

DRAFT

<p style="text-align: center;">Department of Geography and Environmental Studies Carleton University GEOG 3000 / ENST 3900 (<i>Honours Field Course</i>) – Fall 2025</p>

Instructors: [Derek Mueller](mailto:derek.mueller@carleton.ca) (derek.mueller@carleton.ca)
Office: Loeb A427, Office Hour: TBA
[Trish Ballamingie](mailto:patricia.ballamingie@carleton.ca) (patricia.ballamingie@carleton.ca)
Office: Loeb B450B, Office Hours: By appointment.

Seminar: **Thursdays, 11:35 a.m.-2:25 p.m.**
NB Unusual schedule, first class is Sept. 11, see dates pages 3-4
Location: TBA

Program Support: [Nika Linseman](mailto:nika.linseman@carleton.ca) (nika.linseman@carleton.ca),
[John Foster](mailto:JohnBFoster@cmail.carleton.ca) (JohnBFoster@cmail.carleton.ca)

Course on Brightspace: <https://brightspace.carleton.ca/d2l/home/372834>

1. Course description: The purpose of this course is to learn about the role of fieldwork in geography, environmental studies, and geomatics. This includes an examination of different approaches to doing fieldwork, learning data collection techniques, examining the strengths and limitations of different methodological choices, how to analyze and present field research data, and gaining a better understanding of how fieldwork fits into the broader process of generating knowledge about our changing world.

2. Prerequisites:

- (1) GEOG 2005 or ENST 2005,
- (2) GEOG 2006 or ENST 2006, and
- (3) third-year Honours standing in Environmental Studies, Geomatics, or Geography (or permission of the Department).

- Precludes credit for ENST 2900 (no longer offered)

3. Learning Outcomes:

- To learn different approaches to doing fieldwork and its role in the disciplines of geography, environmental studies, and geomatics;
- To examine different field research methods and gain an appreciation of the strengths and limitations of different ways to collect primary data;
- To become familiar with the practicalities of doing fieldwork, including the importance of preparation, safety considerations, and conduct of field research in an ethical manner;
- To gain hands-on experience collecting, compiling, and analyzing field data; and,
- To develop skills in how to present the results of field research in the form of a research report.

DRAFT

4. Texts:

Students must complete readings and any other assigned tasks before class so that they are prepared and ready to participate in group discussions and other activities. These materials will be provided on Brightspace in the weekly modules.

Students must have completed the prerequisites for this course. The reference materials below have been made available so that you may review these topics to further your understanding of the research process, including how to write an effective research report. These books are available for free online through MacOdrum University Library (see links below).

Flowerdew, R. & Martin, D. (Eds.) (2013). [*Methods in Human Geography: A Guide for Students Doing a Research Project*](#). Second edition. Essex: Addison Wesley Longman.

Hay, I. & Giles, P. (2012). [*Communicating in Geography and the Environmental Sciences*](#). Canadian Edition. Oxford University Press: Don Mills, Ontario.

Minister of Public Works and Government Services Canada. (2014). [*The Canadian Style: A Guide to Writing and Editing*](#). Toronto, Ontario: Dundurn Press in co-operation with Public Works and Government Services Canada Translation Bureau.

Purdue Online Writing Lab. (2025). [*APA Formatting and Style Guide \(7th Edition\)*](#) Purdue University.

Harrad, Stuard, Leslie Batty, Miriam Diamond and George Arhonditsis (2008) [*Student projects in Environmental Science*](#). Wiley: Hoboken, New Jersey.

Northey, Margaret, Dianne Draper and David Knight 2015, [*Making sense: A student's guide to research and writing: Geography and Environmental Sciences*](#). Oxford University Press: Toronto.

McGrew, J. Chapman, Arthur J. Lembo and Charles B. Monroe (2014). [*An introduction to statistical problem solving in geography*](#). Waveland Press: Long Grove, Illinois. (A more recent edition exists) or another statistics textbook/resource.

DRAFT

5. Course content and tentative dates:

NB Class dates correspond with scheduled class time, but do not occur every week. Please note the specific dates in your calendars, including the field camp commitment.

Stage 1 – Talking about fieldwork. During this first stage, we examine the role of fieldwork in geography, environmental studies, and geomatics. Topics include different approaches to doing fieldwork, research design (e.g., selecting your study area, sampling techniques), practical considerations, methodological considerations, and ethical issues. We share stories from people who do fieldwork – to explore the rewards and challenges of being in the field. Each week, class meetings will include a mix of lectures, class discussions, and group activities. Groups will be organized by the instructors early in the term. There will be a short evaluation at the end of Stage 1.

