

**ENST 2000A**  
**Nature, Environment, and Society:**  
**Theoretical Perspectives**

Department of Geography and Environmental Studies  
Carleton University  
Fall 2016

Instructor: Prof. Karen Hébert

Course Time: Thursdays, 2:35–5:25 pm

Course Location: Southam Hall 520

Office: Loeb Building A325

Office Hours: Thursdays 11:00 am–12:30 pm, and by appointment

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**Course Prerequisite**

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

**Course Description**

Every day we read claims about environmental protection, environmental impacts, and products that are environmentally friendly. Popular media and scholarly journals debate the state of nature, threats to nature, and the love of nature. Because these terms are so familiar, it is often assumed that their meanings are straightforward and shared. In fact, understandings of nature, the environment, and nature-society relations have changed over time and are highly contested.

This course examines nature as a concept, people's relationships to the environment across the globe, environmental movements and institutions, narratives of environmental change, and approaches to understanding and combating environmental degradation. Through empirical case studies addressing issues including conservation, agriculture and food production, land claim disputes, and extractive industries, assigned texts provide an introduction to major theoretical perspectives that scholars use to understand the relationship of environment and society. Lecture material will expand upon and clarify course readings, offering concepts, examples, and contextualization to elucidate the

approaches covered. Each course session will include an interactive component, typically following the lecture, which will involve activities such as class discussion, small group exercises, guest speakers, and analysis of film and other media. 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 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 that draws from course material to shed new 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 cuLearn. *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.

### Course Outline

Week	Topic and Readings	Assignment
1. September 8	<b>Course Introductions</b> • No reading for today	
2. September 15	<b>Denaturalizing “Nature”</b> • 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. • Yoon, J. (1991). Souvenirs of the self: A project of six postcards.	
3. September 22	<b>The Making of Global Economies in Nature</b> • Selections from: Mintz, S.W. - (1985). Introduction. In <i>Sweetness and power: The place of sugar in modern history</i> (pp. xv-	

	<p>xxx). New York, NY: Viking.</p> <p>- (1993). The changing roles of food in the history of consumption. In J. Brewer &amp; R. Porter (Eds.), <i>Consumption and the world of goods</i> (pp. 261-273). New York, NY: Routledge.</p> <ul style="list-style-type: none"> <li>○ 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.”</li> </ul> <p>• Harvey, D. (2001). Globalization and the “spatial fix.” <i>Geographische Revue</i> 2, 23-30.</p>	
<b>4. September 29</b>	<p><b>Nature as Commodity</b></p> <ul style="list-style-type: none"> <li>• Selections from: Marx, K. ([1867] 2016). <i>Capital: A critique of political economy</i>. <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>	<b>Assignment #1 Distributed</b>
<b>5. October 6</b>	<p><b>Rethinking Environmental Problems</b></p> <ul style="list-style-type: none"> <li>• Fairhead, J. &amp; Leach, M. (1995). False forest history, complicit social analysis: Rethinking some West African environmental narratives. <i>World Development</i>, 23(6), 1023-1035.</li> <li>• Watts, M. (2002). Political ecology. In E. Sheppard &amp; T.J. Barnes (Eds.), <i>A companion to economic geography</i> (pp. 257-274). Malden, Mass.: Blackwell Publishing.</li> </ul>	<b>Assignment #1 Due: Upload to cuLearn by 12 pm noon</b>
<b>6. October 13</b>	<p><b>Natural Resources and State Simplifications</b></p> <ul style="list-style-type: none"> <li>• Scott, J.C. (1998). Nature and space. In <i>Seeing like a state: How certain schemes to improve the human condition have failed</i> (pp. 11-52). New Haven, Conn: Yale University Press.</li> </ul>	
<b>7. October 20</b>	<p><b>Green Governmentality and Biopolitics</b></p> <ul style="list-style-type: none"> <li>• Selections from: Foucault, M. ([1975] 1995). <i>Discipline and punish: The birth of the prison</i> (2<sup>nd</sup> ed.) (A. Sheridan. Trans.). New York, NY: Vintage Books. <ul style="list-style-type: none"> <li>- Read the excerpts posted on cuLearn from “The body of the condemned” (pp. 3-31) and “The means of correct training” (pp. 170-194).</li> </ul> </li> <li>• Li, T. M. (2007). Chapter 4: Rendering Technical? In <i>The</i></li> </ul>	

