

**ENST 3000A:  
Nature, Environment, and Society**

Department of Geography and Environmental Studies  
Carleton University  
Winter 2026

v. December 10, 2025

Instructor: Karen Hébert  
Course Time: Wednesdays, 11:35 am – 2:25 pm  
Course Location: Tory Building 238  
Course Delivery: In person  
E-mail: [karen.hebert@carleton.ca](mailto:karen.hebert@carleton.ca)

Office Hours: By appointment; I am often available immediately after class.  
Office Location: Loeb A325  
Zoom Office Hours Location—if you make an appointment to meet with me remotely:  
<https://carleton-ca.zoom.us/j/4416773479>

TA: Arianna Fuke  
E-mail: [AriannaFuke@cmail.carleton.ca](mailto:AriannaFuke@cmail.carleton.ca)  
TA Office Hours and Location: By appointment

Course Website: <https://brightspace.carleton.ca/d2l/home/365416>

**Course Prerequisite**

Third-year standing in the Environmental Studies program or permission of the instructor and the Department of Geography and Environmental Studies (DGES)

**Course Description**

This course provides an introduction to influential theoretical perspectives employed to understand the relationship of nature, environment, and society today. To explore these perspectives, the course is built around the analysis and discussion of empirical case studies that examine topics such as conservation, agriculture and food production, urban transformations and gentrification, extractive industries, environmental mobilizations, and the body. Lectures will expand upon and clarify the assigned texts, offering concepts, examples, and contextualization to elucidate the approaches covered. Each course session will include an activity component, which often involves thinking through additional materials presented in film, websites, blog posts, or other media and may include outside speakers and other events. Assignments will challenge students to examine their own concepts of nature and the environment, and to think critically about environmental claims and representations of nature.

## Course Format and Expectations

This course meets weekly in person. Your attendance and participation are course requirements, and together these represent a significant component of your total mark. That said, no one should plan to attend a course session if they are feeling unwell or have reason to think they may pose a particular risk to others; please be in touch with me to ensure that any health-related absence can be excused. In case we need or opt to shift to virtual course delivery at any point over the course of the term, it is highly recommended that all students have reliable high-speed Internet access and a computer with a microphone and a webcam.

The use of AI tools like ChatGPT to generate written submissions is not permitted in this course. I elaborate below and we will discuss this at greater length within our class sessions.

We will use Brightspace to coordinate all course materials, activities, and assignments.

## Course Objectives

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

- Identify and critically analyze different theoretical approaches to the relationship of environment and society
- Explain how dominant concepts of nature and the environment have developed and assess their role in current environmental issues and debates
- Analyze and evaluate strategies for addressing environmental problems by employing insights from diverse theoretical perspectives
- Show concrete improvements in academic reading, writing, and argumentation skills
- Develop a compelling original argument, communicated through an essay or more nontraditional multimedia communication forms, that delves deeper into course material to shed light on an environmental issue, problem, or phenomenon

## Required Texts

All readings in the below Course Outline will be available on the course website at Brightspace. *Please note that assigned texts may be adjusted slightly over the course of the term depending on how our class conversations develop.* No minor change to readings will be made within less than a week of the class session in question. There are no anticipated costs for required course materials and no restrictions that would prevent students from using second-hand copies of required course materials.

## Course Outline

All major course requirements and activities appear in the outline below, organized by calendar date. You should plan to read, watch, view, and/or listen to all required materials *in advance* of the course session in question.

