

**Carleton University
Fall 2021
Department of English**

EACH [2000]: Introduction to the Environmental and Climate Humanities

An overview of approaches to environmental and climate change issues in the humanities. Drawing on a range of disciplinary perspectives, students will engage with material depicting climate change and environmental topics, as well as develop research and communication strategies.

Tuesdays and Thursdays, 1:00-2:30pm
Location: Tuesdays: 3020 Nichol Building; Thursdays: various
Format: In-person synchronous classes
Prerequisite(s): second-year standing.

Instructor: Professor Barbara Leckie
Email: barbaraleckie@icloud.com
Office: 1806 Dunton Tower
In-person Office Hours: Before or After Tuesday's Class
Zoom Office Hours: By appointment

COVID-19 COURSE ADJUSTMENTS:

In response to restrictions following from the pandemic, I have adjusted this course in a number of ways. I will list them here but I also want to state upfront that I imagine this course as *collaborative* and *conversational*. You will be doing a lot of reading, and viewing, and listening, but I'm hoping you will do so in a collaborative, conversational, and interrogative spirit. Start conversations. Ask questions.

Once again this year, classes will ask different things from all of you; these things will depend on the instructor. In my case, I'd like to see us all step up our collaborations together. The *first* opportunity for collaboration is to respond to this syllabus. If you have suggestions, let me know. If you see problems, let me know. If you don't understand something, let me know. The syllabus and the class overall will be much stronger with input from all of you. Thank you! Here are the adjustments:

1. For Tuesday's class we will meet at the scheduled time in Tory 352. I will have a mic. If any of you happen to have mics lying around your house/apt, I encourage you to bring them. Seminars involve discussion and we're going to have to find ways to have engaging discussions masked and at a distance. It must be possible! I invite ideas from you as well.
2. For Thursday's class, we will be more creative. You will still meet at the scheduled time but I will divide you into groups; some of the groups will meet in the classroom but others will walk around campus or in places of your choice. On Thursday morning, I will post the course material for that day (listening to a podcast or musical piece, viewing a video or movie, reading an article or poem etc). Usually it will involve 20-30 minutes of listening or reading. I'd recommend organizing your group time as follows: assign a notetaker and then allow 10 mins for check-in and brief discussion of the previous class; 20-30 minutes to discuss the course material (during

this time the note-taker will take rough notes); and the 30 minutes during which you decide, as a group, what question you want to pose and what topic you'd like to discuss in more detail (it could be an expansion on any aspect of the course material for the week in question, it could introduce current issues or outside reading into the material from the week, or it could make connections with previous discussions or readings etc.). The week's notetaker will then submit this material at the end of the meeting (or, at the latest, by Friday at noon). These notes will form the basis for our class on Tuesday.

Introduction to the Environmental and Climate Humanities

The environmental humanities and climate change are interdisciplinary topics, drawing on a range of approaches and knowledge formations, and I could not have put this syllabus together without the help of many colleagues. I am especially indebted to Caroline Levine, Benjamin Morgan, Stephen Siperstein, Anne Raine, and Anna Henchman (and her team of interdisciplinary scholars) for providing access to both their syllabi and a diverse range of resources, ideas, and suggestions.

* * *

I don't know exactly if or how we'll get to where we need to go, but I know that we must set out better options with all the passion, power, and intelligence we have.

~Rebecca Solnit

Donna Haraway's justly famous phrase for the task that faces all of us is "staying with the trouble." There is no prelapsarian state of nature to be returned to, or even briefly accessed. It is impossible now to write from outwith a context of damage, decline, and injustice. The trouble needs to be clearly seen, and organized against up and down the levels, from local to global. But—and—keeping hope, love, wonder, and the belief in possible betterment in view; this too is part of the work of staying with the trouble.

~ Robert Macfarlane, Interview in *Conjunctions*

In order to set our institutions firmly on the path of future knowledges, we need to reinvent *a classroom without walls* in which we are all *co-learners*; a university that is capable of convening *various publics in new forms of assemblies that becomes points of convergence of and platforms for the redistribution of different forms of knowledges*.

