

<p style="text-align: center;">ENST 4000 – Seminar in Environmental Studies Fall 2016</p>

Instructor: Michael Lait
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Seminars: Mondays, 6:05-8:55 p.m.
Paterson Hall 133

Office Hours: Monday September 12th to December 5th (inclusive): 5:00-6:00p.m.
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Prerequisite: Registration is restricted to students eligible for fourth-year standing in the B.A. (Environmental Studies) Honours Program.

ENST 4000 is the “capstone” course in the Environmental Studies program. It is an opportunity to consolidate, deepen, and apply the knowledge you have developed in other courses and to think through how these might translate to environmental policy-making, advocacy, activism, research, and governance.

The course examines: “How societal institutions respond to environmental concerns, how various stakeholders understand the environment and how environmental priorities may be implemented in social, political and economic decision-making.”

This year our seminar focuses on the environmental history and geography of the National Capital Region (NCR). We will draw from interdisciplinary analyses by historians, geographers, sociologists, and planners.

Our goals this year will be to:

- a) understand how human settlement has influenced the NCR environment;
- b) survey a range of past and present environmental problems confronting the region’s governance;
- c) analyze how different levels of government have responded and co-operated (or not) in addressing these environmental problems; and
- d) assess how government policies and authorities can understand and/or approach the region’s environmental problems differently, and determine what role, if any, citizen group’s will play in environmental governance.

Students will be expected to read 30 to 50 pages each week, to undertake research about a specific environmental issue in or affecting the NCR, and to discuss their findings with the class. As the course progresses, students can expect to develop their critical thinking, analytical, research, and writing skills. Discussion and participation are an important part of this class: be prepared to speak up, share ideas, express opinions and ask questions.

Course Outline

****Course materials are to be read in advance of seminar, and are available on CULearn and ARES****

WEEK 1 — September 12: Conceptual approaches to environmental studies

Required readings

- Laurie E. Adkin (2009). "Ecology, Citizenship, Democracy." In Laurie E. Adkin, ed., *Environmental Conflict and Democracy in Canada*. Vancouver: UBC Press, pgs. 1-15.
- Kristin Asdal (2008). "On politics and the little tools of democracy: a down-to-earth approach." *Distinktion*, 16, pgs. 11-26.
- Donald Worster (2009). "Ice, Worms, and Dirt: The Power of Nature in North American History." In Alan MacEachern and William J. Turkel, eds., *Method and Meaning in Canadian Environmental History*. Toronto: Nelson, pgs. 24-33.

WEEK 2 — September 19: From Algonkin territory to white settlement

Required readings

- André Cellard (1997). "Kichesippi: the Great River of the Algonquins (1600-1650)." In Chad Gaffield, ed., *History of the Outaouais*, Institut québécois de recherché sur la culture, pgs. 67-78.
- Bruce S. Elliott (1973). "'The Famous Township of Hull': Image and Aspirations of a Pioneer Quebec Community." *Social History*, 12(24), pgs. 339-367.

Optional readings

- Jean-Marc Soucy (1997). "The Changing Natural Environment." In Chad Gaffield, ed., *History of the Outaouais*, Institut québécois de recherché sur la culture, pgs. 23-38.
- Gérald Pelletier (1997). "The First Inhabitants of the Outaouais: 6,000 Years of History." In Chad Gaffield, ed., *History of the Outaouais*, Institut québécois de recherché sur la culture, pgs. 43-66.

WEEK 3 — September 26: From lumbertown to Canada's capital

Required readings

- David L.A. Gordon (2015). "Chapter 4: The Queen's Choice? (1858-1867)." In David L.A. Gordon, *Town and Crown: An Illustrated History of Canada's Capital*. Ottawa: Invenire , pgs. 73-90.
- David L.A. Gordon (2015). "Chapter 5: Lumbertown (1868-1900)." In David L.A. Gordon, *Town and Crown: An Illustrated History of Canada's Capital*. Ottawa: Invenire , pgs. 91-118.

Optional readings

- Chad Gaffield (1997). "The Golden Age of the Forest Economy." In Chad Gaffield, ed., *History of the Outaouais*. Québec: Institut québécois de recherché sur la culture, pgs. 153-200.

