



## Carleton University

Fall 2018

*Pauline Jewett Institute of Women's and  
Gender Studies*

### WGST 4812A/5901A: FEMINISM AND THE NONHUMAN

**Fridays, 8:30–11:30  
CB 3101**

**Instructor:** Dr. Debra Graham

**E-mail:** Debra.Graham@Carleton.Ca.

(Student e-mail will be answered during  
regular business hours only: Monday through  
Friday from 8:30 a.m. to 5:00 p.m.)

**Office:** 1410 DT

**Phone:** 613.520–2600 ext. 1004

**Office Hours:** Fridays 1:00–2:00

## TEXTS

Required text and journal articles are available through the library Ares e-reserve links located on our *CULearn* course page (See “Schedule of Topics, Readings, and Assignments” below).  
Text: Richard Grusin, ed. *Anthropocene Feminism*. Minneapolis: University of Minnesota Press, 2017

## COURSE REQUIREMENTS

<b>Class Participation</b>	<b>15%</b>	Attendance and engagement throughout the semester
<b>Debate</b>	<b>25%</b>	Individually assigned
<b>IGNITE Presentation</b>	<b>20%</b>	Slides due Nov. 23 <sup>rd</sup> in class; Presentation on Nov. 30 <sup>th</sup> in class
<b>Research Paper</b> <i>Preliminary work:</i> Topic Proposal, Working Bibliography, Outline <i>Final Paper</i> (10-12 pages)	<b>15% (5% ea.)  25%</b>	Proposal Oct. 15; Working Bibliography Nov. 5; Outline Nov. 19; Final Paper Dec. 7, submit all by 11:55 p.m. via <i>CULearn</i>

**Please note:** Standing in a course is determined by the course professor subject to the approval of the Faculty Dean. This means that grades submitted by the professor may be subject to revision. No grades are final until the Dean has approved them.

---

## COURSE OVERVIEW and OBJECTIVES

The concept of Anthropocene feminism will frame our discussions around the border poetics and politics of the human and nonhuman. Some of the questions that will concern us include, but are not limited to:

- What does feminism(s) have to say to the claim that humans now act as a geo-chemical force in ways that are independent of or indifferent to social, cultural, or political will or intent?
- What do new materialist feminisms or ecofeminisms (to name just two) add to (or detract from) current humanistic understandings of the Anthropocene?
- How should feminism(s) in an Anthropogenic age take up an altered relation to—an increased attention to or concern for—the nonhuman world?



Our purpose in this course is to explore thoughtfully and critically (both as individual scholars and as an interdisciplinary intellectual community) such topics related to Anthropocene feminism as posthuman predicaments, ecological (in)justices, matters of interspecies entanglements, and queer potentials.

The broad learning goal is for students to become acquainted with the wide range of current possibilities and challenges for feminism(s) with regard to human-nonhuman phenomena. More specifically, the objectives are for students to become comfortable reading, discussing, and critiquing debates on the relevant topics under concern; and to find ways to apply the concepts studied to current political conditions, life situations, cultural trends, and research and/or activist projects.

It is imperative that students come to every class and are prepared to discuss and analyze the assigned materials. This means that before class, students should read all of the required materials, take notes, and devise a few questions or comments to stimulate group discussion. During class, students are expected to fully engage with a lively intelligence and proactive spirit. In other words, they are expected to listen, contribute ideas, respond to cohorts in a respectful manner, and be sensitive to the balance of “give and take”. For one weekly topic (to be individually assigned), students will develop and engage in a formal debate with team members. Students will also produce and deliver an IGNITE presentation based on their paper topic. For a final paper, students will write a detailed explanation and critique of an Anthropocene feminist issue. Below are the general criteria for the grading of oral and written materials; see *CULearn* for specific assignment directions, grading criteria, and submission details.

Students are encouraged to retain a hard copy of all materials submitted for the course and to keep all marked assignments until after the final grade is received in the course.