~ Achille Mbembe

Course Description

This course will offer an introduction to the environmental and climate humanities. We will be especially attentive to *how* ideas related to the environment and climate change are represented. We will consider who has the means to represent the environment and climate change and through what media; what relations/topics are emphasized and what relations/topics are downplayed or ignored; what images are used and to what effect; what emotions are represented and to what effect; what language is used and why it is important; what structures and forms are adopted and how we can learn to read and understand them. We will focus, in particular, on the arts of time. It may sound strange to think of time as an art but time has meant different things to different people in different historical periods. Importantly, its meaning is also shifting for us in the context of climate change as we seek to grasp the meaning of deep time as well as the demands of the multiple and discordant temporalities that shape our comprehension of climate change and our visions for the future. Overall, we will discuss the link between reading, seeing, knowing, and acting to ask what role the humanities—literature, culture, history, philosophy, film, visual art—can play in our response to, and action on, environmental issues and climate change today.

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Learning Outcomes

By the end of the semester students in this course will be better able to:

- Understand the role of the humanities and social sciences in climate change studies
- Practice interdisciplinary research, writing, and thinking
- Offer clear, concise, and powerful communications in writing and speech and other media
- Contribute constructively to class discussion
- Tell the time
- Critique the list above, the idea of learning outcomes in general, and their role in the neoliberal university

In addition:

- This course will focus on slow attentive reading, listening, and viewing. You will, therefore, need to bring your course material to class. Failure to do so will result in being marked “absent” for class even if you’re there.
- This course will also encourage engaged conversation, discussion, and debate.
- To facilitate both of these goals this course will be device-free. If you need a computer or other device in our class please discuss with me first. There will be a few occasions where we will consult our devices together but I will let you know about these days beforehand. Note: I’m not sure if we’ll be able to uphold this device-free goal under pandemic in-person teaching conditions. We’ll play it by ear!

Texts to Buy (all other material will be available on Brightspace):

(Texts Available at [Octopus Books](#) [116 Third Avenue, the Glebe, 613-233-2589] in the Glebe or on Brightspace)

Gerald Graff and Cathy Birkenstein, *They Say/I Say*
Megan Hunter, *The End We Start From*
Ben Lerner, *10:04*
Jeff Vandermeer, *Annihilation*

Course Requirements:

Weekly Journal Entries (see Note below)	Recommended!
7 *Friday's Commentaries*	10%
7 Time Observation Pieces	10%
1 Annotated Climate Change & Humanities Piece of your choice	10%
Walking/Sitting/Talking Group Assignments	10%
1 *Close Reading OR Podcast Assignment*	10%
1 *Essay*	5% + 25% = 30%
(Please note that there are stages for this assignment with two earlier assignments worth 5% [2.5% each] due before the final due dates both semesters.)	
Participation	10%

Attend (online or in person) at least two Carleton events each semester (You cannot pass the course without fulfilling this requirement; please send me an email after you have attended an event noting its date and the event. No additional commentary is necessary.) ungraded

Note: The extra 10% will be assigned to your highest assignment grade for the *starred* assignments in this course. That is, if you receive A on your commentaries and B on everything else, the commentary grade will count for 20% of your grade. If students wish, they can instead submit their Journal entries for the additional 10%.

In order to pass this course, you must:

- complete all term work
- not miss more than 4 classes

Dates for all assignments are indicated in orange on the syllabus. The only dates not noted are those for the Journal Entries and Time Observation Pieces. You should be doing both of these assignments almost every week.

