

ENST 3000. Environmental Colloquium
“Environmentally Harmonious Lifestyles”
January – April 2017

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Office Hours: Any day, 9:00 – 11:00 **Course**

Page | 1

Timetable: Mondays, TBD
Room: Room 520, Southam Hall

Course Description

Let's face it: few discussions concerning our relationship with the environment have happy endings. It seems the every day there are hurricanes and tornadoes, landslides and earthquakes, dreaded “Arctic vortexes” and suffocating heat waves, droughts and floods, disease outbreaks and other calamities. We have cities in crisis and countries in crisis. We are constantly being bombarded by images of environmental disasters and crises. It's not surprising that many people simply throw up their arms in despair. What can we do?

While these concerns are well-founded, and it is true that our actions are certainly leading to environment catastrophes and potentially collapse, it is not all doom and gloom. The Earth is resilient; it can mend itself if given the chance. People are adaptable; we can adapt our ways and, with our creativity, help the Earth mend itself.

In this course we are going to examine how we might address the issues associated with our relationship with the natural environment. But we are going to look at this relationship through a different lens: a technological lens. While many critics of modern society and our associated relationship with the Earth see technology as being a root cause of the environmental crisis, we are going to take the opposite viewpoint in this course. For the next three months we are going to argue that not only can technology help resolve the current environmental crisis but that technology is an essential part of the solutions. As such, this seminar will be a solutions-oriented seminar where you will be expected to examine real world issues and alternatives.

Course Text:

Hes, D. and C. du Plessis. 2015. *Designing for Hope: Pathways to Regenerative Sustainability*. New York: Earthscan (Routledge). (A copy has been placed on reserve in the library.)

Course Outline
Week

Topic

January 9	<p><i>Topic:</i> Introducing the Course and Expectations. Vision and Inspiration. Is 'sustainability' good enough? What is regenerative sustainability? What is an environmentally harmonious lifestyle? Can you live such a lifestyle? <i>Task:</i> Form your CELR groups.</p>
January 16	<p><i>Topic:</i> Landscapes, Humanscapes and Mindscales: The Framing of an Environmentally harmonious lifestyles; Can technology make a difference? <i>Readings:</i> Chapter 1. Why do we need Regenerative Sustainability?</p>
January 23	<p><i>Topic:</i> Do you live an EHS? The House: From House to Home. <i>Assignment:</i> <i>Worksheet 1.</i> Building a New Design Vision: Your House, Your Community and Your Personal Farm. <i>Readings:</i> Chapter 2. An Ecological Worldview.</p>
January 30	<p><i>Topic:</i> How can we Reconnect with Nature? House and community: Alternative design options. <i>Readings:</i> Chapter 3. Reconnecting with Nature.</p>
February 6	<p><i>Topic:</i> Working with Nature. Integrating your Personal Farm <i>Readings:</i> Chapter 4. Working with Nature.</p>
February 13	<p><i>Topic:</i> What constitutes Positive Development? Alternative Energy <i>Assignment:</i> <i>Worksheet 2.</i> Calculating the Impact of your Basic House for Four: Electrical needs, Water demands, Heating demands, Waste management <i>Readings:</i> Chapter 5. Positive Development. <i>Deadline:</i> Worksheet 1 due at the beginning of class.</p>
February 20	<p><i>Winter Study Break. No classes.</i></p>
February 27	<p><i>Topic:</i> Regenerative Design: Conserving and Protecting Water. <i>Readings:</i> Chapter 6. Regenerative Design and Development. <i>Deadline:</i> CELR Sections.</p>
March 6	<p><i>Topic:</i> Waste as a Renewable Resource. <i>Readings:</i> Chapter 7. Tools to support Regenerative Practice.</p>
March 13	<p><i>Topic:</i> Re-imagining "the Urban:" Integrating Nature in an EHL. <i>Assignment:</i> <i>Worksheet 3.</i> Re-imagining the Urban: Urban design and regenerative sustainability. <i>Deadline:</i> Worksheet 2 due at the beginning of the class.</p>
March 20	<p><i>Topic:</i> Ecological Restoration: Urban Greenspaces and the Countryside Beyond.</p>
March 27	<p><i>Topic:</i> Environmental Harmonious Lifestyles: Give and Take. <i>Readings:</i> Chapter 8. The Living Building Challenge.</p>
April 3	<p><i>Topic:</i> Environmentalism and You: Scales of Action, Empowerment and Obligation. Are <u>You</u> up to the Challenge? <i>Readings:</i> Chapter 9. Lessons for the reflective practitioner; Chapter 10. On being a hummingbird. <i>Deadline:</i> Worksheet 3 due at the beginning of the class.</p>

Learning Objectives

Students will be challenged to examine their personal goals and lifestyles, current 'accepted' lifestyles. Then you will be required to critically assess modern lifestyles and come up with alternatives that are more environmentally sustainable. Through the readings, lectures and the project, it is hoped that every student will acquire the ability to approach difficult questions in an objective and critical fashion, and to learn how to think "outside the box" when seeking solutions to these questions.