## UNDERSTANDING YOUR ESSAY GRADES

%	Grade	Assessment
<b>Grad</b> 90-100  <b>U-Grad</b> 90-100  85-89  80-84	<b>A+</b>  <b>A+</b>  <b>A</b>  <b>A-</b>	<b>Excellent.</b> The essay presents a clear, engaging thesis and follows through with a well-developed and well-supported argument. It demonstrates an excellent understanding of the goal(s) and concepts; and it is perceptive and even original in its treatment, presenting more than a restatement of the materials and/or discussion. The structure is logical and easy to follow, using effective topic sentences and transitions. Paragraphs are internally coherent; examples are well integrated, relevant, and thoughtfully analyzed. The essay is grammatically correct and free of mechanical errors; sentences are balanced and varied in interesting and appropriate ways; the language is lucid, precise, and lively. The essay is formatted properly and all sources are up-to-date, relevant, and accurately cited.
<b>Grad</b> 85-89 80-84  <b>U-Grad</b> 77-79  73-76  70-72	<b>A</b> <b>A-</b>  <b>B+</b>  <b>B</b>  <b>B-</b>	<b>Good.</b> The essay presents a clear thesis and follows through with a generally well-developed position, though some parts of the argument need further clarification or support. It demonstrates a solid understanding of the goal(s) and concepts but it is not especially insightful or original. The structure is logical but not always well coordinated or controlled (for instance, some transitions are weak or missing; paragraphs are not controlled through topic sentences). Paragraphs are mostly coherent; most examples are well chosen but discussion of them is not always sufficiently detailed. The essay is grammatically correct and mostly free of mechanical errors, but the prose is not particularly elegant or engaging. The essay is formatted properly and all sources are relevant and accurately cited.
<b>Grad</b> 77-79 73-76  <b>U-Grad</b> 67-69  63-66  60-62	<b>B+</b> <b>B</b>  <b>C+</b>  <b>C</b>  <b>C-</b>	<b>Adequate.</b> The essay presents a thesis, but not an especially clear or suitable one; it does not follow through with a consistently well-supported position. It shows basic understanding of the goal(s) and concepts but misses, distorts, or misunderstands some aspects. The structure is loose in places, lacking clear topic sentences, effective transitions, or wandering off topic. Paragraphs sometimes lack unity, and examples are not always relevant or simply inserted without adequate discussion. The essay has a number of grammatical and/or mechanical problems, and the writing style is uncertain and obscure in places. The essay is not formatted properly and/or sources are not up-to-date, and/or relevant, and/or correctly cited.
<b>Grad</b> 70-72  <b>U-Grad</b> 57-59  53-56  50-52	<b>B-</b>  <b>D+</b>  <b>D</b>  <b>D-</b>	<b>Poor.</b> The essay does not present or argue consistently for a suitable thesis. It demonstrates some misunderstandings of the goal(s) and concepts; it paraphrases or summarizes instead of analyzing; its examples are simply inserted without proper connection to an overall position and without discussion. The essay lacks sufficient structure and moves from idea to idea without any apparent logic. Paragraphs are not unified. The essay has grammatical and mechanical errors and the style is generally faulty: phrases or sentences are frequently unintelligible. The essay is not formatted properly and/or sources are not correctly cited or appropriate.

