



# Places, Boundaries, movements, & Environmental Change

GINs 3020B, Winter 2024

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## Course Description

 Global & International Studies (BGInS)  
Carleton University Winter 2024  
Prerequisite: 3rd year standing

TA: [rachelwoods@email.carleton.ca](mailto:rachelwoods@email.carleton.ca)

Instructor: Marylynn Steckley  
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Environmental change as a result of human activity has reached planetary proportions: 2010-2019 was the hottest decade on record; we have lost 1/3 of our arable land in the past 40 years; commercial fish species have been in decline for decades; and while atmospheric carbon levels have never been as high, oil production is not keeping up with demand. The challenges of rapidly intensifying social inequality, and extreme environmental events are also causing worrying socio-political trends: discrimination, wall-building, and violence. The urgency to improve our understanding of human/environment relations, and environmental change in a global context has never been greater. In this course, we explore the relationship between globalization, environmental change, social perceptions, and possibilities for change.

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## Learning Objectives

1. Identify and critique dominant theorists/theoretical positions related to themes of human-environment relations *and* describe examples of how these themes relate to environmental change.
2. Assess human causes of environmental problems and design possibilities for remedying environmental problems through policy and advocacy.
3. Identify and articulate your relationship to the environment, environmental change, and a key concept of environmental ethics related to Ishmael.

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## Readings

Robbins, P. 2022. *Environment and Society: A Critical Introduction* 3rd edition. Wiley-Blackwell.  
Quinn, D. 1992. *Ishmael*. Bantam Books.  
Hickel, J. 2018. *Why Growth Can't Be Green*. *Foreign Policy*.

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## Evaluation

Following Communication Protocol	5 %
Attendance	10 %
Reading Comprehension Quizzes	30 %
Test #1	15 %
Test #2	15 %
Book Review	15 %
Advocacy Piece	10 %

\*Late Policy: Deductions of 10% per day begin immediately after the deadline. Assignments more than 7 days late will not be accepted and will receive a grade of zero. Assignments will not be accepted by e-mail. You are expected to keep a copy of all assignments.\*

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## Land Acknowledgement

As we learn together, we acknowledge we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another.

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## Course Schedule, Readings, and Quiz Deadlines

Week 1, Jan 11th: Give it to me straight: How bad is the climate problem?	
Quiz 1 Reading	Robbins. Chapter 2: Population & Scarcity. AND Robbins. Chapter 4. Institutions & "The Commons."
Week 2, Jan 18th: Part 1: Is population the problem? Part 2: Air -The Carbon Problem	
Quiz 1	Due: January 18th 10am
Quiz 2 Reading	Robbins. Chapter 8. Social Construction of Nature. <b>AND</b> Robbins. Chapter 11 Carbon Dioxide
Week 3, Jan 25: Neo-Malthusians, Anti-Malthusians and the Green Revolution	
Quiz 2	Due: January 25th 10am
Quiz 3 Reading	Robbins. Chapter 6, Risks and Technology. <b>AND</b> Robbins. Chapter 14, Uranium
Week 4, Feb 1: Will efficiency make us greener? Is nature natural?	
Quiz 3	Due: February 1st 10 am
Quiz 4 Reading	Robbins. Chapter 16 Lawns <b>AND</b> Chapter 12. Trees.
Week 5, Feb 8: WARNINGS! Risks? Do we listen?	