Deliverables

The deliverables for this course focus on stimulating discussion and developing the skills associated with a professional career in the environmental field. Course grading is based upon four elements:

1. Three worksheets;
2. A group/individual project; and
3. A career paper.

Students are also expected to participate in every class and this will also be taken into account in the final grading. *To be eligible to pass the course, you are required to complete all of the deliverables listed below.*

Deadlines are absolute. I am approaching this course as I always do for a third- or fourth-year level seminar: as a professional firm in which I am the boss and you are my employees. I want you to learn to pay strict attention to deadlines because that is what will be expected of you in the real world. When you boss tells you to have something done by a specific day (and even time), he/she expects you to meet that deadline. That's the same in this course.

Project Worksheets

Effective environmental management and planning is based upon comprehensive research and analysis. This is the purpose of the three worksheets. In this course you will be expected to conduct actual analyses. You will be introduced to methods for assessing the impacts of our activities and demands. You will then use the findings derived from these worksheets in your project. The three worksheets are:

1. *Worksheet 1.* Building a New Design Vision: Your House, Your Community and Your Personal Farm
2. *Worksheet 2.* Calculating the Impact of your Basic House for Four: Electrical needs, Water demands, Heating demands, Waste management
3. *Worksheet 3.* Re-imagining "the Urban:" Alternative Urban Designs.

For more information on these worksheets, refer to Appendix 1.

Career Paper

Now that you are in your third, and possible fourth, year of undergraduate studies, this is the time to begin thinking about professional careers. In this paper you will answer the basic question: "What would be your ideal job upon graduation?" You will be expected to provide a background as to why this is your ideal job (including, if appropriate, personal anecdotes). You will then have to research your ideal job to identify the key skills potential employers are looking for. Finally, you will have to critically assess your own transcript against these skills, highlighting any gaps in your education. Your ideal job will likely be a more senior position than you will realistically qualify for upon graduation (yes, experience does count for something still in this world!) so you will also be expected to provide an ideal roadmap describing how you plan on attaining this position.

Group/Individual Project

I know: students hate group projects. So, here is a new format. The basic task is to create a Comprehensive Environmental Lifestyle Report (CELR). This is not to be understood as merely a carbon footprint calculator. It will include sections on water use, waste management, environmental costs associated with your food consumption habits, environmental impacts of transportation types and the environmental impacts of your recreational activities and not simply travel. Several of these sections will be divided into more than one working group because of their scope. The number of students per working group will be determined based upon the total enrolment in the course.

This project will be divided into two parts:

1. *Section Development* (15% of final grade). The class will be organized into groups tasked to develop a specific section of the CELR. Each group is expected to create a comprehensive section including links to databases that provide the appropriate measurements of environmental impacts associated with the technology or activity. The section should provide for multiple units (e.g., transportation section should enable the user to include more than one vehicle, or a variety of vehicle types). Your team will be graded for both comprehensiveness of items included and for databases/information sources you provide access to. These sections will be assembled into a draft CELR.
2. *Your Personal Assessment* (15% of your final grade). Then each of you will evaluate the CELR by assessing your own lifestyle. For this assessment you will use your primary residence. For example, if your parent's home is your primary residence (you rent a room or apartment in Ottawa and return home between school years), you must use the information obtained from your parent's house and divide this by the number of individuals who live there full-time. This you will write up as a report including a critical assessment of where you, as an individual, could become a more environmentally aware person (and therefore embrace a more environmentally harmonious lifestyle).

This is an entirely new undertaking so there will many questions raised and decisions to be made. I want these to be raised and discussed in class. Decision-making is a very important skill in the real world so let's hone this skill in class. Time will be set aside at the end of each class to discuss the current status of the work and any questions.

