

FYSM 1108A
Sustainable Environments

Department of Geography and Environmental Studies
Carleton University
Fall 2026

v. August 7, 2026

Instructor: Karen Hébert
Seminar: Mondays, 11:35 am – 2:25 pm
E-mail: karen.hebert@carleton.ca

Office Hours for Fall Term: Mondays, 2:45 – 3:30 pm, and by appointment
Office Location: Loeb A325
Zoom Office Location (by appointment only): <https://carleton-ca.zoom.us/j/4416773479>

Course Website: <https://brightspace.carleton.ca/d2l/home/289464>

Course Description

What is sustainability? And what does it mean to pursue sustainability as a social and environmental goal, particularly in an era marked by global climate change and other socioenvironmental challenges? This course critically examines different and at times competing notions of sustainability and analyzes varied efforts to put the concept into practice. It culminates in an in-depth final project to generate proposals to enhance sustainability efforts at Carleton. Drawing on interdisciplinary social science scholarship and experiential learning on campus, the course sharpens students' understanding of sustainability challenges at multiple scales and existing strategies to address them.

The seminar is organized to cultivate rigorous academic exchange in a setting that is comfortable, collegial, and dynamic. In-class discussions of course texts will be combined with lectures, small group work, outside speakers and presenters, film and other media screenings, and occasional field trips. The course places a strong emphasis on the acquisition of basic skills for success at the university level; lessons to support that learning will be built into most class sessions. Students will hone critical thinking, analysis, argumentation, writing, and communication skills through close readings of scholarly and popular texts, regular essay assignments, original research projects, and oral presentations. Students will leave the course better equipped to engage in debates in academic settings and beyond.

Course Format and Expectations

This course is scheduled to meet weekly—face-to-face, in person. Your attendance and participation are course requirements, and together these represent a major 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, it is advisable that students have reliable high-speed Internet access and a computer with a microphone and ideally a webcam.

The use of AI tools like ChatGPT to generate written submissions is not permitted in this course, as elaborated below. We will discuss this at greater length within our seminar sessions.

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

Course Goals and Learning Outcomes

By the end of this course, students will be able to do the following (which encompass the broader objectives of all FYSMs, indicated in italics below):

- Come to class punctually, regularly, and well prepared to engage in collegial, respectful discussions of at times contentious issues based on careful readings of course texts
- Analyze how different understandings of sustainability and the environment shape current efforts to address environmental problems
 - *Closely analyze texts in order to extract key ideas and construct meaning*
 - *Distinguish between opinion and evidence-based argument*
- Evaluate strategies for promoting sustainability by employing insights drawn from course concepts and case studies
- Develop sound arguments based on course approaches and independent reading and research about issues, initiatives, and/or phenomena related to sustainable environments
 - *Effectively identify and evaluate resources in relation to a specific problem*
 - *Comprehensively explore an issue, including interpreting available data or evidence and formulating an argument or conclusion that is supported by the examined resources*
- Demonstrate concrete improvements in academic reading, writing, analysis, argumentation, and communication skills, and hone tools for academic success
 - *Communicate ideas to a variety of audiences, including purposeful development and expression of academic ideas in written and/or oral formats*
 - *Identify available university support services for student and recognize how they can contribute to academic success*

Required Materials

All readings and other required materials will be accessible via the course website on Brightspace. *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 2026

All major course requirements and activities appear 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. Assignments are either done in class or outside of class and posted to Brightspace, as specified below.