## UNDERSTANDING YOUR DEBATE GRADE

CRITERIA	A+, A, A-	B+, B, B-	C+, C, C-	D+, D, D-
<b>Understanding of Topic/Readings</b>	The debater/s demonstrate an in-depth understanding of the topic/readings and present the information convincingly.	The debater/s demonstrate a good understanding of the topic/readings and present the information with ease.	The debater/s show a basic understanding of the main points of the topic/readings and present those with some efficiency.	The debater/s do not show an adequate understanding of the topic/readings.
<b>Opening Statement</b>	Opening statement clearly defines the viewpoint of the debater/s and briefly lists their 3 major points in a clever and interesting way.	Opening statement defines the viewpoint and briefly lists the 3 major points in a somewhat interesting way.	Opening statement attempts to define the viewpoint of the team and briefly lists points but lacks some precision and clarity.	Opening statement doesn't define the viewpoint sufficiently and doesn't list major reasons in a clear manner.
<b>Three Major Points</b>	Points are clearly expressed, including details and excellent examples, which are communicated in a highly persuasive manner.	Points are clearly expressed, including details and good examples, which are communicated in a somewhat interesting way.	Solid attempt to express points, including a few details and examples.	Points are not clearly expressed and lack sufficient details and relevant examples.
<b>Responses</b>	All counter-arguments are accurate, relevant and strong. Debater/s are able to accurately defend position.	Majority of counter-arguments are accurate, relevant and strong. Debater/s are able to defend position.	Some of counter arguments are accurate, relevant and strong. Debater/s are able to defend position but without conviction.	Counter-arguments are not accurate and/or relevant. Debater/s are unable to defend position
<b>Concluding Statement</b>	Concluding statement clearly sums up the viewpoint of the debater/s and briefly lists their 3 major points in a clever and powerful way.	Concluding statement clearly sums up the viewpoint of the debater/s and briefly lists their 3 major points in a somewhat interesting way.	Concluding statement attempts to clearly sum up the viewpoint of the debater/s and lists some of the major points.	Concluding statement doesn't sum up the viewpoint and doesn't list major reasons.
<b>Speaking Skills</b>	Poised, clear articulation; proper volume; steady rate; good posture and eye-contact; enthusiasm; confidence	Clear articulation but not as polished.	Some mumbling; insufficient eye-contact; uneven rate; little or lacking in expression; predominately reads from notes.	Inaudible or too loud; lacking eye-contact; rate too slow/fast; speaker seems uninterested or uses monotone; too dependent on notes.
<b>Group Work</b>	Clear evidence of collaboration and sharing of tasks; Balance in speaking turns.	Evidence of solid collaboration and sharing of tasks; Slight imbalance in speaking turns.	Little evidence of collaboration and sharing of tasks; Imbalance in speaking turns.	Lack of collaboration and sharing of tasks; Embarrassing imbalance in speaking turns.
<b>Audience Response and discussion facilitation</b>	Involved audience in creative and relevant ways; strong listening skills.	Involved audience fully in relevant ways; good listening skills.	Held audience's attention most the time; not careful enough in listening.	Lost audience's attention; poor listening skills.

## UNDERSTANDING YOUR IGNITE GRADE

	<b>Excellent</b>	<b>Good</b>	<b>Adequate</b>	<b>Poor</b>
<b>Structure (Intro, Body, Close)</b>	Intro and conclusion are presented with force and definition; major ideas are effectively communicated with smooth transitions.	Intro and conclusion present clear ideas; major ideas are communicated but not all transitions are smooth.	Intro and conclusion lack specificity; major ideas are not fully communicated and not all transitions are smooth.	Intro and conclusion present vague ideas; major ideas are not fully communicated and transitions are not smooth.
<b>Content (clarity, amount, balance)</b>	Points are clearly expressed with strong support and communicated in a highly persuasive and balanced manner.	Points are clearly expressed and communicated with solid support in a balanced and somewhat interesting way.	Solid attempt to express points but they are not all balanced and the explanation is insufficient and/or confusing.	Points are not clearly expressed or are inaccurate; ideas are not presented in a balanced manner, and lack sufficient explanation.
<b>Visual/Verbal Integration (Creativity)</b>	Originality (uses the unexpected to full advantage); complete visual/verbal integration; excellent blending of ideas and materials.	Some originality is apparent; solid visual/verbal integration; good variety and blending of ideas and materials.	Solid but lacking in originality; visual/verbal integration is choppy; little variation in blending ideas and materials.	Repetitive; confusion in visual/verbal integration; ineffective in fusing ideas and materials.
<b>Delivery (Eye-contact, voice, credibility, confidence, passion, use of notes)</b>	Poised, clear articulation; proper volume; good posture and eye-contact; enthusiasm; confidence.	Clear articulation but not as polished.	Some mumbling or giggling; insufficient eye-contact; little or lacking in expression; too dependent on notes.	Inaudible or too loud; lacking eye-contact; speaker seems uninterested or uses monotone; too dependent on notes.
<b>Timing</b>	Presenter keeps excellent pace with each slide; presentation is varied in speed and rhythm; presenter moves on and off the stage smoothly.	Presenter keeps pace with most the slides; presentation is varied in speed and rhythm; presenter moves on and off the stage without a problem.	Presenter becomes lost in relation to slides but eventually recovers; presentation isn't adequately varied in speed and rhythm; presenter is awkward in moving on and/or off the stage.	Presenter becomes lost in relation to slides and does not sufficiently recover; presentation doesn't vary in speed or rhythm; presenter causes a negative commotion in moving on and off the stage.

