

GINS 3020

Places, Boundaries, Movements & Environmental Change

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Course Format: In person Prerequisite: 3rd Year Standing	Dates: January 9 to April 12, 2023 Lectures: Mondays from 11:35 a.m. – 2:25 p.m. Location: Mackenzie Building, Room 4499

I. Course description

This course deals with society-environment interactions, shedding light on the socio-economic, institutional, behavioral, and ethical factors that mediate this relationship in the Anthropocene. Humanity has already exceeded a number of planetary boundaries – particularly climate change, biodiversity loss, and changes to the global nitrogen cycle – that delineate the safe operating space for human societies. In this context, the course examines theories of socio-environmental management, focusing on key concepts (i.e., scarcity, the commons, risks) to understand how societies respond to the increasing environmental challenges. Through case studies, the course explores how human-induced environmental changes transcend national boundaries, affecting local traditions and institutions and leading to increased displacement. Then, we will discuss the ways in which global institutions and organizations have been set to deal with transnational environmental issues.

Instructional Method

This course will include lectures, individual and group exercises, presentations, and a group project. Students are expected to attend the online lectures and read the weekly materials, which will guide them in developing their final group project. Each class will start with a lecture, followed up by in-class exercises. The results of the exercises shall be sent to the instructor by the end of the class via email. The exercises will enhance students' comprehension of the class theme and inform students' participation grades.

II. Learning Outcomes

By the end of this course, students should be able to:

- 1) Describe and understand some of the key threats and challenges posed by global environmental changes;
- 2) Explain how socio-economic, institutional, behavioral, and ethical factors have contributed to environmental change;
- 3) Identify and critically assess the main theories of socio-environmental management;
- 4) Comprehend the socio-environmental factors that cause population displacement; and,
- 5) Discuss the current state of global environmental governance.

III. Course Readings:

Textbook: Robbins, P., Hintz, J., & Moore, S. A. (2014). *Environment and society: a critical introduction* (Second, Ser. Critical introductions to geography). Wiley-Blackwell.

Required Readings:

Adger, W. N., de Campos, R. S., & Mortreux, C. (2018). Mobility, displacement and migration, and their interactions with vulnerability and adaptation to environmental risks. In *Routledge handbook of environmental displacement and migration* (pp. 29-41). Routledge.

Clapp, J. & Dauvergne, P., (2011). *Paths to a Green World: The Political Economy of the Global Environment*, Second Edition, Cambridge, MA: MIT Press.

Falkner, R. (2013). 'The Nation-State, International Society, and the Global Environment', in Robert Falkner (ed), *The Handbook of Global Climate and Environment Policy* (Chichester, UK: John Wiley & Sons, Ltd.), pp. 251-267 - CR.

Hammer, J. (2013). *The Lost Tribes of the Amazon*, Smithsonian Magazine.
<https://www.smithsonianmag.com/innovation/the-lost-tribes-of-the-amazon-22871033/?all>

Hardin, G. (2019). *The tragedy of the commons*. In *Green Planet Blues* (pp. 41-49). Routledge.

Internal Displacement Monitoring Centre (IDMC) (2018). *Disaster displacement: A global review, 2008-2018*.
<http://www.internaldisplacement.org/sites/default/files/publications/documents/201905-disasterdisplacement-global-review-2008-2018.pdf>

McKean, Margaret A. (2000): *Common Property: What Is It, What Is It Good For, and What Makes It Work?* In: Gibson, Clark, McKean, Margaret A. & Ostrom, Elinor (eds) *People and Forests: Communities, Institutions, and Governance*. Cambridge, MA: MIT Press. 27–56.

Rockström, J., Steffen, W., Noone, K., Persson, Å., Chapin III, F. S., Lambin, E.,... Schellnhuber, H. J. (2009). *Planetary boundaries: Exploring the safe operating space for humanity*. *Ecology and society*, 14(2), 32.

Robbins P., Hintz, J., and Moore, S. (2022). *Environment and Society: a Critical Introduction*. Wiley-Blackwell, Print.

Rosolie, Paul. *Mother of God*. London: Bantam Press, 2014. Print.

Schiffman, R. (2015). *Amazon Deforestation Takes a Turn for the Worse*
<https://www.scientificamerican.com/article/amazon-deforestation-takes-a-turn-for-the-worse/>

Shiva, V. (2014). *The Impoverishment of the Environment: Women and Children Last*, In: Shiva & Mies. *Ecofeminism*. Bloomsbury Publishing.

Torres, G. (1992). *Introduction: Understanding Environmental Racism*. *U. Colo. L. Rev.*, 63, 839.

Torres-Slimming, P. A., Wright, C. J., Lancha, G., Carcamo, C. P., Garcia, P. J., Ford, J. D., ... & IHACC Research Team. (2020). *Climatic changes, water systems, and adaptation challenges in Shawi communities in the Peruvian Amazon*. *Sustainability*, 12(8), 3422.

Vigil, S. (2018). *Green grabbing-induced displacement*. In *Routledge handbook of environmental displacement and migration* (pp. 370-387). Routledge.

Walker, H. (2019). *Fragile time: the redemptive force of the Urarina apocalypse*. In *Indigenous Perceptions of the End of the World* (pp. 51-70). Palgrave Macmillan, Cham.