Week / Class Date	Topic and Readings		Assignments and Deadlines
1. Sept 14	Course Introductions No reading for today.		Mon, Sept 14: 1. confidential course info form
2. Sept 21	What Is Sustainability? <u>Read:</u> • Selections from: Benton-Short, L. & Short, J.R. (2013). <i>Cities and nature</i> (2 nd ed.). New York, NY: Routledge. - From Chapter 16, Urban Sustainability: “Intellectual roots of sustainability” and “Defining sustainability,” pp. 436-443. • Gentile, S.J. (2014). Sustainability. In S. Thompson (Ed.), <i>Encyclopedia of diversity and social justice</i> (pp. 979-981). Rowman and Littlefield Publishers. <u>Watch:</u> • “Peer Review in 3 Minutes” video, by North Carolina State University Library (3 mins). Retrieved from https://www.lib.ncsu.edu/videos/peer-review-three-minutes . <u>Familiarize yourself with:</u> some tips on academic reading and note-taking posted by the University of Melbourne: https://students.unimelb.edu.au/academic-skills/explore-our-resources/reading-and-notetaking/how-to-read-effectively-and-critically		Mon, Sept 21: 1. In Class: Quick Reading Response #1
3. Sept 28	Situating Sustainability <u>Read:</u> • Good, J.E. (2022, April 28). Stories about economic degrowth help fight climate change — and yield a host of other benefits. Retrieved from: https://theconversation.com/stories-about-economic-degrowth-help-fight-climate-change-and-yield-a-host-of-other-benefits-181025 • Sandbrook, R. (2024, July 21). A ‘green new deal’ is Canada’s best hope of achieving a just carbon-zero transition. Retrieved from: https://theconversation.com/a-green-new-		Mon, Sept 28: 1. In Class: Quick Reading Response #2

	deal-is-canadas-best-hope-of-achieving-a-just-carbon-zero-transition-231670. • Selections from: Ottawa Museum Network, and Archipel Research and Consulting, Inc. (2019). Indigenous relations in Ottawa: An introductory handbook prepared for the Ottawa Museum Network. Retrieved from: https://artsnetottawa.ca/ottawa-museum-network/ -- note that this page includes a link to the entire document, but you are only required to read the pages below; of course you should feel free to read or skim the rest of it. (approx. 10 pages total) - “Introduction,” p. 2-4 - Selections from: “Section two: The Algonquin history of Ottawa,” pp. 12-14, p. 21 (“Industrialization” subsection); pp. 24-25 (“Rideau Canal” and “Dispossession”). - Top paragraph of “Section three: Urban Indigenous presence in Ottawa,” p. 34. Watch: Any ONE of the following (though you are very much encouraged to explore them all!): • 1. Selections from the 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) (approx. 40 minutes total) - “Introduction” (10 mins) - “Artworks and Discussion” (28 mins): Feel free to listen to the entire virtual tour, but be sure to watch Theme 2: “Where do we gather knowledge from?” (16:55–25:40); Theme 3: “What are our roles in the protection of land and water?” (25:40–33:35); and Theme 4: “How can we be allies?” (33:35 – 45:03). - OR - 2. Bluedot Studio (2024, September 6). Inside a Food Forest: The ultimate low-maintenance garden. Retrieved from https://www.youtube.com/watch?v=s6JgkTb0LgI. (19 mins) - Watch DGES Professor Patricia Ballamingie take a tour of Nanabush Food Forests at Ottawa’s Just Food Community Farm. - OR - 3. • Crabapple, M., Tometi, O., Lewis, A. (2020). A message from the future II: The years of repair. The Intercept. Film. Retrieved from https://theintercept.com/2020/10/01/naomi-klein-message-from-future-covid/ (approx. 9 min) - Also check out the short post accompanying the video: • Klein, N. (2020, Oct 1). A message from the future II: The years of repair. The Intercept. Retrieved from https://theintercept.com/2020/10/01/naomi-klein-message-from-future-covid/		
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	Supplementary: Lewis, A. <i>This changes everything</i> (2015). New York: The Message Productions. Film. Retrieved from https://www-filmplatform-net.proxy.library.carleton.ca/product/this-changes-everything/ (1h 30 mins)		
4. Oct 5	Sustainability and Water <u>Read:</u> • Selections from: Robbins, P, J. Hintz, & Moore, S.A. (2014). <i>Environment and society: A critical introduction</i> (2nd ed.). Malden, MA: Wiley-Blackwell. - “Chapter 15: Bottled water,” pp. 259-278. • Read at least one of the following news pieces (you are of course encouraged to read them all!). You are not obliged to integrate these readings below into your Reading Response, which <i>must</i> address the Robbins et al. piece, but you are welcome to do so if you choose: - Helmore, K. (2023, October 18). Researchers race to track the mysterious path of microplastics after they seep into the ground. <i>The Globe and Mail</i>. Retrieved from https://www.theglobeandmail.com/business/article-plastics-sewage-system-food/. - Thomson, J. (2018, September 11). Gold seekers are flooding into the Yukon and wreaking havoc on its rivers. <i>The Narwhal</i>. Retrieved from https://thenarwhal.ca/gold-seekers-flooding-yukon-wreaking-havoc-rivers/. - Gignac, J. (2021, February 2). Yukon pushed to develop protections for irreplaceable wetlands threatened by mining. <i>The Narwhal</i>. Retrieved from https://thenarwhal.ca/yukon-wetlands-mining-protections-urged/. - PSI-EPSU (Public Services International-European Federation of Public Service Unions) Joint Statement (2024, May 23). Government of Indonesia suppresses Freedom of Assembly and Expression – Water for Profit? Retrieved from https://www.epsu.org/article/government-indonesia-suppresses-freedom-assembly-and-expression-water-profit. - Shimo, A. (2018, Oct 4). While Nestlé extracts millions of litres from their land, residents have no drinking water. <i>The Guardian</i>. Retrieved from https://www.theguardian.com/global/2018/oct/04/ontario-six-nations-nestle-running-water		Mon, Oct 5: 1. In Class: Quick Reading Response #3