Week	Topic and Readings	Assignment
1. January 7	<b>Course Introductions</b> No reading for today.	• Student Info Sheet
2. January 14	<b>Denaturalizing and Unsettling “Nature”</b> <u>Read:</u> • Cronon, W. (1995). The trouble with wilderness; or, getting back to the wrong nature. In W. Cronon (Ed.), <i>Uncommon ground: Rethinking the human place in nature</i> (pp. 69-90). New York, NY: W.W. Norton. Retrieved from <a href="http://www.williamcronon.net/writing/Trouble_with_Wilderness_Main.html">http://www.williamcronon.net/writing/Trouble_with_Wilderness_Main.html</a> <u>Read/View:</u> • Tiampo, M. n.d. Jin-Me Yoon Life and Works: Souvenirs of the Self 1991. Art Canada Institute. Retrieved from <a href="https://www.aci-iac.ca/art-books/jin-me-yoon/key-works/souvenirs-of-the-self/">https://www.aci-iac.ca/art-books/jin-me-yoon/key-works/souvenirs-of-the-self/</a> <hr/> <i>Supplementary / Delving Deeper Option</i> <u>Read:</u> • Youdelis, M., Nakoochee, R., O’Neil, C., Lunstrum, E., and Roth, R. 2020. “Wilderness” revisited: Is Canadian park management moving beyond the “wilderness” ethic? <i>The Canadian Geographer</i> , 64(2), 232–249. <a href="https://doi.org/10.1111/cag.12600">doi.org/10.1111/cag.12600</a>	• Weekly Reading Journal Entry
3. January 21	<b>The Making of Global Economies and the Transformation of Space</b> <u>Read:</u> • Selections from: Mintz, S.W. - (1985). Introduction. In <i>Sweetness and power: The place of sugar in modern history</i> (pp. xv-xxx). New York, NY: Viking. - (1993). The changing roles of food in the history of consumption. In J. Brewer & R. Porter (Eds.), <i>Consumption and the world of goods</i> (pp. 261-273). New York, NY: Routledge. o Read pp. 263-268: From the start of the subsection “The study of the history of modern foods” on p. 263 to the middle of p. 268, “...“individualism of the masses’ would play an ever-greater role.” • Charney, I. (2010). Spatial fix. In B. Warf (Ed.), <i>Encyclopedia of geography</i> (pp. 2639-2640). SAGE Publications. <a href="https://doi.org/10.4135/9781412939591.n1065">doi: 10.4135/9781412939591.n1065</a> <hr/> <i>Supplementary / Delving Deeper Option</i> <u>Read:</u> • Imeri, M., Sumanth, S., & Hugill, D. (2022). This neighbourhood is changing, who is it changing for? Urban	• Weekly Reading Journal Entry

	development and the transformation of West Centretown. Report produced through a collaboration of Carleton's Department of Geography and Environmental Studies and the Somerset West Community Health Centre. Retrieved from <a href="https://carleton.ca/westcentretownischanging/wp-content/uploads/SWC0100-FINAL-digital.pdf">https://carleton.ca/westcentretownischanging/wp-content/uploads/SWC0100-FINAL-digital.pdf</a>	
<b>4. January 28</b>	<p><b>Nature as Commodity</b></p> <ul style="list-style-type: none"> <li>• <u>Read</u>: Selections from: Marx, K. ([1867] 2016). <i>Capital: A critique of political economy</i>. Retrieved from <a href="https://www.marxists.org/archive/marx/works/1867-c1/ch01.htm#S1">https://www.marxists.org/archive/marx/works/1867-c1/ch01.htm#S1</a> <ul style="list-style-type: none"> <li>- Chapter 1: The commodity; Section 1: The two factors of a commodity: Use-value and value (the substance of value and the magnitude of value)</li> </ul> </li> <li>• Cronon, W. (1991). Chapter 5: Pricing the future: Grain. In <i>Nature's metropolis: Chicago and the Great West</i> (pp. 97-147). New York, NY: W.W. Norton.</li> </ul> <p><i>Supplementary / Delving Deeper Option</i></p> <p><u>Watch</u>: • Virtual Tour of the Carleton University Art Gallery's (CUAG's) Exhibition "They Forgot That We Were Seeds."</p>	• Weekly Reading Journal Entry
<b>5. February 4</b>	<p><b>Marketizing Nature for Environmental Protection</b></p> <p><u>Read</u>: • Robertson, M.M. (2000). No net loss: Wetland restoration and the incomplete capitalization of nature. <i>Antipode</i> 32(4), 463-493.</p> <p><i>Supplementary / Delving Deeper Option</i></p> <p><u>Read</u>: • Dempsey, J. (2016). Ecosystem services as political-scientific strategy. In <i>Enterprising nature: Economics, markets, and finance in global biodiversity politics</i> (pp. 91-125). Malden, Mass: Wiley Blackwell.</p>	• Weekly Reading Journal Entry
<b>6. February 11</b>	<p><b>In-Class Midterm Exam</b></p> <p>No reading for today.</p>	• You are invited to make your Weekly Reading Journal Entries available for instructor feedback
<b>February 18</b>	<b>Winter Break</b>	
<b>7. February 25</b>	<b>Reassessing the Governing and Managing of Nature</b>	• Weekly Reading Journal Entry