Quiz 4	Due: February 8th 10 am
Quiz 5 Reading	Robbins. Chapter 3. Markets & Commodities. AND Hickel. 2018. Why Growth Can't Be Green?
<b>Week 6, Feb 15: Fear, Risk, and Bridging the Gap/ Test 1 Review</b>	
Quiz 5	Due: February 15th 10 am
Quiz 6 Reading	Chapter 18 French Fries & Chapter 5, Environmental Ethics
<b>Winter Break: Feb 19th-23th</b>	
<b>Week 7, February 29th: Test 1/Book Review Workshop</b>	
Quiz 6	Due: February 29th 10 am
<b>Test 1</b>	
Quiz 7 Reading	Chapter 17. Bottled Water. AND Chapter 15, Tuna
<b>Week 8, March 7th: Social Constructions: do our stories hurt the environment?</b>	
Quiz 7	Due: March 7th 10 am
Quiz 8 Film	Film: The End of Medicine
<b>Week 9, March 14th: Water Scarcity/Is my burger to blame?</b>	
Quiz 8	Due: March 14th 10 am
<b>Deadline: March 14, 4pm: Finalize Group for Advocacy Piece and Create Group in Brightspace</b>	
Quiz 9 Reading	Chapter 7 Political Economy & Chapter 10 Racialized Environments
<b>Week 10, March 21st: Hopes for Future/Review</b>	
Quiz 9	Due: March 21st 10 am
<b>Book Reports Due March 21st, 4 pm</b>	
<b>Week 11, March 28th: Test 2</b>	
<b>Test 2</b>	
<b>Week 12, April 4: Presentations and Potluck</b>	

## EVALUATION

### *Following Communication Protocol (5%)*

Your ability to follow our communication policy in this class is worth 5% of your final grade. I aim to create an excellent communication environment, and emails tend not to be a meaningful or efficient way for your TA and me to address your questions promptly and comprehensively. Rather, class-level questions and answers help save time, and discussions (during online office hours, or by phone) allow us to get to know each other better and foster a more collegial learning atmosphere. With that in mind, I will not answer questions by email. But, no matter the question, you have the means to answer it! Here are the steps in order of how you should ask questions:

1. First, the Q&A forum on Brightspace is your go-to place to ask questions. This is the place where you can ask content-related course questions, or logistical questions about our class. Before you ask your question on the Brightspace Q&A board, check to see if a classmate has already asked the question. If your question has not been asked, post your question.
2. If you have more detailed questions about assignments, schedule a phone or Zoom meeting with your TA.
3. If you have questions that are thematic, or personal you can schedule a meeting with me during my office hours by filling out your preferred time, name and topic of discussion on my office hours calendar.
4. If you have questions that are sensitive, or for some reason you cannot raise your question on Brightspace, with your TA, or during my office hours, I can be available for a phone meeting. Use email only as a tool to request a phone meeting with me. To request a phone meeting, use the subject line "GEOG3206 Meeting Request." Include three times that you are available to connect, your phone number and a brief (one-to-two sentence) description of the meeting purpose. Emails sent for other reasons will not be acknowledged.

As part of the communications protocol, there are two policies in our class that you should be mindful of, the 48-hour window policy on communications regarding assignments, and the appeals policy.

*48-Hour Window Policy:* Let me begin by saying that I aim to do my best to answer your assignment questions quickly, and early in our class, and to prepare you well for success on assignments and tests. It is also important to me that we do our best to avoid rushed assignments and difficult communication engagements that might cause us frustration or stress. These engagements are more likely in the brief period before assignments and tests are due, and after grades are distributed. To help us communicate well, this policy can help us be our best selves when we're communicating with each other. With that in mind, please refrain from asking questions 48 hours before assignments' due dates or tests, and 48 hours after assignments/tests are returned. Emails sent during these windows will not be responded to until the window has passed. The exception is if you are ill. In that case, you are certainly welcome to write to me following No. 4 of our communication policy above.

*Appeals Policy:* If you wish to contest a grade, you must do so within 7 days after the assignment/test is returned to you. To appeal a grade, you must first approach your TA. Please write a courteous note explaining that you wish to set up a meeting to discuss the questions you have about your assignment/test grading. Include in your note a 1/2 page appeal outlining specifically the grading errors you have found in your test/assignment. Only legitimate requests will be considered. Please be respectful, and gracious when approaching your TA for appeals.

#### *Attendance & Participation (10%):*

I expect you to come to class on time and be prepared to participate in discussions and group work. Attending and participating in class will prepare you well for our Tests. Your attendance will be graded based on your submission of weekly "Attendance Activities." You are permitted two "freebee" absences during the term, for which you will not be penalized. I encourage you to save these for illness and emergencies that prevent you from attending class. Except for absences on Test days, there is no need to communicate your absence to me or our TA.