- David B. Knight (1991). "Chapter 7: The City Memorials." In David B. Knight, *Choosing Canada's capital: conflict resolution in a parliamentary system*. Ottawa: Carleton University Press, pgs. 199-240.
- Michael S. Cross (1973). "The Shiner's War: Social Violence in the Ottawa Valley in the 1830s." *Canadian Historical Review*, 54, pgs. 1-47.

WEEK 4 — October 3: Environmental problems of a 19th century city

Required readings

- John H. Taylor (1979). "Fire, Disease and Water in Ottawa: An Introduction." *Urban History Review*, 8(1), pgs. 7-37.
- Chris Warfe (1979). "The Search for Pure Water in Ottawa: 1910 – 1915." *Urban History Review*, 8(1), pgs.90-112.

Optional readings

- Sheila Lloyd (1979). "The Ottawa Typhoid Epidemics of 1911 and 1912: A case study of disease as a catalyst for urban reform." *Urban History Review*, 8(1), pgs. 66-89.
- Jon Fear (1979). "'The Lumber Piles Must Go': Ottawa's Lumber Interests and the Great Fire of 1900." *Urban History Review*, 8(1), pgs. 38-65.

WEEK 5 — October 17: Beautifying the capital

**** Reading response due at beginning of seminar****

Required readings

- David L.A. Gordon (2002). "Frederick G. Todd and the Origins of the Park System in Canada's Capital." *Journal of Planning History*, 1(1): 29-57.
- David L.A. Gordon (1998). "A City Beautiful plan for Canada's capital: Edward Bennett and the 1915 plan for Ottawa and Hull." *Planning Perspectives*, 13, pgs. 275-300.

Optional readings

- W. Van Nus (1975). "The Fate of City Beautiful Thought in Canada, 1893-1930." *Historical Papers/Communications historiques*, 10(1), pgs. 191-210.
- Ken Hillis (1992). "A History of Commissions: Threads of An Ottawa Planning History." *Urban History Review*, 21(1): 46-60.

FALL READING WEEK —October 24-28: No seminar

WEEK 6 — October 31: Gatineau Park

**** Project proposal due at beginning of seminar****

Required readings

- Serge Gagnon, Michel Fillion, and Caroline Tessier (2004). *The Creation and Early Development of Gatineau Park: Study on the influence of local interest groups and the sociopolitical context of the Park's creation from 1903 to 1956*. Ottawa, ON: National Capital Commission, pgs. 1-27.
- Michael Lait (2016). "Preserving Ottawa's Metropolitan Nature: How the 1970 Gatineau Park Planning Controversy Transformed the National Capital Commission and its Conservation Park." *Canadian Journal of Urban Research*, 25(1): 63-79.

Optional reading

- Jean-Paul Murray (2004). "Roderick Percy Sparks: Gatineau Park's Forgotten Founder." *Up the Gatineau!*, 30: 11-16.

WEEK 7 — November 7: The Gréber Plan

Required readings

- David L.A. Gordon (2001). "Weaving a Modern Plan for Canada's Capital: Jacques Gréber and the 1950 Plan for the National Capital Region." *Urban History Review*, 29(2): 43-71.
- Roger M. Picton (2010). "Selling national urban renewal: the National Film Board, the National Capital Commission and post-war planning in Ottawa, Canada." *Urban History*, 37(2): 301-321.

WEEK 8 — November 14: Implementation of the Gréber Plan

Required readings

- David L.A. Gordon (2002). "Ottawa-Hull and Canberra: Implementation of capital city plans." *Canadian Journal of Urban Research*, 11(2): 179 -211.
- Donna L. Erickson (2004). "The relationship of historic city form and contemporary greenway implementation: a comparison of Milwaukee, Wisconsin (USA) and Ottawa, Ontario (Canada)." *Landscape and Urban Planning*, 68(2-3): 199-221.

WEEK 9 —November 21: Urban form

Required readings

- John H. Taylor (1989). "City form and capital culture: remaking Ottawa." *Planning Perspectives*, 4: 79-105.
- Donald Leffers and Patricia Ballamingie (2013). "Governmentality, environmental subjectivity, and urban intensification." *Local Environment*, 18(2): 134-151.