	<p><u>Read:</u> • Foucault, M. ([1977] 1999). The means of correct training. In A. Elliott (Ed.), <i>Blackwell reader in contemporary social theory</i> (p. 97-106). Oxford: Blackwell.</p> <p>• Rutherford, S. (2013). The biopolitical animal in Canadian and environmental studies. <i>Journal of Canadian Studies/Revue d'études canadiennes</i> 47(3), 123-144.</p>	
	<p><i>Supplementary / Delving Deeper Option</i></p> <p><u>Read:</u> Guthman, J. (2009). Teaching the politics of obesity: Insights into neoliberal embodiment and contemporary biopolitics. <i>Antipode</i>, 41(5), 1110-1133.  <a href="http://onlinelibrary.wiley.com.proxy.library.carleton.ca/doi/10.1111/j.1467-8330.2009.00707.x/full">http://onlinelibrary.wiley.com.proxy.library.carleton.ca/doi/10.1111/j.1467-8330.2009.00707.x/full</a>.</p>	
<b>8. March 4</b>	<p><b>Rethinking Nature and Culture</b></p> <p><u>Read:</u> • Tsing, A.L. (2005). Chapter 5: A history of weediness. In <i>Friction: An ethnography of global connection</i> (pp. 171-202). Princeton University Press.</p> <p>• Selections from: Haraway, D.J. ([1985] 1991). A cyborg manifesto: Science, technology and socialist feminism in the late twentieth century. In <i>Simians, cyborgs, and women: The reinvention of nature</i> (pp. 149-182). New York, NY: Routledge.</p> <p>- pp. 149-155 (first section, until “Fractured Identities”); p. 177-178 (from “To recapitulate,...” to end of <i>Blade Runner</i> paragraph on top of 178); p. 180-181 (“There are several consequences...” until end).</p> <p><u>Watch:</u> • Handcrafted Films (n.d.). The Dayak Meratus. Retrieved from  <a href="https://www.youtube.com/watch?v=rpZ7s4WT1o8Delving">https://www.youtube.com/watch?v=rpZ7s4WT1o8Delving</a>  (approx. 6 mins)</p>	<p>• Weekly Reading Journal Entry</p> <p>• Spend some time this week thinking about how you will approach the Delving Deeper assignment, if you haven't already</p>
	<p><i>Supplementary / Delving Deeper Option</i></p> <p><u>Read:</u> • Parreñas, J.S. (2018). Introduction: Decolonizing extinction. In <i>Decolonizing extinction: The work of care in orangutan rehabilitation</i> (pp. 1-30). Duke University Press.</p>	
<b>9. March 11</b>	<p><b>Reconceptualizing Agency and Materiality</b></p> <p><u>Read:</u> • Selections from: Latour, B. (1999). <i>Pandora's hope: Essays on the reality of science studies</i>. Cambridge, Mass.: Harvard University Press.</p> <p>- pp. 176-180: From the second full paragraph on p. 176 (“‘Guns kill people’ is a slogan...” to the end of this subsection on the bottom of p. 180 (“...meanings of mediation”).</p>	<p>• Weekly Reading Journal Entry</p> <p><b>Wed, Mar 11:</b>  <b>Post your Delving Deeper Proposal Notes and bring them to class to share with your group</b></p>