## UNDERSTANDING YOUR CLASS PARTICIPATION GRADE

*To be sure, testing each other's theories and practices often means that positions are subjected to vehement critique, but critique need not automatically be crisis, just as long as we don't submit positions to dissections with our critical scalpel—taking the word critique (from krinein, “to cut”) all too literally... Theoretical feminisms then appear as positions “with attitude,” certainly not with a brazen, brash attitude but a critical, even ethical one—never a moralizing one—in line with the original meaning of that time-honored word: ethos.*

—Beatrice Hanssen, “Whatever Happened to Feminist Theory?”

Participation is graded on the quantity and quality of your attendance and engagement. You must earn the grade. Each week the professor will complete the Attendance/Engagement Form. It is imperative that students come to every class and are prepared to discuss and analyze the assigned materials. This means that before class, students should read all of the required materials, take notes, and devise a few questions or comments to stimulate group discussion. During class, students are expected to fully engage with a lively intelligence and proactive spirit. In other words, they are expected to listen, contribute ideas, respond to cohorts in a respectful manner, and be sensitive to the balance of “give and take”.

### Attendance/Engagement Form

DATE \_\_\_\_\_

Student	Attendance Signature	Engagement	Reading Evidence



## SCHEDULE OF TOPICS, READINGS, AND ASSIGNMENTS

The professor reserves the right to make changes if necessary with regard to the readings and topics schedule. If modifications are necessitated during the course, the professor will *immediately notify students of such changes via CULearn.*

### INTRODUCTION TO ANTHROPOCENE FEMINISM

**Week 1 (Sept. 7)** 🌀 **Course Overview; Discussion of Boundaries and Border-Crossings between the Human and Nonhuman; Explanation of Expectations for Class Participation and Assignment of Debates**

**To Do (prior to class):** Peruse the syllabus, find/obtain the text, and be prepared to discuss boundary issues of the human/nonhuman.

**Week 2 (Sept. 14)** 🌀 **What is Anthropocene Feminism?; Explanation of IGNITE Assignment**

**Required Readings:** *AF*: "Introduction," vii–xix; and **ONE** of the following articles:

- Jami Weinstein and Claire Colebrook, "Anthropocene Feminism: Rethinking the Unthinkable," *philoSOPHIA*, vol. 5, no. 2 (2015): 167–178.
- Janell Watson, "Mother Earth, Mother City: Abjection and the Anthropocene," *philoSOPHIA*, vol. 5, no. 2, (2015): 269–285.

**\*Be prepared to provide a brief review of the major points discussed in the article of your choice.**

### POSTHUMAN FUTURES?

**Week 3 (Sept. 21)** 🌀 **Questions of Time; Explanation of Research Paper Assignments**

**Required Readings:** *AF*: Claire Colebrook, "We Have Always Been Post-Anthropocene: The Anthropocene Counterfactual," Chapter 1, 1–20; and *AF*: Elizabeth A. Povinelli, "The Three Figures of Geontology," Chapter 3, 49–64.

**Debate Topic:** **Is feminism relevant in an Anthropocene age? If yes, does the claim that we have entered a new epoch in which humans are a major geological force on the planet (and facing extinction of the species) call for a reconceptualization of feminism(s)?**

**Optional Background Reading**

- Ariel Salleh, "The Anthropocene: Thinking in 'Deep Geological Time' or Deep Libidinal Time?" *International Critical Thought*, vol. 6, no. 3 (2016): 422–433.