Webster, D. (2012). The Devastating Costs of the Amazon Gold Rush
<https://www.smithsonianmag.com/travel/the-devastating-costs-of-the-amazon-gold-rush-19365506/>

IV. Course Calendar:

Week	Dates	Description	Assignments and/or Readings Due
1	January 9	Course overview and introduction	Rockstrom et al., 2009
2	January 16	The Anthropocene	Robbins et al., 2014. Chapter 8: Social Construction of Nature IDMC 2018
3	January 23	Scarcity & Markets	Robbins et al., 2014. Chapter 2: Population and Scarcity, AND Chapter 3: Markets and Commodities
4	January 30	Environmental Institutionalism	Quiz 1 Hardin 1968. McKean 2000.
5	February 6	Socio-Environmental Risks	Robbins et al., 2014. Chapter 6: Risk and Hazards Adger et al., 2018
6	February 13	The Amazon – Biodiversity, Forests, and Carbon	Rosolie 2014 – Chapters 1-3 Webster 2012 Schiffman 2015
	February 20	Winter Break.	None
7	February 27	Environmental Justice	Quiz 2 Robbins et al., 2014. Chapter 7: Political Economy AND Chapter 13: Tuna Vigil 2018
8	March 6	Ecofeminism & Environmental Racism	Robbins 2022. Chapter 9: Feminism and the Environment, AND Chapter 10: Racialized Environments Robbins et al., 2014. Chapter 15: Bottled Water Shiva 2014
	March 10		Policy brief is due at 6 PM
9	March 13	The Amazon – Indigenous Peoples, Livelihoods, Health, and Well-being	Walker 2019. Torres-Slimming 2020.
10	March 20	Global Environmental Governance	Quiz 3 Falkner 2013 Clapp & Dauvergne 2011
11	March 27	Final Presentations	None
12	April 6	Final Presentations	None
	April 7	Group Project	Project Submission is due at 6 p.m.

V. Evaluation

Evaluation will be based on participation, quizzes, an individual policy brief, and a group advocacy campaign. Always retain a hard copy of all work that is submitted.

Name of Assignment	% of final grade
Participation – Attendance, engagement, & in-class exercises	15%
Policy Brief	25%
Group Project	25%
Peer Assessment (Group project)	5%
Quizzes (3)	30%

1) Participation (15% of total marks): Your participation throughout the semester will be graded based on your attendance, your active engagement in the class, and in-class group exercises.

2) Policy Brief (25% of total marks): You will produce a policy brief on the environmental impact of one sectoral policy on a given locality in the Global South. The brief should discuss the limits of current management approaches, provide an evidenced-based policy recommendation, outlining economic, social, and political feasibility considerations. The brief should be between 1300 to 1500 words. Further details and evaluation rubric will be posted on Brightspace.

3) Group Project (25% of total marks + 5% peer assessment): In groups of 4 – 5 students, you are asked to choose a *current* socio-environmental issue that involves at least two countries. Groups will carry on research to analysis the roots of the problem and propose a new strategy to address it through agenda-setting. To this end, the group will prepare an advocacy campaign (i.e., video) directed to policymakers and relevant stakeholders. You will also be asked to fill out an evaluation worksheet for each of your group members (5% of your final grade). Further details and evaluation rubric will be posted on Brightspace.

4) Quizzes (30% of total marks): Three quizzes are scheduled for **January 30, February 27, and March 20**. The quizzes will consist of multiple-choice questions, and short answer questions ranging from definitions of terms and concepts to problem-solving questions. Questions will stress comprehension of major concepts and issues rather than memorization of facts or details. Questions will refer only to materials covered in the course.

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

Policy on late submissions

A 10% deduction per day will be applied to late assignments. Requests for deadline extensions must be made at least 48 hours before the deadline. I will not grant any extensions that are made less than 48h before the deadline. For reasons related to illness, substantiation from a medical professional will be required.

Appeals Policy

If you wish to contest a grade, you should first read the feedback comments and consult the assignment rubric. If, after reviewing these, you would like to request a reassessment, you should write to the instructor within 7 days of receiving their assignment grade. Write a note explaining why the assignment should be reassessed, outlining specifically the grading errors you have found. Only legitimate requests will be considered.

VI. 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;
- 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; and
- failing to acknowledge sources through the use of 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 conducts 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 can include a final grade of "F" for the course.

VII. Course Copyright

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copyright protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

VIII. Statement on Student 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. Here is a list that may be helpful:

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>

IX. 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 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 accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

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, 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>

X. Statement on Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you must follow Carleton's [symptom reporting protocols](#).

Masks: Carleton has paused the [COVID-19 Mask Policy](#), but continues to strongly recommend masking when indoors, particularly if physical distancing cannot be maintained. It may become necessary to quickly reinstate the mask requirement if pandemic circumstances were to change.

Vaccines: Further, while proof of vaccination is no longer required as of May 1 to attend campus or in-person activity, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible, and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

XI. Communications

Carleton E-mail Accounts: All email communication to students from BGIInS will be via official Carleton university email accounts and/or Brightspace. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and Brightspace accounts.

Official Course Outline: The course outline posted to the BGIInS website is the official course outline.