	- Environmental Science & Engineering Magazine (2021, May 2). Nestlé sells portion of Canadian bottled water operations. Retrieved from https://esemag.com/water/nestle-sells-canadian-bottled-water/. - Ireton, J. (2021, September 15). First Nations want federal party co-operation, commitment to clean water. CBC News. Retrieved from https://www.cbc.ca/news/canada/ottawa/indigenous-communities-near-ottawa-still-need-clean-water-election-2021-1.6174175 - Crawford, B. (2024, January 10). 'This is not reconciliation': Algonquins disappointed by approval of Chalk River storage facility. <i>Ottawa Citizen</i>. Retrieved from https://ottawacitizen.com/news/local-news/this-is-not-reconciliation-algonquins-disappointed-by-approval-of-chalk-river-storage-facility. Watch: • “Citation: A Very Brief Introduction” by North Carolina State University Library. Retrieved from https://www.lib.ncsu.edu/videos/citation-very-brief-introduction (2 mins) • “Introduction to Citation Styles: APA 7th edition” by the University Library at California State University Dominguez Hills. Retrieved from https://www.youtube.com/watch?v=_fVv2Jt0o18&t=3s (3 mins)			
Oct 12	No Class – Statutory Holiday – University Closed			
5. Oct 19	Sustainability and Food Read: • Pollan, M. (2010, May 20). The food movement, rising. <i>The New York Review of Books</i>. Retrieved from http://michaelpollan.com/articles-archive/the-food-movement-rising/ • Seufert, V. (2012, May 21). There’s nothing black or white about organic agriculture. Retrieved from https://theconversation.com/theres-nothing-black-or-white-about-organic-agriculture-6687 • Grillo, C. (2016, May 25). Within reason: Getting the most from urban ag. Retrieved from https://clf.jhsph.edu/impact-stories/within-reason-getting-most-urban-ag • Bloem, M. (2019, September 19). For climate crisis and malnutrition, look at diet choice in context. Retrieved from		Mon, Oct 19: 1. In Class: Quick Reading Response #4 Assignment #1 study sheet distributed at the end of class	

	https://clf.jhsph.edu/viewpoints/climate-crisis-and-malnutrition-look-diet-choice-context			
Oct 26	No Class – Fall Break			
6. Nov 2	The Limits of Sustainability? <u>Read:</u> Read all of the following short posts by the Stockholm Resilience Center (SRC). For ONE of the posts, take a closer look at the peer-reviewed research article on which it reports as well. You don't need to do a thorough read of the scholarly journal article, but rather more like a careful skim—study the composition, argument, and evidence of the piece, and consider how it relates to the summary found in the SRC post. • Stockholm Resilience Center (2019). If a city is resilient, is it also sustainable? Retrieved from https://www.stockholmresilience.org/research/research-news/2019-04-09-if-a-city-is-resilient-is-it-also-sustainable.html • Stockholm Resilience Center (2019). Context is key. Retrieved from https://www.stockholmresilience.org/research/research-news/2019-01-30-context-is-key.html • Stockholm Resilience Center (2019). Revitalizing for whom? Retrieved from https://www.stockholmresilience.org/research/research-news/2017-04-28-revitalizing-for-whom.html <u>Watch:</u> • “How to Recognize Plagiarism: Tutorials and Tests” – watch the embedded videos in the following online modules created by Indiana University and do the associated activities: - Online Module 1 (Basic Level) - Online Module 2 (Novice Level) - Online Module 3 (Intermediate Level)		Mon, Nov 2: In Class: Assignment #1 done IN CLASS after discussion of the readings	
7. Nov 9	Sustainability on Campus <u>Read:</u> • Final Group Project Guidelines • CUAT Bulletin (2015). Sustainability movement grows across Canadian campuses. Retrieved from https://bulletin-archives.caut.ca/bulletin/articles/2015/12/sustainability-movement-grows-across-canadian-campuses • Miyamoto, T. (2018). Next wave sustainability. <i>Talking Stick: The Authoritative Source for Campus Housing</i>, 35(6), 48-55, 70. <u>Familiarize yourself with:</u> • Carleton University (2020). Strive for sustainability: Comprehensive sustainability plan 2020-2025. Retrieved from https://carleton.ca/sustainability/wp-content/uploads/Sustainability-Plan-2020-25-final.pdf.		Mon, Nov 9: 1. In Class: Quick Reading Response #5: Prepare Questions for Guest Presenter Philip Mansfield	

