

**GEOG/ENST 4450A: COMMUNITY-ENGAGED RESEARCH [0.5 CR]**  
**CARE AND/IN THE CITY [DRAFT, AUGUST VERSION]**

Department of Geography and Environmental Studies, Carleton University, Fall 2025



**Instructor:** Jill Wigle, PhD  
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**Class:** Wednesdays, 11:35 to 14:25  
**Office hours:** By appointment  
**Brightspace:** <https://brightspace.carleton.ca/d2l/home/373037>

**Calendar Description**

Working in partnership with local organizations, students apply their geographical knowledge to conduct community-engaged research. Student projects will generate outputs for community partners. Research topics vary year to year. *Includes experiential learning activity.*

**Course Description**

How would a city organized around concerns for justice and care be different than the status quo? This course examines how geographers and others are (re)conceptualizing the socio-spatial organization of collective care in cities. Students will learn about and investigate concepts, policies, interventions, and practices broadly related to “caring cities.” The community-engaged research will be conducted for an advocacy organization actively working on these issues in Ottawa. Our focus on collective care will pivot around analyzing urban conditions and the intersecting social, temporal, and spatial dimensions of everyday life. The course includes individual and group work and secondary research on Ottawa and other cities.

**Prerequisite:** fourth year standing, or permission of the Department.

### Learning Outcomes

This course provides students with opportunities to: (1) learn about key concepts and issues for thinking critically about care and/in cities; (2) examine the range of sites, actors, infrastructures, and conditions shaping everyday life and possibilities for care; (3) work with other students in coordinating and conducting research on care-related urban interventions; and (4) practice oral presentation, critical reading, and writing-as-thinking skills.

### Approach and Format

This course meets in-person once weekly for three hours. Readings, lectures, class discussions, and assignments are designed to complement each other in meeting the course's learning outcomes. Classes combine lectures, class discussions, audio-visual materials, guest speakers, and virtual and in-person site visits. The site visits, research work, and assignments all emphasize experiential learning. During the term, class time will be set aside for in-class workshops to produce the final report-presentation for the community partner. One class involves an off-campus site visit accessible by public transit. Class participation and student collaboration are vital and expected in this community-engaged research course.

### Course Materials and Brightspace

Unless otherwise indicated, all required readings and course materials are available through the ARES module on Brightspace. The course outline, the schedule of reading discussants, assignment guidelines, lecture slides, and audio-visual materials used in class will be posted on Brightspace during the term. Lecture slides provide a *partial* summary of class content and are *not* an adequate replacement for attending class. Students' confidential grades will also be posted on Brightspace, as available.

### Course Communications

Please use your Carleton email account for all course correspondence, placing "GEOG/ENST 4450" in the subject heading. Email is an acceptable medium for responding to simple inquiries ("Could you please ask the library to fix the ARES link to the Kern reading?") but is not designed for dealing with complex questions ("I was absent from class. What did I miss?"). If your question cannot be answered in a sentence or two, email me to set up an in-person or online appointment.

### Laptops and Cell Phones

To encourage a respectful, attentive, and engaged learning environment, students are asked to put away their cell phones and refrain from texting during class and to use their laptops *only* for taking class notes or for in-class virtual field trips.

### Prohibition on the Use of Artificial Intelligence Tools

The use of generative artificial intelligence tools (e.g. ChatGPT) for the creation or submission of graded work is prohibited in this course.

## Evaluation and Assignments

All written assignments should adhere to proper spelling, grammar, the consistent use of academic referencing (<https://library.carleton.ca/guides/help/citing-your-sources>) and the assignment guidelines discussed in class and posted on Brightspace. Please retain a hard copy (with electronic backup) of submitted work. All written assignments are to be submitted through Brightspace. As described below, many of the evaluation components in this course are interrelated rather than discrete. This approach is designed to support the community-engaged research process and project.

Component	Information and Key Dates	% Final Grade
Reading discussant	As per sign-up sheet on Brightspace	5
Site visit assignment	In-class on <b>October 8</b>	25
Research brief & summary		
(1) Draft research summary	Due by 10:00 am on <b>November 17</b> via BS	10
(2) Final research brief & summary	Due by 11:59 pm on <b>December 5</b> via BS	25
Final report-presentation to community partner	In-class presentation on <b>December 3</b> ; class preparation time in weeks 10, 11 & 12	15
Class attendance	Sign-in sheet, weeks 2-12	10
Class engagement	All class activities during the entire term	10

### Reading Discussant (5%)

Students will be asked to sign-up as a “reading discussant” for a given week during the term. A sign-up sheet for this activity will be circulated in the first week of class and posted on Brightspace. The sign-up sheet outlines guiding questions for this activity. No formal presentation is required. More details to be provided in class.

### Site Visit Assignment (25%)

This in-class written assignment will ask students to think with the readings in critically reflecting upon the site visit (week 5). The assignment will involve responding to a choice of questions drawn from the readings in weeks 1 to 5. The assignment emphasizes each student’s experiential learning, site visit observations, and understanding of concepts or issues raised by the readings. More details to be provided in class.

### Class Attendance (10%)

A simple tally of the number of classes attended during the term, excluding the first and final classes. Students are expected to attend the final class to participate in the final report-presentation to the community partner. If you miss a class because of an illness or other extenuating circumstances, email me *before* class. Showing up to class is essential to this community-engaged research course.

### Class Engagement (10%)

Class engagement involves completing the readings before class, participating in class activities, asking questions of guest speakers, raising issues or clarifications about course materials, listening attentively to classmates, and collaborating in a fair and respectful manner with fellow students in all group work. This evaluation component will be assessed by the instructor based on a student’s overall quality of engagement during the entire term.