Journal Entries Recommendation. There are lots of ways to do this assignment. I encourage you to be creative. Combine writing with sketching with photos. Use graphics and poems. Experiment. See what works. Since this is a course that focuses on noticing in the context of climate change, I recommend that you orient your entries to that topic. But journal entries are themselves exercises in noticing, even when noticing itself is not made explicit. Writing a journal will also help you to notice *more* and to notice *differently*. There is a portal for submitting your journal entries each week. These submissions are

optional. If you think you might want to apply the extra 10% to your journal entry, however, I encourage to make these submissions. If you'd like feedback on them, I'd also encourage you to submit. That said, if you prefer to keep your journal entries private but still would like to use this assignment for the extra 10%, there's an option for that too. I'll ask you to reflect on how the journal entries helped you to think about the course material, what you learned (or didn't learn) from it, select short highlights from your entries and so on. Please contact me if you're choosing this option, and I'll provide a list of writing prompts.

Friday's Commentary: Students are required to submit at least SEVEN Friday's Commentary assignments each semester. Directions for this assignment will be posted every Wednesday (although the first few weeks are posted below). Friday's Commentary assignments must be submitted on Brightspace by 7pm on Friday at the latest. **Failure to hand in the minimum of seven Friday's Commentaries per semester will result in 0% for this requirement.** Students are welcome to write as many Friday's Commentaries as they like. I will use the top seven.

Time Observation Piece: This assignment asks you to observe time. We are familiar with observations of space and we will discuss observations of space in relation to the art of noticing. This assignment is designed to encourage us all to notice time as well. You can decide how you want to do this assignment but for at least one of these assignments I'd like you to look at your local observation piece from the previous semester for at least twenty minutes. Just look. And then write about that experience. You can also try writing at different times of day; writing observation pieces about different time technologies in your house (a clock, a phone, a timer, a clock on a stove etc); different time technologies where you live (a clock in public space, timetables posted for transportation etc); experiment with doing different things for five minutes and compare how that period of time feels when eating, talking to friends, meditating etc; think about how you can recapture the past (perhaps go to a place where you were as a child and see how it looks different to you as an adult); wake up early; stay up late; consider how you might capture the future; consider things that embody time or make us think about time (rocks and stars, for example, but also words); consider predicting how long a certain task will take; consider not being close to any timepiece (watch, phone, clock) etc for a certain period—a day, an evening; experiment with how time feels different in the dark, in the light, outside, inside; and so on. These are only ideas; please feel free to experiment with other possibilities yourself. While it is okay to write *about* time, I also want you to seek out ways to *experience* time. Explore. Think outside the box. Again, you are required to write **SEVEN short** (100-300 words) weekly observations. Please note the date on each entry and please submit on that day.

Participation: Note: to participate you have to be in class. If you miss more than 4 classes each semester you will not pass the course. Participation is notoriously difficult to grade and yet it is essential to a seminar class. Your participation grade will be divided between your Thursday group work (see description below) and your participation in Tuesday's class. If you are uncomfortable speaking in class, please make an appointment with me to discuss other options for participation grades.

Please also note: In our class discussions we will address a range of topics. Racist, sexist, and/or offensive language will not be permitted under any circumstances. I will intervene if this happens. That said, I invite conversations that tread on uncertain ground and, as a result, our conversations will sometimes move in directions that make some of us feel uncomfortable. Inevitably, some of us will make mistakes along the way. But we learn from our mistakes. We learn from hearing what others think. We also learn by testing ideas we're not sure of in public forums and hearing how others respond.

If someone says something you dislike, try to grant that person the latitude to make mistakes, blunders, and to say things they may later regret. Grant yourself that same generosity. Don't feel bad about your blunders or wish you'd said nothing. Instead, sharpen your communication tools so that you will get further next time or the time after that. I hope it goes without saying that I will probably blunder the most and I will rely on all of you to alert me to the times when I go wrong and to help me as we make our way through the sometimes difficult material this class addresses.

For extra participation comments, you can also either comment on the course blog or write blog posts that I will put on the course blog.

Essays: Each semester you are required to submit an essay proposal or idea (roughly 100 words) and an essay thesis statement and outline (roughly 200-300 words) before the essay is due (on the final day of classes each semester). The essay proposal or idea should outline your topic and explain why you think it is a relevant and interesting topic. It can also be an opportunity for you to ask questions and/or float more than one possible topic. I will reply to these proposals or ideas within two days. The following week I'd like to you to focus your ideas into a thesis statement and essay outline. We will discuss what makes a good thesis statement and a strong essay in class. More information on the essay itself will follow soon.