	<p><u>Watch</u>: • Mitchell, T. (2019, Jan 2). Columbia professor Timothy Mitchell on the politics of carbon, oil, labor and the sea. Floating Laboratory on Action and Theory at Sea. Retrieved from <a href="https://www.youtube.com/watch?v=W1fVhkXnv10">https://www.youtube.com/watch?v=W1fVhkXnv10</a> (approx. 12 mins)</p>	
	<p><i>Supplementary / Delving Deeper Option</i></p> <p><u>Read</u>: • Watts, N., &amp; Scales, I. R. (2015). Seeds, agricultural systems and socio-natures: Towards an Actor–Network Theory informed political ecology of agriculture. <i>Geography Compass</i> 9, 225– 236. <a href="https://doi.org/10.1111/gec3.12212">https://doi.org/10.1111/gec3.12212</a></p>	
10. March 18	<p><b>Indigenous Learning Bundles - “Our Original Instructions”: Engaging with Lands and Waters</b></p> <p><u>Read</u>: • Kimmerer, R.W. (2014). Skywoman falling (Chapter 1), A council of pecans (Chapter 2) and A gift of strawberries (Chapter 3). In <i>Braiding sweetgrass: Indigenous wisdom, scientific knowledge and the teachings of plants</i>, pp. 3-32. Minneapolis, MN: Milkweed Editions.</p> <p>• Watts, V. (2013). Indigenous place-thought and agency amongst humans and non-humans (First Woman and Sky Woman go on a European tour!). <i>DIES: Decolonization, Indigeneity, Education and Society</i> 2(1), 20–34.</p> <p><u>Watch</u>: • Indigenous Learning Bundles lectures by Prof. Kahente Horn-Miller</p> <p><u>Listen/Read</u>: • Interview with Knowledge Keeper Albert Dumont</p> <p><i>Supplementary / Delving Deeper Option</i></p> <p><u>Watch</u>: • Virtual Tour of the Carleton University Art Gallery’s (CUAG’s) Exhibition “UPRISING: THE POWER OF MOTHER EARTH – Christi Belcourt – A Retrospective with Isaac Murdoch” (21 January – 28 April, 2019)</p>	<p>• Weekly Reading Journal Entry</p> <p>• <b>Wed, Mar 18: Post your Delving Deeper Workshopping Comments and bring them to class to share with your group</b></p>
11. March 25	<p><b>Theorizing Decolonization and Resurgence</b></p> <p><u>Read</u>: • Simpson, L. B. (2017). Nishnaabeg anticapitalism. In <i>As we have always done: Indigenous freedom through radical resistance</i> (pp. 71-82). University of Minnesota Press.</p> <p>• Lennon, M. (2017). Decolonizing energy: Black Lives Matter and technoscientific expertise amid solar transitions. <i>Energy research &amp; social science</i>, 30, 18-27. <a href="https://doi.org/10.1016/j.erss.2017.06.002">https://doi.org/10.1016/j.erss.2017.06.002</a></p> <p><i>Supplementary / Delving Deeper Option</i></p>	<p>• Weekly Reading Journal Entry</p>

	<u>Watch:</u> • Coulthard, G. (2018, June 11). On transnational alliances for Indigenous self-determination. Global Movement Assemblages Symposium, Brock University. Retrieved from <a href="https://www.youtube.com/watch?v=7UuhOgcyoX8">https://www.youtube.com/watch?v=7UuhOgcyoX8</a> [20 mins]	
<b>12. April 1</b>	<b>Delving Deeper Gallery Tour + Course Conclusions</b> No reading for today.	<b>Delving Deeper Assignments</b> <b>Due: Upload to Brightspace by the end of the day on Monday, March 30</b>
<b>April 8</b>		<b>April 8: Ensure Final Submission of Weekly Reading Journal Entries</b>
<b>April 11 – 23</b>		<b>Date/Time TBA: In-Person, University-Administered Final Exam</b>

## Evaluation

<u>Assignment</u>	<u>Grade Fraction</u>	<u>Due Date</u>
<b>Attendance:</b>	<b>7.5%</b>	<b>weekly</b>
<b>Participation:</b>	<b>7.5%</b>	<b>weekly</b>
<b>Weekly Reading Journal Entries:</b>	<b>5%</b>	<b>weekly</b>
<b>Midterm Exam:</b>	<b>20%</b>	<b>Feb 11</b>
<b>Delving Deeper Workshopping Activity:</b>	<b>5%</b>	<b>March 11 &amp; 18</b>
<b>Delving Deeper:</b>	<b>25%</b>	<b>March 30</b>
<b>Final Exam:</b>	<b>30%</b>	<b>April TBA</b>
<b>Total:</b>	<b>100%</b>	