1. Introduction to Honours Field Course (September 11)

DUE: Student Profile (due September 7)

DUE: Academic Integrity Module (due September 10, 2%)

2. Field Context (September 18)

3. Ethical Considerations (September 25)

DUE: TCPS2 Core Tutorial (September 24, 5%)

4. Practicing Biophysical Field Methods (October 9)

5. Stage 1 Evaluation (October 16)

Stage 2 – Doing fieldwork. This stage of the course provides opportunities to get hands-on experience doing independent fieldwork as part of a group, under the guidance of the teaching team. Broader concepts and issues are discussed, but the emphasis remains on collecting data and reflecting on the effectiveness of methods. Activities include observing the physical environment and conducting a small number of interviews (the latter is subject to change, depending on the recruitment of participants). Please note that this stage consists of a required, 4-day stay at our base camp in the Madawaska Valley. This time in the field is crucial for providing students with hands-on field experience. Please make the necessary arrangements (e.g., with an employer) so that it is possible for you to attend. Stage 2 finishes with the submission of your field data.

Field camp at the Madawaska Kanu Centre (October 19-22)

Mandatory, in-person, overnight

Stage 3 – Analyzing and presenting field research results. During this final phase we provide instruction on how to compile and process your field data, present summaries of the data collected, and analyze your field data. Following these steps, we shift our focus to writing a research report that presents the field research findings and their significance. Stage 3 finishes with the submission of your research report.

DRAFT

6. Working with qualitative data I (October 30)

DUE by midnight October 29:

- Biophysical data sets from each group (these will be reviewed, compiled and returned to class)
- Social science data sets from each group

7. Working with qualitative data II (November 6)

8. Working with biophysical data I (November 13)

DUE November 12, 2025 at 11:59 pm:

- Qualitative report: Survey data + Food systems report

9. Working with biophysical data II (November 20)

10. End-of-Term Gathering (November 27)

DUE November 26, 2025 at 11:59 pm:

Biophysical report

7. Evaluation:

Item	Weight (%)
Participation (both in class and in the field)*	20
TCPS2 Certificate	5
Academic Integrity Module on Brightspace	2
Stage 1 – Stage 1 evaluation	8
Stage 2	
Field notes (individual)	10
Biophysical datasets (group submission)	5
Social science datasets:	
Interview transcripts (group submission),	5
Field notes from site visits (individual)	5
Stage 3 – Research reports (individual)	
Social science report	20
Biophysical report	20

*Participation involves formal activities including attendance, submission of surveys and other tasks by the posted deadlines plus qualitative evaluation of your participation in class discussions and field camp activities.

Standing in a course is determined by the course instructors 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.

DRAFT

Class Format and Delivery: This course combines class meetings, independent tasks (including review of required readings, videos and other materials) with a **mandatory** field camp at the Madawaska Kanu Centre (October 19-22, 2025).

Note that students must pay a supplementary fee of \$350 and must sign a Carleton informed consent document and a waiver from Madawaska Kanu Centre to participate in the mandatory field camp.

Late Policy: All coursework (except for the physical journals) will be made online through Brightspace. *To request an extension, you must normally make arrangements with the course instructors at least 24 hours prior to the submission deadline. Otherwise, late submissions will be received but penalized at 5% each day, up until the end of term.*

8. Generative Artificial Intelligence (AI)

If you use generative artificial intelligence (AI) tools (e.g., ChatGPT, Claude, Gemini, Microsoft Copilot, etc.) to produce assessed content, please do so with extreme caution. You will still be held to the highest standards of academic integrity, and thus responsible for any plagiarism, AI hallucinations, and inaccurate or fabricated references. We expect you to use these tools in an ethically sound manner, to be explicit and transparent about their use, and to seek approval first. We will discuss expectations around the ethical use of AI in one of the first classes of the term.

Students can access resources related to [citing Generative AI on the MacOdrum Library website](#).

9. Academic Integrity Policy

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:

- 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.

DRAFT

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.

- NB You may submit a piece of work that has been submitted in the context of another course, provided you are transparent in its use, seek permission from the instructor, and delineate duplications/extensions from the previous submission.
- NB Unless explicitly permitted, either generally or for a specific assignment, any use of generative AI tools to produce assessed content (e.g., text, code, equations, images, summaries, videos, etc.) is a violation of academic integrity standards. Keep your various drafts so that you can demonstrate the integrity and progress of your work.
- Guidelines for any group or collaborative work will be clearly delineated in the relevant assignment.

10. Statement on Student Mental Health

As a 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. For more information, please consult <https://wellness.carleton.ca/>

Emergency Resources

- **Suicide Crisis Helpline:** call or text 9-8-8, 24 hours a day, 7 days a week.
- **For immediate danger or urgent medical support:** call 9-1-1

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:** call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- **Mental Health Crisis Service:** call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- **Empower Me Counselling Service:** call 1-844-741-6389 or connect online at <https://students.carleton.ca/services/empower-me-counselling-services/>
- **Good2Talk:** call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- **The Walk-In Counselling Clinic:** for online or on-site service <https://walkincounselling.com>

11. Requests for Academic Accommodations

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

You should provide any **additional information** on your requirements for short-term informal accommodations.

- If you require supporting documentation for short-term considerations, you may only request the [Academic Consideration for Coursework form](#). You may **not** request medical notes or documentation.
- Consult the [Academic Consideration Policy for instructors](#) information page for more details.