, E. (2010). Apocalypse forever? Post-political populism and the spectre of climate change. <i>Theory, Culture &amp; Society</i> , 27(2-3), 213-232.  <u>Watch:</u> • “Today’s Class – Nov 23” (≈5 mins)  <b>Meet: 12 pm noon – synchronous class Zoom session</b>	Discussion Forum post, uploaded by the end of the day on Friday, Nov 27
<b>12. Dec 7</b>	<b>Term Paper Presentations I</b>	
<b>13. Dec 11</b>	<b>Term Paper Presentations II</b> No reading for today.	<b>Term Paper due by 5 pm</b>

## Evaluation

**Attendance and Participation (including weekly Discussion Forum posts): 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 (including weekly Discussion Forum posts) (30%):

This seminar and what you learn in it depend on your regular attendance, preparedness, and engagement. Attendance and participation—in both asynchronous and synchronous venues—represent a significant percentage of your total mark. I will take attendance at each synchronous 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, such as a technical difficulty, 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 any synchronous sessions 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 eight discussion forums slated for this term, but **you are not required to submit a post during the week you lead class discussion** (see below), and **each student is permitted to skip one weekly discussion forum posting without penalty**. So please plan to submit one or more posts to six of the eight weekly discussion forums this term.

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 Friday 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 our synchronous sessions. 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 synchronous meetings for one week of the course. If there is more than one presenter scheduled for the session, 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 (for example, using zoom breakout rooms to guide conversation and/or having student groups create items for presentation), 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 (**1,500 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 cuLearn.**

4. **Term Paper Proposal (10%):** This **one-page proposal** should provide a concise overview of the topic you plan to address in your final term paper, as well as a list of **5 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 cuLearn.
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. 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 cuLearn.
6. **Term Paper Presentation (5%):** During the final course meeting, each student will give a brief (likely about 10 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  
A = 85-89

B+ = 77-79  
B = 73-76

C+ = 67-69  
C = 63-66

D+ = 57-59  
D = 53-56

A - = 80-84  
F = Below 50

B - = 70-72

C - = 60-62

D - = 50-52

WDN = Withdrawn from the course

ABS = Student absent from final exam

DEF = Deferred (see below)

FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean. Standing in the course will be shown by alphabetical grades.

### **Deferred Assignments and/or Grades**

In the interest of fairness to all students, any assignment turned in late without an extension will be subject to penalties, amounting to five points off (out of 100) for each day late. Please reach out early and communicate with me if you are having, or anticipate having, problems completing course assignments on time. I am here to help you get the assistance you need to succeed in this course. Extensions may be granted in the event of extenuating circumstances only. Any significant extension will require documentation. I would like to help you get into the habit of turning in work on time.

If due to illness or circumstances beyond your control you are unable to submit essential assignments before the end of the term, only official deferrals petitioned through the Office of the Registrar will be honoured.

### **Additional Course Protocols and Policies**

*Course Materials:* I will post any PowerPoint slides I show during our synchronous sessions the cuLearn site *after* the course session in which they have been delivered.

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

- are sent from your Carleton University account
- include your full name
- include the course number, GEOG 4024, 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/>).

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

Please keep in mind that the above resources are not just for students who are struggling—anyone can improve, and the people who staff these programs can help you identify how.

### **Academic Regulations and Policies**

We will go over some of this in class together, but do take some time to acquaint yourself with Carleton University policies, regulations, and procedures. Rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know is available on the following website:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Please consult the 2020-2021 Undergraduate Calendar (<https://calendar.carleton.ca/undergrad/>) for key information, such as this year's course **drop/add/withdrawal dates**, found here: <https://calendar.carleton.ca/academicyear/>

### **Requests for Academic Accommodations**

Carleton provides [academic accommodation to students](#) for reasons of disability,

religious observance, pregnancy and/or parental leave, sexual violence, and student activities. Providing accommodations simply means providing alternatives to students who cannot perform the essential requirements of their academic programs due to the reasons mentioned above. At no time does academic accommodation undermine or compromise the learning objectives that are established by the academic authorities of the university.

This section provides only a brief overview of the accommodations policy and process. Please contact [Equity and Inclusive Communities](#) for a full explanation.

*Religious Observation:* A request should be made in the first two weeks of the academic term, or as soon as possible where the scheduling of an event or activity conflicting with a religious obligation does not appear in the course outline or calendar. A list of multi-faith holy days is accessible through the [Equity Services website](#). Instructors can also contact Equity Services to confirm the eligibility of a religious event or practice.

*Pregnancy and/or Parental Leave:* Requests for parental leave must be made in writing to the Registrar's Office, or in the case of graduate students, to the Office of the Dean of Graduate and Postdoctoral Affairs. A student who is pregnant may request a temporary modification to her program (e.g., laboratory or field work). The student should meet with the instructor(s). The department chair/director and the faculty dean can assist in the discussion. An Equity Services advisor can also be consulted if a student has questions about pregnancy and/or parental leave.

*Students with Disabilities:* Carleton is strongly committed to providing access and accommodation for all individuals with identified and duly assessed disabilities. The university has a [Senate-approved policy on academic accommodation](#) that forms part of its human rights policy. The policy promotes efforts to accommodate students with disabilities so that they will have the opportunity to meet learning outcomes and be fairly evaluated in their performance. In no case, however, does academic accommodation negotiate away, lower, or remove the academic standards and learning outcomes of any course or program, rule, regulation, or policy at the university. Some students with disabilities may require special accommodations for tests and exams. In these cases, students must present you with a signed accommodation form from the Paul Menton Centre detailing their accommodation needs well in advance of the date of an exam. A copy of the [Paul Menton Centre accommodations policy can be found here](#).

*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 [carleton.ca/sexual-violence-support](http://carleton.ca/sexual-violence-support).

*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 policy](#).

*Contacts:*

Department of Equity and Inclusive Communities  
503 Robertson Hall  
613-520-5622  
[equity@carleton.ca](mailto:equity@carleton.ca)  
[carleton.ca/equity](http://carleton.ca/equity)

Paul Menton Centre  
501 University Centre  
613-520-6608  
[pmc@carleton.ca](mailto:pmc@carleton.ca)  
[carleton.ca/pmc](http://carleton.ca/pmc)

### **Academic Integrity**

University regulations stipulate that any allegation of plagiarism, cheating, or other violation of conduct rules will be thoroughly reviewed. Academic dishonesty in any form will not be tolerated. To learn more about the university's policy on academic integrity (including what constitutes plagiarism, potential penalties, and procedures) see: <http://carleton.ca/senate/wp-content/uploads/Academic-Integrity-Policy1.pdf>

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

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in “substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.”

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor.

*What are the Procedures?* By university policy, any instance in which plagiarism is suspected must be reported by course instructors, along with all documentation, to the relevant Dean. The Dean writes to the student and to the University Ombudsperson

about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

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

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

## **Copyright**

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

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

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

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