	<i>will to improve: Governmentality, development, and the practice of politics</i> (pp. 123-155). Durham, NC: Duke University Press.	
<b>October 27</b>	<b>Fall Break</b>	
<b>8. November 3</b>	<p><b>Cyborg Bodies in Multispecies Worlds</b></p> <ul style="list-style-type: none"> <li>• Haraway, D.J. ([1985] 1991). A manifesto for cyborgs: Science, technology, and socialist feminism in the 1980s. In <i>Simians, cyborgs, and women: The reinvention of nature</i> (pp. 149-182). New York, NY: Routledge.</li> <li>• Pp. 1-3 from: Haraway, D.J. (2003). <i>The companion species manifesto: Dogs, people, and significant otherness</i> (Vol. 1). Chicago: Prickly Paradigm Press.</li> </ul> <p>[Please note these readings are also both available online via MacOdrum Library in <i>Posthumanities: Manifestly Haraway</i>]</p>	
<b>9. November 10</b>	<p><b>Nature, Networks, and Other New Materialisms</b></p> <ul style="list-style-type: none"> <li>• Selections from: Latour, B. (1999). <i>Pandora's hope: Essays on the reality of science studies</i>. Cambridge, Mass.: Harvard University Press.</li> </ul> <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> <ul style="list-style-type: none"> <li>• Mitchell, T. (2009). Carbon democracy. <i>Economy and Society</i>, 38(3), 399-432.</li> </ul>	<b>Assignment #2 Distributed</b>
<b>10. November 17</b>	<p><b>Analyzing New Directions in Conservation</b></p> <ul style="list-style-type: none"> <li>• Robertson, M.M. (2000). No net loss: Wetland restoration and the incomplete capitalization of nature. <i>Antipode</i> 32(4): 463-493.</li> <li>• Lunstrum, E. (2014). Green militarization: Anti-poaching efforts and the spatial contours of Kruger National Park. <i>Annals of the Association of American Geographers</i>, 104(4), 816-832.</li> </ul>	<b>Assignment #2 Due: Upload to cuLearn by 12 pm noon</b>
<b>11. November 24</b>	<p><b>Reinterpreting Canadian Landscapes</b></p> <ul style="list-style-type: none"> <li>• Willems-Braun, B. (1996). Colonial vestiges: Representing forest landscapes on Canada's west coast. <i>BC Studies: The British Columbian Quarterly</i>, 112, 5-39.</li> <li>• Coulthard, G. (2014). From wards of the state to subjects of recognition? Marx, Indigenous peoples, and the politics of dispossession in Denendeh. In A. Simpson &amp; A. Smith (Eds.), <i>Theorizing Native studies</i> (pp. 56-98). Durham, NC: Duke</li> </ul>	

	University Press.	
<b>12. November 31</b>	<p><b>Debating Neoliberalism through Agro-Food Systems</b></p> <ul style="list-style-type: none"> <li>• Guthman, J. (2009). Teaching the politics of obesity: Insights into neoliberal embodiment and contemporary biopolitics. <i>Antipode</i>, 41(5), 1110-1133.</li> <li>• McClintock, N. (2014). Radical, reformist, and garden-variety neoliberal: Coming to terms with urban agriculture's contradictions. <i>Local Environment</i>, 19(2), 147-171.</li> </ul>	<b>Question Component of Assignment #3 Distributed</b>
<b>13. December 8</b>	<p><b>Course Conclusions</b></p> <ul style="list-style-type: none"> <li>• No reading for today</li> </ul>	<b>Assignment #3 Due: Upload to cuLearn by 12 pm noon</b>

### Course Requirements and Grading

- 1. Attendance and Participation (20%):** 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. We will take attendance at each class. 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, which will typically take place during the second half of each class meeting. If you miss the chance to participate in class, you can submit your question/comment along with a brief, one-paragraph summary of your notes from the day's lecture via cuLearn by 10 pm on the evening of class. Please forward these materials directly to TA Dara Potts.
- 2. Assignments #1 (20%) and #2 (25%):** The bulk of your grade will be derived from your performance on two open-book, take-home written assignments. These assignments 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. (These short essays will prepare you for the more original essay you will compose in Assignment #3.) Assignment #1 will address readings and lecture material through September 29; Assignment #2 will address readings and lecture material through November 10, focusing on what was not covered in the first assignment. More details about these assignments will be given in class and we will do some practice exercises together in preparation for the take-home assignments. You will be given a detailed evaluation rubric along with the assignment, 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. These assignments are due at 12 pm noon on their date due—that is, *before class*—to be submitted electronically via cuLearn.

Please note that while you are generally encouraged to talk about course material with your classmates and colleagues in and outside of class, *you are not permitted to discuss your answers to the written assignments for this course before you submit them for evaluation.* The work you turn in for these take-home assignments is meant to be yours alone, and all university policies regarding plagiarism and cheating apply.

Also be aware that although you have almost a week to complete these assignments, they are each intended to require only a few concentrated hours of your time.