### *Quizzes (30%):*

This class includes nine Brightspace Quizzes. You are permitted one “freebie” quiz: so, I will drop your lowest quiz grade (if you complete all nine quizzes), or, you can choose not to complete one of the quizzes. Each quiz is worth roughly 3.75%, totalling 30% of your final grade. Quizzes are based on the weekly Readings from our text “Environment and Society” by Paul Robbins. Quizzes are comprised of Multiple Choice, Multiple Select and True/False questions. Quizzes are open-book and will be completed online on Brightspace. You will have 45 minutes to write each quiz, after which point your quiz will be automatically submitted. All quizzes are available from the start of the term, and you are welcome to work ahead. Since Quiz answers will be available immediately after the Quiz deadline, there will be no re-writes or make-up Quizzes.

### *Tests (15% and 15%, 30% total):*

This class includes two in-class tests of 90 minutes each, that will take place in-person during class time in Week 7, and Week 11. Each test is worth 15% of your final grade. Tests are based on lectures. If you miss one test in this class and would like to write a make-up test, you must provide documentation of an illness, case of bereavement or hospitalization. You will then work with the professor and/or Teaching Assistant to schedule a make-up test. In some instances (for example, extended illness) I may make an exception for one Test to contribute to your entire Test Grade (i.e. waiving your participation on one test).

e-Proctoring: Please note that Tests in this course will use a remote proctoring service provided by Scheduling and Examination Services. You can find more information at <https://carleton.ca/ses/e-proctoring/>. The minimum computing requirements for this service are as follows:

Hardware: Desktop, or Laptop

OS: Windows 10, Mac OS 10.14

Internet Browser: Google Chrome, Mozilla Firefox, Apple Safari, or Microsoft Edge

Internet Connection (High-Speed Internet Connection Recommended)

Webcam (HD resolution recommended)

Note: Tablets, Chromebooks and Smartphones are not supported at this time. Windows-based tablets are not supported at this time.

### *Book Review (15%):*

**Summary:** This assignment is designed to get you thinking about your response to environmental change, including your feelings and emotions, and how your new knowledge might impact your behaviour. It is motivated by Daniel Quinn’s questions in his novel, *Ishmael*:

*“But why? Why do you need prophets to tell you how you ought to live? Why do you need anyone to tell you how you ought to live”*

You might consider: how has this book impacted your understanding of human-environment relations? How has your idea of environmental ethics been challenged or changed?

You will be expected to ground your discussion in scholarly literature and relate your review to one or more of the themes we have covered in this class.

### **Project Components:**

In concrete terms, your project will include:

1) **Introduction (150-250 words):** lay out the main themes or scope of your research and review. Remember, you are not expected to examine the book as a whole, but rather to dig into

core concepts or themes that were most impactful or interesting to you. Identify the scope of the issue, or problem that you are discussing, use 1-2 pieces of data, statistics and/or quotations (whichever are appropriate) to set the stage and identify why this issue is significant. \*Note that the use of statistics, or data, that enhances your discussion will not count as the 10 scholarly sources that you will use in your literature review).

2) **Summary & Literature Review (800-1000 words)**: offer a brief discussion of the aspects of the book that you have chosen to explore in your paper. Support this section with academic literature that enhances your discussion. You are expected to engage with 10 (no more no less) academic sources. These sources should be used for information beyond “data points” or “statistics,” and should instead be used to discuss arguments or counterarguments to the issue or problem you are exploring. Please be sure to provide the full citation --including DOI-- in your bibliography. We will check these on marking.

3) **Personal Reflection (500-600 words)**: Discuss the impact of the book on your history, personal journey, and/or goals and future aspirations. How has this book impacted you? Draw from concrete life experiences, your feelings and responses. You are also expected to use direct quotations from the text to bolster your discussion.

4) **Conclusion (200-350 words)**: in the conclusion go beyond summarizing your analysis and offer insights on possible solutions for change, and hopes for the future —that is, what hope do you see, what changes might you make, what recommendations would you offer to your readers?

### **Project Format**

In terms of style and format, please start with the headings in bold in the description above: Introduction; Summary and Literature Review; Personal Reflection; Conclusion. Then make them yours by relating them directly to your unique project. For example, "Introduction: Animal Ethics in Ishmael", or “Personal Reflection: Control Freaks and letting go, lessons from Goliath." Be sure to also take care to choose an appropriate, and catchy title. Your title should reflect your unique research report and findings. Avoid vague titles- and make it your own!