## Course Requirements and Grading

- 1. Attendance (7.5%) and Participation (7.5%):** This course is scheduled as a lecture, but attendance and participation are required; the course and your learning depend on your coming to class well prepared and on a regular basis. Together, attendance and participation represent a significant percentage of your total mark. Attendance will be taken at each class, and half of your mark is based on this simple tally. If you need to miss class because of an illness or another unforeseen circumstance, please contact me as soon as you are aware of this situation. Any unexcused absence will result in a penalty from the final grade. In addition, you should plan to come prepared with an insightful question or comment about the assigned readings for that day, and you are

encouraged to raise this point, if relevant, in our open discussions and activity sessions, which will typically take place during the second half of each class meeting.

At the same time that attendance and participation are course requirements, no one should plan to attend a session if they are feeling unwell or have reason to think they may pose a particular risk to others. There thus will be mechanisms in place for facilitating participation credit in the event that students cannot be present. Please be in touch with the course instructors directly if you would like to discuss alternative means for gaining participation credit.

2. **Weekly Reading Journal Entries (5%):** You will regularly maintain a space where you record some quick notes on your understandings and impressions of the weekly readings, intended to be done before class time each week. This is not meant to take more than a few minutes of your time. I will supply a few simple prompts meant to encourage you to reflect on your reading and formulate some thoughts and questions, as well as identify and elaborate the connections you are drawing among readings and across course materials. At the end of the term, you will submit this journal for credit. It will be evaluated on a v/v+/v- basis for up to 5% of your final mark. There are nine opportunities to compose journal entries over the course of the term; students must include at least seven journal entries to receive a v for this assignment. You are encouraged to make your journal entries available to instructors via Brightspace at the midterm point if you would like feedback on your work in progress.
3. **Midterm (20%) and Final (30%) Exams:** The bulk of your grade will be derived from your performance on **two in-person, closed-book exams**. These exams, expected to take around 1-2 hours each, will include a combination of multiple choice, matching, and short answer questions, as well as a limited number of short essay responses based on a select set of prompts. Assignment #1 will address readings and lecture material through February 4; Assignment #2 will address readings and lecture material through April 1, with an emphasis on the second half of the course and summative themes and materials. More details about the exams will be given in class and we will do some practice exercises together in preparation for them. You will be given a more detailed evaluation rubric, but all written work will be assessed in terms of the accuracy and precision of the understanding it conveys; the sophistication and originality of its argumentation; the validity and appropriateness of its evidence; and the clarity of its prose. **The Midterm Exam will be given in class on February 11; the cumulative, university-administered Final Exam will take place in person during the April Exam Period.** If you anticipate any challenges in completing these exams in person, be in touch with instructors as early as possible.
4. **Delving Deeper Assignment, including Delving Deeper Workshopping Activity (5%) and Delving Deeper Submission (25%):** Once over the course of the term, you will go beyond core course materials to develop an original analysis of an environmental concern. In your work for this assignment, you will draw upon at least one course source and at least one source outside of core course materials—whether one of the suggested Delving Deeper options listed alongside each week’s required



materials on the Course Outline or another source of your own choice, which must be a peer-reviewed, scholarly publication unless you receive explicit instructor permission otherwise. The form this project takes is open. **You are encouraged to delve deeper through a more interactive or multimedia mode of communication that you will share with the class in our virtual Delving Deeper gallery space.**

The goal for this assignment is to use course materials and associated further resources to analyze a pressing, perplexing, or otherwise intriguing environmental problem, issue, experience, or phenomenon of your choice. You will upload a podcast, presentation, poster, blog post, art project, performance piece, or other multimedia creation to an interactive course space on cuPortfolio. More detailed guidelines and an evaluation rubric will be given in class. You are encouraged to get started on this well before the deadline. We will devote much of our final course session to a **Delving Deeper Gallery Tour** featuring your work.