WEEK 10 — November 28: Project presentations

No required readings

WEEK 11 — December 5: Wrap-up and Review

*** Final projects due ***

Evaluation

Participation (15%)

- Participation is a crucial component of this class. Participation includes attendance, doing thorough and critical readings of the assigned materials, contributing effectively to in class discussions, and responding to your peers' presentations.

Reading Response (10%) — Due October 17

- A critical response for all the required and optional readings for any week of your choice.
- Due at the beginning of the seminar and will not be accepted late.
- 6-8 pages, double spaced, and should emphasize your response to the readings.

Project Proposal (25%) — Due October 31

- Outline your topic as it relates to the National Capital Region.
- State key concepts, theory, methodology, methods.
- 6-8 pages long, double spaced. Full details will be provided in the seminar.

Presentation (10%) — Due November 28

- Presentations will address your proposal and provide updates on research process.
- Presentations will be between 5-10 minutes.

Final Assignment (40%) — Due December 5

- Term papers on environmental history or environmental governance in the NCR
- Should include primary and secondary research.
- 12-20 pages long, double spaced. Full details will be provided in the seminar.

Course Policies

Laptops and Cellphones: Laptop and cellphone policies are designed to encourage a productive, engaging, and positive learning environment for all students. Students using their laptops to check email, social media, or other non-course related activities will be asked to leave their laptops at home. Cell phones are not permitted in class. If you are expecting an urgent call, please ensure the ringer is off and please step outside.

Academic Integrity: Academic integrity is constituted by five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community thrive. Students are reminded of the seriousness with which Carleton University treats

academic dishonesty of any form, particularly plagiarism. Students should be familiar with the University's Academic Integrity Policy (<http://carleton.ca/studentaffairs/academic-integrity/>), and should not hesitate to speak with the Instructor if you have any questions.

It is your responsibility to familiarize yourself with the regulations concerning academic integrity and to ensure that your assignments conform to the principles of academic integrity.

Please note that student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Lateness Policy: Late assignments will be deducted 5% per day, including weekends and holidays. All assignments are due at the start of class, on the date indicated in the Evaluation section. All assignments must be handed in directly to the Instructor (email or drop box submissions will NOT be accepted unless pre-arranged with the Instructor. In the case of late submission of assignments, emailed versions will be accepted on weekend and holidays as proof of submission, and paper versions must be provided to the instructor on the next business day). Students assume all risk for lost or missing materials. Please be sure to keep a back-up electronic copy of all assignments.

Extenuating Circumstances: Reasonable accommodations will be made for students with extenuating circumstances (i.e. out of your control). Any requests for deadline extensions for writing assignments must be made to the Instructor at least 5 business days prior to the deadline. In case of missed deadlines due to unforeseen circumstances, an official medical note (or other applicable formal documentation) must be provided within 5 days of the missed deadline in order to negotiate a new deadline. Missed presentations must be accompanied by the same documentation, using the same protocol outlined above, and will result in the rescheduling of the presentation, or alternative arrangement, depending on the scheduled timing. *With the proper documentation these accommodations will be considered, but will not be guaranteed. If no documentation is provided, the resulting grade of a missed assignment or presentation will be zero.*

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 visit the Equity Services website: <http://www.carleton.ca/equity/>

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 visit the Equity Services website: <http://www.carleton.ca/equity/>

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 formally-scheduled exam (if applicable) at <http://www.carleton.ca/pmc/new-and-current-students/dates-and-deadlines/>

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://www.carleton.ca/equity/>

Additional Resources: There are a variety of ways to get help if you are having difficulties with any of the course material, or managing to meet the requirements of a number of courses at once. The Instructor is here to facilitate your learning, so take advantage of your opportunities for interaction and ask for help when needed. You are especially encouraged to attend designated office hours. There are also a number of support services and resources on campus at your disposal, including: The Student Academic Success Centre (www.carleton.ca/sasc/) to help you in achieving academic success in various aspects of your university program; The Writing Tutorial Service (<https://carleton.ca/sasc/writing-tutorial-service/>) to help you improve your writing skills; and The MacOdrum Library (<http://www.library.carleton.ca/>) which offers library, research, learning, and IT support.