Walking/Sitting/Talking Groups. I have divided the class into groups of 3-5 students who will meet during the class period on Thursdays. You can meet wherever you like. You can also use our assigned room. I encourage you to meet outside, however, weather permitting. If you are able, I encourage you to walk together as you do the assignment for the week. I will ask you to read, watch, view, or listen to different media items, discuss them among yourselves, and then determine one question and one topic you'd like us to discuss in class the following week. When you meet, assign a notetaker who will submit the question, the topic, and your notes each week on the Brightspace page. The notes can be in point-form, noting topics discussed, problems encountered, things you noticed about working in the group together etc. The notetaker will also record group attendance. Please rotate notetaking; each student will be the notetaker and submitter roughly three times over the course of the semester.

[I'm repasting the following passage from above fyi; it repeats some details already stated but also suggests a time breakdown for the class: For Thursday's class, we will be more creative. You will still meet at the scheduled time but I will divide you into groups; some of the groups will meet in the classroom but others will walk around campus or in places of your choice. On Thursday morning, I will post the course material for that day (listening to a podcast or musical piece, viewing a video or movie, reading an article or poem etc). Usually it will involve 20-30 minutes of listening or reading. I'd recommend organizing your group time as follows: assign a notetaker and then 10 mins for check-in and brief discussion of the previous class; 20-30 mins to address the course material; 20-30 minutes to discuss the course material (during this time the note-taker will take rough notes); followed by 30 minutes during which you decide, as a group, what question you want to pose and what topic you'd like to discuss in more detail (it could be an expansion on any aspect of the course material for this week, it could introduce current issues or outside reading into the material from the week, or it could make connections with previous discussions or readings etc.). The week's notetaker will then submit this material at the end of the meeting (or, at the latest, by Friday at noon). These notes will form the basis for our class on Tuesday.]

Fall Semester at a Glance

9 September– 16 September:	<u>Introduction</u>
20 September – 24 September:	<u>Climate Action: Global, Institutional, Local</u>
27 September – 1 October	<u>The Art of Time (Clocks)</u>
4 October – 8 October:	<u>The Art of Time (Cycles)</u>
11 October – 15 October:	<u>On Earth and Deep Time</u>
18 October – 22 October:	<u>On Maples, Nation, and Citizenship</u>
25 October – 29 October:	<u>Fall Break</u>
1 November – 5 November:	<u>Diaries (the daily)</u>
8 November – 12 November:	<u>On Ice and Melting Time</u>
15 November – 19 November:	<u>On Compost & Dreaming</u>
22 November – 26 November:	<u>On Political Time + Manifestos</u>
29 December – 3 December:	<u>On the future</u>
6 December – 10 December:	<u>Review: The Arts of Noticing, Time, and Angling</u>

Course Outline:

Weeks of 9 September– 16 September: [Introduction to EACH](#)

Material that we will discuss this week and next:

[IPCC Report 2021- 1](#) (Note: this Report is almost 4,000 pages long. Your assignment is not to read the entire thing but to set a timer and scroll through it for 15-30 mins.) You might also want to take a look at the IPCC [website](#), in general, and the art piece, [Changing](#), by Alisa Singer that is included on the website.

Deborah Bird Rose, Thom van Dooren, Matthew Chrulew, Stuart Cooke, Matthew Kearnes, and Emily O’Gorman. [“Thinking through the Environment, Unsettling the Humanities.”](#) *Environmental Humanities* 1.1 (2012): 1-5.