### Week 4 (Sept. 28) Considering the (Post)Human Predicament

**Required Readings:** *AF*: Rosi Braidotti, “Four Theses on Posthuman Feminism,” Chapter 2, 21–48; Sarah Kessler, “Posthuman Fantasies,” *WSQ: Women’s Studies Quarterly* vol. 44, nos. 1 & 2 (Spring/Summer 2016): 326–330.

**Debate Topic:** How should feminism(s) approach social justice roles and goals in an Anthropocene age? In other words, what are the (dis)advantages of thinking in terms of the post-anthropocentric (e.g. zoe-centred, “what-ness”, potentialities, the impersonal is the political) and what are the (dis)advantages of thinking in terms of the humanistic (eg. bio-centred, “who-ness”, institutional power, the personal is the political)?

#### Optional Background Reading

- Christian P. Haines, Sean Grattan, “Life After the Subject,” *Cultural Critique* vol. 96 (Spring 2017): pp. 15–28.

## ECOLOGICAL (IN)JUSTICES

### Week 5 (Oct. 5) Environmental Justice and Intersectionality; Explanation of Research Paper Assignments

**Required Readings:** *AF*: Joshua Clover and Juliana Spahr, “Gender Abolition and Ecotone War,” Chapter 7, 147–167; and **ONE** of the following articles:

- Andrea Santelices Spikin and Jorge Rojas Hernández, “Climate Change in Latin America: Inequality, Conflict, and Social Movements of Adaptation,” trans. by Richard Stoller and Luis Alberto Hernández, *Latin American Perspectives*, vol. 43, no. 4 (July 2016): 4–11.
- David N. Pellow, “Toward a Critical Environmental Justice Studies: Black Lives Matter as an Environmental Justice Challenge,” *Du Bois Review*, vol. 13, no. 2 (Fall 2016): 221–236.

**Debate Topic:** Should we be talking about Capitalocene rather than Anthropocene? And if so, is capitalism the root problem of the current geo-human crisis that can be dissolved and resolved through a revolution of social relations?

#### Optional Background Reading

- *Kumulipo: A Hawaiian Creation Change*, ed. and trans. Martha Warren Beckwith, (Chicago: University of Chicago Press, 1951).

### Week 6 (Oct. 12) Indigeneity, Sovereignty, and the Changing Environment; **TOPIC PROPOSAL DUE OCT. 15<sup>th</sup> (Monday) via CULearn by 11:55 p.m.!**

**Required Readings:** *AF*: Myra J. Hird and Alexander Zahara, “The Arctic Wastes,” Chapter 6, 121–145; and Rachel Qitsualik, “Inummarik: Self-Sovereignty In Classic Inuit Thought,” in *Nilliajut: Inuit Perspectives on Security, Patriotism, and Sovereignty*, ed. Scot Nickols and Karen Kelley, et. al. (Ottawa: Inuit Tapiriit Kanatami, 2013): 23–36 (ebook).



**Debate Topic: What are the major challenges for Canada's (neo-colonial) governance and issues of Arctic waste with regard to reconciliation under the terms of sovereignty/aulatsigunnarniq? Should/How/Can we move from reformist to transformative approaches to realize environmental justice?**

#### Optional Background Readings

- Nicholas J. Reo and Kyle Whyte, et al., "Invasive Species, Indigenous Stewards, and Vulnerability Discourse," *The American Indian Quarterly*, vol. 41, no. 3 (Summer 2017): 201–223.
- Mia M. Bennett and Wilfrid Greaves, et al., "Articulating the Arctic: Contrasting State and Inuit Maps of the Canadian North," *Polar Record*, vol. 52, no. 267 (2016): 630–644.
- Anna Buncee and James Ford, et al., "Vulnerability and Adaptive Capacity of Inuit Women to Climate Change: A Case Study from Iqaluit, Nunavut," *Nat Hazards*, vol. 83 (2016): 1419–1441.

## SPECIES AND MATTERS OF ENTANGLEMENTS

### Week 7 (Oct. 19) Transcorporeal Matters

**Required Readings:** AF: Stacy Alaimo, "Your Shell on Acid: Material Immersion, Anthropocene Dissolves," Chapter 5, 89–120; and Astrida Neimanis, "Feminist Subjectivity, Watered," *Feminist Review*, vol. 103 (March 2013): 23–41.