Participation

Participation constitutes both presence and contribution. Attendance is important as we will be dedicating some time (hopefully) every class to the CELR project. While not taking formal attendance, your attendance and absence will be noted. While I know that circumstances occur where you may have to miss a class, I expect you to inform me before missing a class. This component of the course is worth 10% of your grade. *Each time you miss a class without properly notifying me (with an appropriate, reasonable reason too) will result in a 5% deduction.*

Grading

The grading of these components is as follows:

<i>Project Worksheets</i> (Three worksheets @ 15% each)	45%
<i>Career Paper</i>	15%
<i>Group/Individual Project</i>	30%
• <i>Development of your CELR component</i>	15%
• <i>Your personal assessment using the CELR</i>	15%
<i>Participation</i>	10%
Total	100%

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+ = 56-59
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 = Less than 50			

WDN = Withdrawn from the course

ABS = Student absent from final exam

DEF = Deferred (See below)

FND (Failed, no Deferral) = Student could not pass the course even with 100% on final exam.

Final grades are subject to the Dean's approval.

Deferred Assignments/Grades

Only official deferrals petitioned through the Office of the Registrar will be honoured. Students who are unable to complete a final paper or write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrarial Services Office for permission to extend a term paper deadline or to write a deferred examination. Permission can be granted only if the request is fully and specifically supported by a medical certificate or other relevant documents.

Submission of Written Assignments and Late Penalties

All assignments must be submitted through the course cuLearn site in Word format. If you use a Mac, please test your converted submission before submitting. If I cannot open your file, it will be considered late. (If you are uncertain and wish to cover your mark, send me a pdf version as well to my e-mail address.)

Assignments are due at the *beginning* of class on the indicated due dates. Assignments handed in after class will be considered late. Late assignments will be subject to a reduction of the overall assignment mark at the rate of 10% for each calendar day past the due date, unless accompanied by *adequate* written documentation for a *legitimate* reason. Assignments received the day after the indicated due date will receive a 10% reduction in the overall assignment grade, and so on. Assignment extensions will be considered *only* for *documented* illnesses or *immediate* family emergencies. Late penalties will be enforced to ensure fairness in grading among students.

Written assignments will *not* be accepted more than one week past the due date (e.g. after the *beginning* of the following class) and the uploading function on cuLearn will be programmed accordingly.

Written assignments must represent individual work completed on an independent basis. They must be typed using 11 or 12-point font, contain appropriate academic referencing and adhere to the instructions for written assignments distributed in class and posted on cuLearn. Students are asked to retain a hard copy (with electronic backup) of submitted assignments in the event of loss. Plagiarism will be monitored and treated as an instructional offence in accordance with university policy (see below). Requests for a review of an assigned grade must take place in written form (e.g. by email) *within 7 days* of the grade being posted on cuLearn.

Written Assignments

If you feel you need assistance in improving your writing skills, you are encouraged to get in touch early in the term with the Writing Tutorial Service (Room 229, Patterson Hall, <http://www.carleton.ca/wts/>). I strongly encourage you to take advantage of this service as effective writing is an invaluable in the workplace.

Some Common and not-so-Common Courtesies

1. **Communications:** Students should use their Carleton email account for all course-related correspondence, placing “ENST 3000” in the subject heading. Please note that I may not respond to emails over the weekend. Email is an acceptable medium for responding to simple inquiries, but not complex questions (e.g. “I was ill for class. What did I miss?”). If your question cannot be answered in a sentence or two, please come to my office hours. The use of laptops in class for note-taking is welcomed. Students should *not* use their laptops to check email, Facebook or to engage in other non-course related activities.
2. **Smartphones:** Students are asked to mute or turn their cell/smartphones off during the class and refrain from texting.
3. **Preparation:** Knowledge of the content of the syllabus and the cuLearn course site is the responsibility of each student.
4. **No Oscars Please:** Audio or video recording of lectures is *not* permitted.
5. **IPRs:** Learning materials created for this course (including presentations and posted lecture notes, assignments and exams) remain the intellectual property of the author. They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author.

Requests for Academic Accommodations

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy 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 see the Student Guide.

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 see the Student Guide.

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, contact your PMC coordinator to send me your Letter of Accommodation 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). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the exam.

Academic Standing and Conduct

Students must familiarize themselves with the regulations concerning academic standing and conduct in the 2016/2017 Carleton University Undergraduate Calendar.