Optional Reading

Joe McCarthy, [“Why is Climate Change a Racial Justice Issue?”](#)
Leo Mellor’s [Review](#) of Timothy Clark’s *The Value of Ecocriticism*
Rebecca Solnit, [Call climate change what it is: violence | Essay](#)

Thurs 9 September

Introduction

- What are the Environmental and Climate Humanities?
- Discussion of the pandemic, the climate crisis, and the IPCC Report

Tues 14 September

There will be no in person class today. Please use the class time to read the following:

Carleton Climate Common’s Letter to Carleton’s President and Upper Administration

President Bacon’s and Philip Mansfield’s Response to the Climate Common’s Letter

The Climate Common’s Letter in Response to the Their Response

Seth Wynes and Kimberbely A. Nicholas, [“The climate mitigation gap: education and government recommendations miss the most effective individual actions.”](#) (This reading is optional but it will give you some ideas of what counts as an individual action.)

Thurs 16 September

Meet in your small groups. Ask group members the following questions:

- What do you think the humanities contribute to thinking about the environment and climate change? You may also want to review our

discussion from the previous class about the definition of the humanities and their role in the university.

- What is the global responsibility to address climate change and do you think global bodies have been effective thus far?
- What is the national responsibility to address climate change? (You might think about this question in relation to the upcoming election.)
- What is the responsibility of universities like Carleton to address climate change and do you think universities have been effective thus far?
- What is one's personal responsibility to address climate change?
- How many people in your group have been involved in climate action in some way? You can cast a wide net here: from recycling to eating practices to high school or university actions to more international work.
- Discuss whether taking a university course on climate change a climate action.

Fri 17 September:

If your group notetaker has not already submitted your groupwork, please do so by noon today.

Week of 21 September – 24 September: Climate Action: Global, Institutional, Local

Material that we will discuss this week:

IPCC Report (briefly)

Carleton Climate Common's Letter to Carleton's President and Upper Administration

President Bacon's and Philip Mansfield's Response to the Climate Common's Letter

The Climate Common's Letter in Response to the Their Response

Podcast: Conversation

Tues 21 September

Class Discussion of Assigned readings based on WST Groups

Thurs 23 September

Walking/Sitting/Talking (WST) Small Group Class

Fri 24 September

Submit one question and one topic for class discussion next week based on your meeting together + rough notes from your discussion

Week of 27 September- 1 October: The Art of Time (Clocks)

Material that we will discuss this week:

Lerner, *10:04* (first 10 pages only)

Rachel Carson, "A Fable for Tomorrow" and "The Obligation to Endure," in [*Silent Spring*](#) (1962), pp. 1-13.

The Clock (7-minute segment shown in class)

[News Clip Linked Coal to Climate Change — 106 Years Ago Today](#)

Tues 28 September

Class Discussion of Assigned readings based on WST Groups

Thurs 30 September

Walking/Sitting/Talking (WST) Small Group Class

Listen to the Podcast on Time
Reread the first ten pages of *10:04*

Discuss with your group.

Ask each other the following questions:

- Do you experience time in a linear way or in a cyclical way or both?
- Give examples.
- Can you find any connections between Rachel Carson's work and the first 10 pages of Lerner's novel?

Fri 1 October

Submit one question and one topic for class discussion next week based on your meeting together + rough notes from your discussion

Week of 4 October – 8 October: [The Art of Time \(Cycles\)](#)

Material that we will discuss this week:

Lerner, *10:04* (Cont'd)

Walt Whitman, "[Crossing Brooklyn Ferry](#)"

Jedediah Britton-Purdy, "[Becoming a Parent in the Age of Climate Crisis](#)"

Tues 5 October

Class Discussion of Assigned readings based on WST Groups

Thurs 7 October

Walking/Sitting/Talking (WST) Small Group Class

Fri 8 October

Submit one question and one topic for class discussion next week based on your meeting together + rough notes from your discussion

Week of 11 October – 15 October: [On Earth and Deep Time](#)

Material that we will discuss this week:

Lerner, *10:04* (Cont'd)

Stephen Jay Gould, *Time's Arrow, Time's Cycle*, section "The Discovery of Deep Time" (excerpt 1-16) library website:

<https://catalog.hathitrust.org/Record/000816757?>

Listen to John Luther Adams's "[Become Ocean](#)"

Listen to Pama's "Crepuscular": <https://pama2.bandcamp.com/releases>

[Gaia Versus the Anthropocene: A Conversation with Dorion Sagan](#)

Podcast: [CBC Ideas Interview](#), "On Time and Water: Andri Snaer Magnason"

Tues 12 October

Class Discussion of Assigned readings based on WST Groups

Thurs 14 October

Walking/Sitting/Talking (WST) Small Group Class

Fri 15 October

Submit one question and one topic for class discussion next week based on your meeting together + rough notes from your discussion

Assignment Due: Submit Language/Form/Structure Attentive Commentary (aka Close Reading) OR Podcast

Week of 18 October – 22 October: [On Maples, Nation, and Citizenship](#),

Material that we will discuss this week:

Amanda Strong (Director), "Bidaaban: The Dawn Comes":

<https://www.youtube.com/watch?v=vWjnYKyIUB8>

Leanne Betsamosake Simpson, "Plight":

https://complit.utoronto.ca/wp-content/uploads/Leanne_Simpson_TheAccidentofBeingLost_Reading_For_MasterClass.pdf

Robin Wall Kimmerer, "Maple Nation: A Citizenship Guide":

<https://www.youtube.com/watch?v=2YuB1iU6DQI>

"A Conversation with Amanda Strong": <https://www.cbc.ca/arts/live-action-could-never-have-created-these-worlds-amanda-strong-on-her-latest-film-biidaaban-1.4821934>

The Canadian flag

Rob Nixon, "Fallen Martyrs, Felled Trees"

Tues 19 October

Class Discussion of Assigned readings based on WST Groups

Watch Amanda Strong's "Bidaaban: The Dawn Comes" (it's just 20 minutes), read Leanne Betsamosake Simpson's "Plight," the short story on which it is based (https://complit.utoronto.ca/wp-content/uploads/Leanne_Simpson_TheAccidentofBeingLost_Reading_For_MasterClass.pdf) and, if you're interested in learning more about

these works, read the CBC conversation with the Strong (<https://www.cbc.ca/arts/live-action-could-never-have-created-these-worlds-amanda-strong-on-her-latest-film-biidaaban-1.4821934>).

Thurs 21 October

Walking/Sitting/Talking (WST) Small Group Class

Fri 22 October

Submit one question and one topic for class discussion next week based on your meeting together + rough notes from your discussion

Assignment: Submit a reading, novel, poem, work of visual art or architecture, film, video, advertisement or other cultural piece in some way related to climate change. Include a one-paragraph commentary on why you selected your piece. I will post these so that all students will be able to read them.

Week of 25 October - 29 October: Fall Break

Week of 1 November – 5 November: Diaries (the daily)

Material that we will discuss this week:

Helen Simpson, “Diary of an Interesting Year” (CuLearn)

Megan Hunter, *The End We Start From*

Margaret Atwood, “Time Capsule Found on the Dead Planet” (CuLearn)

Tues 2 November

Class Discussion of Assigned readings based on WST Groups

- Re-read your own Journal entries for the course since the beginning of the semester
- Read 20 minutes of material on our course [blog](#).
- Discuss both your journal entries and the blog together with your group
- For the compulsory commentary complete Part One and Two as outlined below

Thurs 4 November

Walking/Sitting/Talking (WST) Small Group Class

Fri 5 November

Submit one question and one topic for class discussion next week based on your meeting together + rough notes from your discussion

Week of 8 November – 12 November: On Ice and Melting Time

Material that we will discuss this week:

Sheila Watts-Cloutier, *The Right to be Cold* (218-59)

Livia Albeck-Ripka, [“Why Lost Ice Means Lost Hope for an Inuit Village”](#)

Interview with Sheila Watts-Cloutier,
<https://ottawacitizen.com/entertainment/books/q-and-a-sheila-watt-cloutier-seeks-some-cold-comfort>