	- A shorter version is also available here: https://carleton.ca/sustainability/wp-content/uploads/Sustainability-Plan-2020-25-shortversion-final-update.pdf • Sustainability Carleton website: https://carleton.ca/sustainability/ • Campus sustainability guide: https://carleton.ca/sustainability/wp-content/uploads/Campus-Sustainability-Guide_2023.pdf • Recent annual reports, e.g.: https://carleton.ca/sustainability/wp-content/uploads/Sustainability-Annual-Report-2024_5-DRAFT.pdf • <i>Supplementary</i>: AASHE (Association for the Advancement of Sustainability in Higher Education) (2025). 2025 Sustainable Campus Index. Retrieved from https://www.aashe.org/wp-content/uploads/2025/09/SCI-2025.pdf Guest Presenter: Philip Mansfield, Carleton Sustainability Manager + Campus Sustainability Field Trip		
8. Nov 16	Research Workshop in the MacOdrum Library *MEET IN MACODRUM LIBRARY ROOM 252B* No reading for today. Begin exploring research materials for your project topic on your own and bring your results to class. <u>Watch</u>: • “Scholarly vs. Popular Sources: How ‘Emma’ and ‘Len’ Learned to Quickly Identify Academic, Peer-Reviewed Journal Articles and Still Have Time to Go for Coffee Before Class.” Ohlone College Library. Retrieved from https://www.youtube.com/watch?v=uAP1LeN5NCU (4 mins) • If you need to, review the short video we watched earlier on the peer review process: “Peer Review in 3 Minutes” video, by North Carolina State University Library (3 mins). Retrieved from https://www.lib.ncsu.edu/videos/peer-review-three-minutes. Guest Presenter: Sherri Sunstrum, DGES Librarian, MacOdrum Library		Group Project teams/topics established this week
9. Nov 23	Sustainability on Campus and Beyond <u>Read</u>: Choose ONE of the following articles to read carefully; feel free to read or skim the others. You can use any of these to fulfill your Assignment #2 requirements. In class, you will be responsible for reporting on the contents to others.		1. Mon Nov 23: Quick Reading Response #6 2. Fri, Nov 27: Assignment #2 DUE, posted to

	• Levy, B.L.M., & Marans, R.W. (2012). Towards a campus culture of environmental sustainability: Recommendations for a large university. <i>International Journal of Sustainability in Higher Education</i>, 13(4), 365-377. • Breen, S.D. (2010). The mixed political blessing of campus sustainability. <i>PS: Political Science & Politics</i>, 43(4), 685-690. • Lu, F., et al. (2018). Inclusive sustainability: Environmental justice in higher education. In W. Leal Filho et al. (Eds.), <i>Handbook of Sustainability and Social Science Research</i> (pp. 63-81). Springer International Publishing. • Waldron, I.R.G. (2018). The ENRICH project: Blurring the borders between community and the ivory tower. <i>Kalfou</i>, 5(2), 394-405. • Additional materials posted to Brightspace on writing annotated bibliographies		Brightspace by the end of the day
10. Nov 30	In-Class Final Group Project Workshop Session		
11. Dec 7	Final Group Presentations – MEET IN MACODRUM LIBRARY ROOM 252		FRI, Nov 29 – DRAFT proposal target date
12. Dec 11	No Class Today – Work on Your Final Group Proposals		FRI, Dec 11 – Final Group Proposals <u>DUE by 11:59 pm</u>