In the weeks leading up to the final submission, you will have the chance to gain feedback from your peers via in-class group workshopping of ideas for or materials from your project during our course sessions on **March 11 and 18**. Like the Weekly Reading Journal Entries, your posts for the **Delving Deeper Workshopping Activity**—including both what you share with your group, and the feedback you offer others—will be evaluated on a **v/v+/v-** basis for 5% of your final mark. The goal here is to familiarize you with giving and receiving feedback and to allow you to help one another think through your projects. We will discuss these activities more in class.

If you are strongly motivated to write a paper to fulfill the Delving Deeper assignment—say, for additional practice composing original written work, or as a first step toward an undergraduate thesis project you might pursue in the future—it is possible that your submission could take the form of a more traditional essay submitted via Brightspace (ca. 1000-1,200 words, or approximately four to five double-spaced pages, excluding notes and references). But you will need to secure explicit instructor permission to do this and will be required to submit a more extensive proposal document during the Delving Deeper Workshopping process.

## Grades

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

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

WDN = Withdrawn from the course

ABS = Student absent from final exam

DEF = Deferred (see below)

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

final exam

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

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

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

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

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

*Generative AI:* We will discuss course policy on this extensively and even formulate some parameters together in class. For now, know that this entire course is designed to maximize your original thinking and analysis, collaborative exchanges with human peers and instructors, and academic skill-building in ways that are not reliant on AI. The policy we will fine-tune together in class will entail **Minimal Use – Basic Assistance Only**:

- AI use in this course: Students may use AI tools for basic word processing functions, including grammar and spell checking (e.g., Grammarly, Microsoft Word Editor, Copilot). Please do review your work for grammar, etc. We will discuss other potentially permitted uses in class together. If you regularly use AI as a sounding board for all manner of things in your life, I'm not entirely opposed to allowing you to do this to a certain extent for this course. That said, if you welcome dialogue on course topics or project ideas, I very much encourage you to engage other students in this process, and there are many activities built into this course that require some measure of that.
- Documenting AI use: It is not necessary to document the use of AI for the permitted purposes listed above. If you have questions about a specific use of AI that isn't listed above, please consult your instructor.
- Why have I adopted this policy? As I will explain more fully in class, I feel strongly that the skills developed, sensibilities enriched, and confidence enhanced through a reliance on your own thinking and analysis, as well as real-life exchanges with others engaged in a similar pursuit, will serve you well over your lives ahead—and best prepare you for together steering the world that AI is already bringing into being.
- Limitations: Students may NOT use AI for the following tasks: Ask ChatGPT or any other AI program to generate any materials for inclusion whatsoever in your Delving Deeper project (unless your project is about AI and you get explicit permission from

instructors to play with that creatively in your analysis and submission); ask questions to Google or Copilot or any other AI program to generate Weekly Reading Journal Entries; use AI to generate comments on others students' work, passing this off as your own. These and other uses like this are expressly forbidden. We will discuss this more in class.

As our understanding of the uses of AI and its relationship to student work and academic integrity continue to evolve, students are required to discuss their use of AI in any circumstance not described here with the course instructor to ensure it supports the learning goals for the course.

*Course Materials:* In addition to the materials posted to Brightspace before class, I will post any PowerPoint slides or links I show during our seminar to our course site *after* the session in which they have been delivered.

*Communication and E-mail:* I will communicate important information about the course to you via Brightspace. There is also a spot on Brightspace for you to post questions about the course with broad relevance so that the entire class can see my answer; and there is a link to a way to privately send me anonymous feedback, ideas, and suggestions about the class as well. For any electronic correspondence about this course relayed over e-mail, please make sure that your messages to me:

- are sent from your Carleton University account
- include your full name
- include the course number, ENST 3000A, 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, make an appointment to come speak with me.

*Copies of Work:* Please retain backup copies of all coursework you submit.

*Policy on Classroom Recording:* Any audio or video recording of course sessions by students is not permitted.

### **Academic Integrity**

University regulations stipulate that any allegation of plagiarism, cheating, or other violation of conduct rules will be thoroughly reviewed. Academic dishonesty in any form will not be tolerated. To learn more about Carleton's policy on academic integrity (including what constitutes plagiarism, potential penalties, and procedures) see:

<https://carleton.ca/secretariat/wp-content/uploads/Academic-Integrity-Policy-2021.pdf>.