- 3. Assignment #3 (35%):** Your last written assignment represents the single greatest component of your final grade. This open-book, take-home assignment will include some multiple choice, matching, and short answer questions, as with Assignments #1 and #2. These questions on Assignment #3 will cover course material through Nov 31 (representing 25% of the total grade for this assignment), focusing on what was not covered in the prior assignments. Rather than incorporating short essay responses, the most significant part of this final assignment (75%) will consist of a longer final essay on a topic of your own formulation. **The final essay you will write as part of this assignment will be 6-8 pages long, double-spaced. It will not exceed 10 pages, with normal margins and a 12-point font.**

In this essay, you will analyze an environmental problem, issue, experience, or phenomenon of your own choosing through one or more of the theoretical concepts and/or perspectives we have discussed in class over the course of the term. Your essay will not require extensive outside research; you are obliged to anchor your discussion in course readings and lecture material. You are encouraged to start thinking about (and writing on!) your final essay topic early. We will discuss this assignment at length in class. It is worth noting that given the breakdown of marks, the essay component of Assignment #3 alone is worth more in terms of your final grade than either Assignment #1 or Assignment #2 on its own.

## 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, the posted assignment deadlines for this course will be strictly enforced. Any work turned in late without an extension will be subject to penalties and will run the risk of not being accepted. Penalties for late work will amount to five points off (out of 100) per each day late for all assignments in question.

We ask that you reach out early and communicate directly with the Instructor and TAs if you are having, or anticipate having, problems completing course assignments on time. We are here to help you get the assistance you need to succeed in this course.

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

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

*Course Materials:* The Instructor will post PowerPoint slides from lecture to the cuLearn site *after* the course session in which they have been delivered.

*Communication and E-mail:* The Instructor and TAs will communicate important information about the course via cuLearn. The TA(s) should be your first point of contact for course-related questions, though you are welcome to visit any of us in office hours. We will provide more details on TA roles in class.

For all electronic correspondence about this course, please make sure that your e-mails:

- are sent from your Carleton University account
- include your full name
- include the course number, ENST 2000, in the subject line
- include your Carleton Student ID in the message

Also, please note that while the TAs and Instructor will do their best to respond to e-mail inquiries related to the course, students should not expect immediate replies, or replies during the evenings or on weekends. Plan accordingly so that you do not send messages that unnecessarily seem to demand an instant response. Students should also take care to avoid contacting instructors for information that already appears in course materials, as well as for more in-depth questions best handled in class and during office hours.

*Copies of Work:* Students are asked to retain backup copies of all coursework submitted.

*Devices in the Classroom:* You are permitted to use a computer, tablet, or other electronic device if and only if you are using it to take notes, connect to readings, or directly engage in some other way with course content and conversations. If you find you cannot resist doing non-course-related activities when your computer is open—such

as checking e-mail, posting on Facebook or Instagram, or shopping online (!)—then you are asked to please close your device out of politeness to your classmates and instructors. Please also plan to put your cell phones away (ringers off) when you come into class.

### **Academic Resources for Students**

Carleton University has a variety of resources to help you improve your performance in this and other courses and enrich your learning. The Student Academic and Career Development Services (<http://carleton.ca/sacds/>) office is a new umbrella organization on campus that brings together a wide range of programs and services to assist students in adjusting to academic life, improving learning skills, and making academic and career decisions. Among other programs, it contains the Academic Advising Center (<http://carleton.ca/academicadvising/>), which offers drop-in sessions on academic advising (e.g., tips on your courses and major, etc.); and the Centre for Student Academic Support (CSAS) (<http://carleton.ca/csas/>).

CSAS houses a number of different student services, including Writing Services (<http://carleton.ca/csas/writingservices/>), which offers drop-in and online tutoring appointments. CSAS also has a number of group support options, including:

- Peer Assisted Study Sessions: <http://carleton.ca/csas/group-support/pass/>
- English Conversation Sessions: <http://carleton.ca/csas/group-support/english-conversation/>
- Skill Development Workshops: <http://carleton.ca/csas/group-support/skillworkshops/>

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

### **Academic Regulations and Policies**

Students should be familiar with all Carleton University policies and regulations pertinent to their education at the university, including those concerning academic standing, conduct, and procedures. Rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the following website: <https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Please consult the 2016-2017 Undergraduate Calendar (<https://calendar.carleton.ca/undergrad/>) for key information, such as this year's course drop/add/withdrawal dates, found here: <https://calendar.carleton.ca/academicyear/>

### **Requests for Academic Accommodations**

*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, contact your PMC coordinator to send the Instructor and TAs your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first assignment deadline requiring accommodation. After requesting accommodation from PMC, please arrange to meet with the Instructor or one of the TAs to ensure accommodation arrangements are made.

*For Religious Obligations:* Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event. Accommodation is to be worked out directly and on an individual basis between the student and the Instructor, who will make accommodations in a way that avoids academic disadvantage to the student. (Students or Instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.)

*For Pregnancy:* Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the Instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

### **Academic Integrity**

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

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

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;

- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in “substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.”

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

*What are the Procedures?* By university policy, any instance in which plagiarism is suspected must be reported by course instructors, along with all documentation, to the relevant Dean. The Dean writes to the student and to the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

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

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

## **Copyright**

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

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

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

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