Evaluation

Attendance and Participation: 20%

Quick Reading Responses: 10%

Assignment #1: 20%

Assignment #2: 20%

Group Sustainability Proposal: 20%

Group Presentation: 10%

Course Requirements and Grading

- 1. Attendance and Participation (20%):** This course and what you learn in it depend on your regular attendance, preparedness, and engagement. Together, attendance and participation represent a significant percentage of your total mark; each makes up half of this component of your grade. I will take attendance at each class, and this part of your grade is based on a 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 terms of participation, you should come to class 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. Your participation grade is based on my qualitative assessment of your active contributions in this regard across the course; it also entails your respectful engagement with your classmates and their perspectives.

2. **Quick Reading Responses (10%):** Across the term, during our class sessions, you will offer brief responses, without notes, to a few short questions about the readings, intended to provoke your engagement with and reflection on weekly themes and materials. Each question will not demand more than a few sentences to answer. Your responses don't have to be written in a formal way, but they should reflect an understanding of course materials and be free from spelling or grammatical errors. **These posts will be evaluated on a v+/v/v-/0 scale.** There are six opportunities to submit responses; I will count the five responses with the fullest points. **Quick read responses will be completed with pen and paper at the start of class.**
3. **Assignment #1 (20%):** This is an **in-class written assignment** that will evaluate your understanding of the material presented in readings and covered in class to date. This assignment will include a combination of multiple choice, matching, and short answer questions, as well as a short essay based on a set of prompts. More details about this assignment will be given in class. You will be given a detailed evaluation rubric and study guide prior to completing this assignment in class, 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 clarity of its prose.
4. **Assignment #2 (20%):** Your second written assignment for the Fall term is an **annotated bibliography** addressing a select number of sources you have investigated as part of the work you are doing on your group project. More details about this assignment will be given in class. This annotated bibliography assignment will resemble the work you are doing to analyze and synthesize readings and debates in your reading responses, and it will directly prepare you for your final group project. You will complete this outside class and upload it to Brightspace by the deadline.
5. **Campus Sustainability Proposal (20%) and Group Presentation (10%):** During the second half of the term, you and a few of your classmates will together generate a proposal for enhancing sustainability at Carleton. This is not just an academic exercise: Your proposals have potential to be included in actual campus plans. More details will be given in class. Based on information relayed by our guest presenters and your input, I will establish the groups and specific topics before you begin research during our library session on November 15.

In your work on this project, you will draw on concepts and approaches we have covered in class as well as on the independent outside research you will conduct. Each person in your group will tackle a different component of the project, the

breakdown of which you will identify and determine together, with my help. As a group, you will give a formal final presentation on your proposal at the end of the term. Each person in the group must play an active role in generating and delivering the proposal and the final presentation. Your mark for these assignments will be based on a combination of individual and group graded components. You will submit your presentation notes and a brief report on your experience as well for your grade. In class, we will review expectations for the project and presentation as well as do practice exercises. Significant class time will be devoted to preparation for this project and your group work on it. Final Group Proposals are to be submitted electronically via Brightspace. Aim to complete a full draft of your proposal by Friday, December 4; the final deadline for the written proposal is **5 pm on Friday, December 11**, the official deadline for the bulk of your term work. You will deliver your **Final Group Presentations** based on these proposals **during our regularly scheduled class time on Monday, December 7**.

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. 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. 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.

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.

Students who are varsity athletes with in-person tests or exams can apply to write their exam off-campus if they will be at least 160 km away from campus on the exam day and meet the course requirements for distance exams. There is a fee for this service. You can find the Distance Exam Request Form here:

<https://carleton.ca/ses/examination-services/distance-exams/>.

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 compose any materials for inclusion in your Assignment #2 Annotated Bibliography; use AI to generate your contributions to add to your Final Group Project, passing this off as your own; have AI write your Final Group Project Presentation script. 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, FYSM 1108A, 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 not in class.

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).

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 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.

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 2026-2027 [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.

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>.