Please include page numbers in your report, use Times New Roman font of 12” size, 1” margins, and submit as a PDF document. You must use a recognized referencing style, but the style that you use is your choice. Consult the Marking Guide below to ensure you are well-prepared to succeed on this project.

*Advocacy Piece (10%)*: This project will be oriented towards a practical call for change in the form of a 1-minute creative piece. Your advocacy piece will draw from one of the environmental challenges that we covered in the class and should be directed to the audience appropriate for the solutions or change that you are proposing. The purpose of advocacy is to share information to help bolster support for a cause, or initiative or propose a change to policy or behaviour. My hope is that this project helps you move beyond critical reflection, and the danger of climate “apathy”, to get you active in coming up with remedies and advocating for meaningful change that can help solve the climate problem. To offer some examples, if you choose to explore the health implications of air pollution, you might create a 1-minute commercial that is directed towards commuters. Or, if you’re interested in the links between toilet paper production and deforestation, you might offer a 1-minute pitch for sustainable toilet paper or bidets. Your advocacy piece can

take the form of your choosing: a radio spot; a television commercial; a public service announcement; a skit; a comedy bit - the possibilities are endless! Get creative, and be inspired!

On this assignment, you may work independently or in groups of up to four members. Whether you are working in a group for this assignment, or independently you must sign up for a group on Brightspace (“Tools”- “Groups”) by March 14th, after which point you cannot change groups, or decide to work independently if you were already in a group. If you do not sign up for a group by March 14th, you will be deducted 5% from your Advocacy Piece grade. If you are working in a group, one grade will be assigned for each group, and all group members will receive the same grade. Choose your group members wisely. You will present your 1-minute advocacy pieces on presentation day on our final day of class.

<b>Book Review Marking Guide (15%)</b>	
<b>Introduction</b>	10
<b>Summary and Engagement with Literature</b>	25
<b>Personal Reflection</b>	20
<b>Conclusion</b>	15
<b>Quality of and appropriate number of scholarly sources:</b> Engage with 10 academic sources related to your chosen topic.	10
<b>Writing:</b> Style, cohesion, quality, flow, grammar, organization, clear and compelling subtitles and title, appropriate use of in-text citations	10
<b>Quality of Titles and Subtitles</b>	5
<b>Mechanics:</b> Times New Roman 12pt Font, 1” Margins, Title Page that includes course code, Prof and Student/Group Name; File name reflects the Student name and Assignment title; You must use a recognized referencing style, but the style that you use is your choice. Please submit in pdf form.	5
<b>Total (15% of Final Grade)</b>	100%

<b>Advocacy Piece Marking Guide (10%)</b>	
<b>Appropriate use of style and tone to evoke emotion (comedy, sadness etc)</b>	20
<b>Content and tone are compelling and appropriate for intended audience</b>	20
<b>Organization and flow</b>	20
<b>Creativity, Originality</b>	20
<b>Well-prepared, Sharp, Complete, timely</b>	20
<b>Total (10% of Final Grade)</b>	100%
<b>*If appropriate Late Sign up for “Group” on Brightspace -5% deduction*</b>	

Note that 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. The system of grades used, with corresponding grade points is the following:

Percentage	Letter Grade	12-point scale	Percentage	Letter Grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

**Mental Health:** As a University 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.

**AI Tools:** AI tools are not allowed to assist in any type of preparation or creation of the assignments in this course. Using AI tools in any way is a violation of academic integrity standards. Since this course focuses on building your original ideas and critical thinking, using AI tools would compromise the learning purpose and, therefore is prohibited.

**Emergency Resources (on and off campus):** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

**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: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

**Plagiarism:** The University Senate defines plagiarism as “presenting, whether intentional 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 which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

**Academic Accommodation:** 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 the instructor 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 accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form (click here).

*Religious obligation:* write to the instructor 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.

*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 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).

*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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

**Communications:** Carleton E-mail Accounts: All email communication to students from BGIInS will be via official Carleton University email accounts and/or cuLearn. As important course and

University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.