Listen to Jesse Stewart’s [“Glacialis”](#)

[The Extreme Ice Survey Project](#)

Stephen Leahy, [“Polar Bears Really Are Starving Because of Global Warming”](#)

Podcast: CBC Ideas Interview, [“On Time and Water: Andri Snaer Magnason”](#) (10 June 2021)

Tues 9 November

Class Discussion of Assigned readings based on WST Groups

Listen to “On Time and Water: Andri Snaer Magnason

Thurs 11 November

Walking/Sitting/Talking (WST) Small Group Class

Fri 12 November

Submit one question and one topic for class discussion next week based on your meeting together + rough notes from your discussion

Week of 15– 19 November: [On Compost & Dreaming](#)

Material that we will discuss this week:

Denis Diderot, “D’Alembert’s Dream” (1769) (CuLearn)

Dorothea von Hantelmann, “Bees, Exhibitions, and the Anthropocene” (CuLearn)

Pierre Huyghe, “Untilled” (2011-12):
<https://www.moma.org/calendar/exhibitions/1537>

Course Podcast: Dreams

Tues 16 November

Class Discussion of Assigned readings based on WST Groups

Listen to course podcast on Dreams

Thurs 18 November

Walking/Sitting/Talking (WST) Small Group Class

Fri 19 November

Submit one question and one topic for class discussion next week based on your meeting together + rough notes from your discussion

Week of 22 November – 26 November: [On Political Time + Manifestos](#)

Material that we will discuss this week:

(Note: almost all of these manifestoes are very short)

[Tarhands: A Messy Manifesto](#)

[The Leap Manifesto](#)

[Manifesto for Living in the Anthropocene](#) (i-iii)

[The People's Manifesto for Wildlife](#) (this one is a bit longer and so open it, scroll through, and select a few items to read)

Extinction Rebellion, *This is Not a Drill: An XR Handbook*, "Declaration of Rebellion" (1-2) (CuLearn)

Optional Reading (and longer works)

[The Dark Mountain Manifesto](#)

[An Ecomodernist Manifesto](#)

Tues 23 November	Zoom Class Discussion of Assigned readings based on WST Groups
Thurs 25 November	Walking/Sitting/Talking (WST) Small Group Class
Fri 26 November	Submit one question and one topic for class discussion next week based on your meeting together + rough notes from your discussion

Assignment: Essay Proposal or Idea Due

Week of 29 November – 3 December: [On the Future](#)

Material that we will discuss this week:

Jeff Vandermeer, *Annihilation* (2014)

David Wallace-Wells, [The Uninhabitable Earth](#) (excerpt)

Tues 30 November	Zoom Class Discussion of Assigned readings based on WST Groups
Thurs 2 December	Walking/Sitting/Talking (WST) Small Group Class
Fri 3 December	Submit one question and one topic for class discussion next week based on your meeting together + rough notes from your discussion

Assignment: Essay Thesis Statement & Outline Due

Week of 6 December – 10 December: Review: the Arts of Noticing, Time, and Angling

Material that we will discuss this week:

Read/view at least three of the climate change pieces selected by your classmates

Walter Benjamin, "Seagulls" (1930)

Elizabeth Kolbert, "The Thing with Feathers"

Tues 7 December

Zoom Class Discussion of Assigned readings based on WST Groups

Thurs 9 December

Walking/Sitting/Talking (WST) Small Group Class

Fri 10 December

Submit one question and one topic for class discussion next week based on your meeting together + rough notes from your discussion

Assignment: Essays Due In Class Today

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.

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." According to the Department examples of plagiarism include the following:

- any submission prepared in whole or in part, by someone else;
- 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;
- 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 form of intellectual theft. It is a serious offence that 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 can include failure of the assignment, failure of the entire course, or suspension from a program. For more information please go to: <https://carleton.ca/registrar/academic-integrity/>

Special Information Regarding Fall 2021 Pandemic Measures

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

Requests for 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](#).

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>