Drop/Withdrawal Date

Please refer to the 2016-2017 Undergraduate Calendar for the final day that one is permitted to withdraw from a fall term course.

Retain Copies of Work Submitted

Students are strongly advised to retain a hard copy (and electronic backup) of all assignments and term papers in the event of loss for whatever reason.

Student Life Services

Student Life Services, located in Room 501 of the Unicentre, offers a wide range of programs and services to assist students in adjusting to academic life, in improving their learning skills, and in making academic and career decisions

University Regulations Regarding Cheating and Plagiarism

University regulations stipulate that any allegation of plagiarism, cheating or violations of examination conduct rules will be thoroughly reviewed. Each case must be reported to the Dean, who investigates each allegation. If there is no resolution following this investigation at the Dean's level, a tribunal will be appointed by the Senate to review the case and make a final decision.

[A Note on Plagiarism:](#) Webster's Dictionary defines plagiarism as stealing. Plagiarism is the submission of someone else's writing/ideas/work as your own. All ideas presented which are not your own must be properly referenced. While forms of plagiarism may vary, each involves verbatim or near verbatim presentation of the writings or ideas of others' as one's own without adequately acknowledging the original source. Plagiarism includes (but is not limited to) copying from a book, article or another student, downloading material or ideas from the Internet, or otherwise submitting someone else's work or ideas as your own.

Appendix 1: Worksheets

Appropriate and responsible decision-making is dependent upon research and analysis. Each student is required to complete four worksheets individually. These three worksheets examine:

1. *The nature of house design.* Can we design better houses and communities that are more environmentally harmonious? Just how much space do we need to be comfortable? How might we put what we presently see as waste to productive use? In this opening worksheet you will be expected to examine the current ideas of house and community design and then alternative designs, exploring their implications.
2. *The environmental impacts of a house.* These include energy demands, water usage, heating needs, and wastes. In this worksheet you will learn how to calculate energy loads, water consumption and waste generation values and not simply talk about these issues. An outcome of this exercise will be an ability to critically assess the environmental impacts of a house and provide you with the ability to develop strategies to minimize these costs.
3. *The dynamics of urban space.* Every community requires public spaces and institutional spaces as well as residential and commercial spaces. In this worksheet you will research greenspace needs and design options for ensuring the integration of greenspaces within a community and to the surrounding landscape. This worksheet will involve a groovy mapping component. *The need for mobility.* Regardless of where one lives, we all have to get around whether it's to go to work, to shop, to visit others. In this worksheet you will assess the various options for personal and public mobility, their associated costs and their environmental impacts on society.

Each of the worksheets will provide you with step-by-step instructions on how to go about conducting the assessment and research. You will be expected to complete the worksheet and answer all questions posed. You will be expected to submit your worksheet, electronically in the appropriate drop box on the course site.

Appendix 2: Your Career Term Paper

In a perfect world you would seamlessly move from your university years into your ideal career job. Unfortunately, we do not live in that perfect world. Finding a job – a job that you really want as a career – has become increasingly challenging. For many students, the path to that ideal career can be a frustrating, winding road.

Page | 9

This is your opportunity to clearly express both to me and yourself what would be your ideal job upon graduation. Simply sitting back and say, “I don’t know.” will not cut it. Surely you have an idea of what you would like to do upon graduation. (If not, I feel that I must inform your parents of this so they can obtain a rebate from you for your education.)

The Structure of Your Paper

You should follow the basic outline of your proposal. A paper is a logical argument.

1. You begin by introducing the purpose of the paper.
2. You will then identify the ideal career job and why you wish to pursue this career path. I encourage you to be personal here. The most satisfying job is one that means something to you personally (and not simply as a good paying job). This should also address how you see your career path unfolding. While each of you will begin in a junior (subservient) position, you will not want to remain in such a position; you will want to be promoted. So, what is your ultimate destination and, again, why?
3. You will then outline the scope of qualifications you will need to be considered for such a position. Research this using multiple job descriptions from different employers and produce a composite job description.
4. You will then critically assess your degree program against these basic requirements. Are you acquiring the necessary skills to apply for such a job? What is missing? What can you do about these gaps? You have one more year to fill in gaps so this is an opportunity to identify the gaps and address them.
5. Finally, present a conclusion.

I will be posting a more detailed outline for paper writing on the course cuLearn site. Take a look at it for further guidance.

The length of your final paper cannot exceed 8 pages (not counting title page; any quotes, figures or tables; and your reference/bibliography).