As noted above, the use of AI tools like ChatGPT to generate written submissions is not permitted in this course. We will discuss this at greater length within our class sessions.

*On Plagiarism:* The University Academic Integrity Policy defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.” This includes reproducing or paraphrasing portions of someone else's

published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT)
- 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
- failing to acknowledge sources with 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. We will discuss plagiarism in more detail in class and review methods for proper attribution and referencing of others' work.

*On the Submission of Original Work:* Please note that in this course **you are not permitted to submit substantially the same piece of work more than once for academic credit**. For example, it is expected that you are not handing in the same or a very similar final report for credit in multiple courses. That said, you are encouraged to continue to develop ideas and analysis you began to explore earlier or may be exploring elsewhere, and many course assignments are in fact designed to facilitate your ongoing thinking and writing on developing topics of interest. If you would like to refer to or draw upon any of your own past work or work you are undertaking in another course, please just cite this work as you would any other source. Along with plagiarism, we will discuss this issue more in class. If you have questions or concerns involving the use of your own prior work, do not hesitate to reach out to me directly to discuss this at any time.

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

*Academic Consideration for Medical or Other Extenuating Circumstances:* In the event of extenuating circumstances, be in touch as early as you can (ideally before the deadline, if possible) to request an extension and arrange for an alternative submission timeline.

*Pregnancy and Family-Status Related Accommodation:* Please write to me with any requests for academic accommodation during the first few weeks of class, or as soon as possible after the need for accommodation is known to exist.

*Religious Obligation:* write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

*Academic Accommodations for Students with Disabilities:* The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, please request your accommodations for this course through the [Ventus Student Portal](#) at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). Requests made within two weeks will be reviewed on a case-by-case basis. After requesting accommodation from PMC, please meet with course instructors to ensure accommodation arrangements are made.

*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: <https://carleton.ca/equity/sexual-assault-support-services>

*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 will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. Please consult: <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Beyond accommodations, for other concerns involving access or equity, please explore the resources and contacts at the [Department of Equity and Inclusive Communities \(EIC\)](#).

For Indigenous students, the [Centre for Indigenous Support and Community Engagement](#)

([CISCE](#)), formerly known as the Centre for Indigenous Initiatives, supports First Nations (status and non-status), Inuit, and Métis students, staff, and faculty by providing culturally safe spaces for dialogue and learning. The Centre provides weekly, monthly, and annual programming for students and also develops and delivers resources and training to educate the Carleton community about Indigenous histories, worldviews, and perspectives. To learn more about the services offered through CISCE, please visit its [student website](#). If you have any questions, you can email [Indigenous@carleton.ca](mailto:Indigenous@carleton.ca).

### **Academic Regulations and Policies**

We will go over some of this in class together but do take some time to acquaint yourself with Carleton University policies, regulations, and procedures. Rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know is available on this site detailing the [Academic Regulations of the University](#).

Please consult the 2025-2026 [Undergraduate Calendar](#) for key details, such as this year's course **drop/add/withdrawal dates** and other information on the [Academic Year](#).

### **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 [Learning and Writing Support](#) (<https://carleton.ca/csas/support/>), which offers drop-in and online consultation appointments and [learning and writing support workshops](#).

The [International Student Services Office](#) (<https://carleton.ca/isso/>) assists international students; students seeking help for coping with stress or crisis should contact either [Student Affairs](#) (<https://carleton.ca/studentaffairs/>) or [Health and Counseling Services](#) (<https://carleton.ca/health/>).

Sherri Sunstrum, DGES Librarian in the [MacOdrum Library](#), is also available for help on research-related matters. She can be reached via e-mail at [SherriSunstrum@cunet.carleton.ca](mailto:SherriSunstrum@cunet.carleton.ca).

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

## 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 (on and off campus)*

- Crisis/Urgent Counselling Support: 613-520-6674 (Mon-Fri, 8:30-4:30)
- 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/>
- 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>

## 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>.