### **Research Brief and Summary (35%)**

This written assignment is based on each student's individual research on a policy, practice, or intervention related to "caring cities" and its application to Ottawa's plans for "15-minute" neighbourhoods. The research brief will include two sections: (1) a research paper and (2) a summary of this research. The research summary must conform to the template generated with the input of the community partner to facilitate their advocacy work. Students will submit a *draft* research summary for feedback by 10:00 am on November 17 (10%). Each student's research summary will be integrated into the final report-presentation prepared by the class in weeks 10, 11 and 12 and presented to the community partner on December 3. The final research brief and summary (25%) is due by 11:59 pm on December 5. More details to be provided in class.

### **Final Report-Presentation to Community Partner (15%)**

Students will collaborate on producing a final report-presentation (in ppt form) to be presented to the community partner on December 3. The final-presentation report will incorporate each student's individual research or research summary (see above). Students will be divided into small groups to organize and write different sections of the final report-presentation. The entire class will participate in reviewing and revising all sections of the final report-presentation. In-class time will be allocated to prepare and rehearse the final report-presentation in weeks 10, 11 and 12. This evaluation component will be assessed by the instructor based on each student's overall efforts and contributions to the final report-presentation for the community partner. More details to be provided in class.

### **Course Schedule and Readings**

Week 1: Course Introduction (September 3)  
Week 2: Urban Conditions (September 10)  
Week 3: Everyday Care and the City (September 17)  
Week 4: Housing as an Infrastructure of Care (September 24)  
Week 5: Ottawa Site Visit (October 1)  
Week 6: Site Visit Assignment (In-class, October 8)  
Week 7: (Im)mobilities of Care: A Focus on Youth (October 15)  
\*\* October 20 to 24 – Reading week, no class \*\*  
Week 8: Ottawa's Plans for 15-minute Neighbourhoods (October 29)  
Week 9: Bogotá's Care Blocks (November 5)  
Week 10: Barcelona's Superblocks (November 12)  
Week 11: Mexico City's UTOPIA Hubs (November 19)  
Week 12: Towards Care-full Cities (November 26)  
Week 13: Report-Presentation for Community Partner (December 3)

### **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	F = < 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	

ABS = student absent from the final exam; DEF = Deferred; FND = failed, not deferred; GNA = grade not available; WDN = withdrawn from the course. 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 professor may be subject to revision. No grades are final until they have been approved by the Dean.

### **Late and Deferred Assignments or Grades**

Assignment turned in late without an approved extension will be subject to a reduction of the overall mark at the rate of 5% for each calendar day past the due date. Assignment extensions will be considered for extenuating circumstances. In such cases, contact the instructor to discuss possible accommodations before an assignment is due and complete *the Self-Declaration for Academic Considerations form*. For details on the proper use of this form and policy, consult the [Course Outline Information on Academic Accommodations](https://carleton.ca/fpa/wp-content/uploads/Academic-Consideration-Procedures-for-Students.pdf) and read about the procedure for requesting academic consideration found here: <https://carleton.ca/fpa/wp-content/uploads/Academic-Consideration-Procedures-for-Students.pdf>. If you are unable to submit assignment(s) before the end of the term, only official deferrals petitioned through the Office of the Registrar will be honoured.

### **Drop Date**

Please check the Carleton University Calendar for the last day in the term to withdraw from a course with full fee adjustment.

### **Academic Integrity**

#### ***Prohibition on the Use of Artificial Intelligence Tools***

The use of generative artificial intelligence tools (e.g. ChatGPT) for the creation or submission of graded work is prohibited in this course.

#### ***Academic Standing and Conduct***

Students must familiarize themselves with the regulations concerning academic standing and conduct in the Carleton University Undergraduate Calendar: <http://www.carleton.ca/calendars/ugrad/current/>.

#### ***Instructional and Conduct Offences***

Instructional offences include (among other activities): cheating, contravening examination regulations, plagiarism, submitting similar work in two or more courses without prior permission, and disrupting classes. Conduct offences apply in areas of discrimination and sexual harassment. Further information about university regulations which define and regulate these offences is presented in the Undergraduate Calendar: <http://calendar.carleton.ca/undergrad/regulations/>.

#### ***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, artworks,

research results, diagrams, 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);
- using ideas or direct, verbatim quotations, paraphrased material, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;
- 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 follows a rigorous process for academic integrity allegations, including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may include a final grade of "F" for the course. The key to avoiding plagiarism is to learn how to do research and how to cite sources properly. The following web site provides advice: [www.library.carleton.ca/help/avoid-plagiarism](http://www.library.carleton.ca/help/avoid-plagiarism).

### **Writing Consultation Sessions for Students**

If you need assistance with your writing skills, contact SASC to ask about their writing consultation sessions (<https://carleton.ca/csas/support/one-on-one-appointments/writing-consultation-sessions/>).

### **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](http://students.carleton.ca/course-outline)).

***Academic consideration for extenuating circumstances affecting coursework:*** if students encounter extenuating circumstances that temporarily hinder their capacity to fulfil in-class academic requirements for a period that is five days or less, they can request academic consideration by contacting the instructor as soon as possible, and normally no later than 24 hours after the submission deadline for course deliverables. "Extenuating circumstances" are circumstances that are beyond a student's control; have a significant impact on the student's capacity to meet their academic obligations; and could not have reasonably been prevented. Please note that requests are not automatically approved. If you require accommodation for missing a course deliverable or deadline for *extenuating circumstances*, complete the *Academic Consideration for Coursework Form* at <https://carleton.ca/registrar/academic-consideration-coursework-form/>. Approving and determining the accommodation remains at the discretion of the instructor.

### **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 & 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 & 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>