**Debate Topic: In the wake of global warming, ocean acidification, and climate instability is it necessary for feminists to merge with the role of citizen-scientists? If so, what does that mean in practical terms and what are the implications for ethical and political engagement?**

#### Optional Background Readings

- Roma Chakraborty, "The Deep Ecology/Ecofeminism Debate: An Enquiry into Environmental Ethics," *Journal of Indian Council of Philosophical Research*, vol. 32, no. 1 (Jan. 2015): 123–133.
- Lori J. Swanson, "A Feminist Ethic that Binds Us to Mother Earth," *Ethics and the Environment*, vol. 20, no. 2 (Fall 2015): 83–103.

*Canadian Woman Studies*, vol. 31, nos. 1 and 2 (Fall/Winter 2016).

- Ronnie Joy Leah, "Earth Love: Finding Our Way Back Home," 15–19
- Veronika Bennholdt-Thomsen, "A Subsistence Perspective for the Transition to a New Civilization: An Ecofeminist Contribution to Degrowth," 20–26
- Rosalie Bertell, "Slowly Wrecking Our Planet," 113–117

---

**FALL BREAK: OCT. 22–26 (no classes/no assignments)**

---

**Week 8 (Nov. 2)** 🌀 **Human-Animal Interactions****WORKING BIBLIOGRAPHY DUE Nov. 5<sup>th</sup> (Monday) via CULearn by 11:55 p.m.!****Required Readings:** AF: Dehlia Hannah in Conversation with Natalie Jeremijenko, "Natalie Jeremijenko's New Experimentalism," Chapter 9, 197–219; and **ONE** of the following selections:

- Shannon Woodcock, "Biting the Hand that Feeds: Australian Cuisine and Aboriginal Sovereignty in the Great Sandy Strait," *Feminist Review*, vol. 114 (2016): 33–47.
- Teresa Lloro-Bidart, When 'Angelino' Squirrels Don't Eat Nuts: A feminist Posthumanist Politics of Consumption Across Southern California," *Gender, Place & Culture*, vol. 24, no. 6 (2017): 753–773.
- Philip R. Kavanaugh and RJ Maratea, "Identity, Resistance and Moderation in an Online Community of Zoosexuals," *Sexualities*, vol. 19, no.1/2 (2016): 3–24

**Debate Topic: Is experimentalization with the goal of mutualist systems a feasible direction in dealing with the human/nonhuman challenges of the Anthropocene? If so, what would constitute (if any) ethical guidelines or boundary markers?****Optional Background Readings**

- Kathryn Gillespie, "Witnessing Animal Others: Bearing Witness, Grief, and the Political Function of Emotion," *Hypatia*, vol. 31, no. 3 (Summer 2016): 572–588.
- Carrie Hamilton, "Sex, Work, Meat: The Feminist Politics of Veganism," *Feminist Review*, vol. 114 (2016): 112–129.

**QUEER POTENTIAL****Week 9 (Nov. 9)** 🌀 **Queer Inhumanisms****Required Readings:** Dana Luciano and Mel Y. Chen, "Has the Queer ever been Human?" *GLQ: A Journal of Lesbian and Gay Studies*, vol. 21, nos. 2–3 (2015): 183–207; and AF: Lynne Huffer "Foucault's Fossils: Life Itself and the Return to Nature in Feminist Philosophy," Chapter 4, 65–88.**Debate Topic: What are the (dis)advantages of queer withdrawal, rather than regulation and inclusion, of identity categories in the life of the Anthropocene? What are the ethical considerations in assuming an anthro-decentric lens?****Optional Background Readings**

- Cleo Woelfle-Erskine and July Cole, "Transfiguring the Anthropocene," *Transgender Studies Quarterly*, vol. 2, no. 2 (May 2015): 297–316.
- Kathryn Yusoff, "Geologic Subjects: Nonhuman Origins, Geomorphic Aesthetics and the Art of Becoming Inhuman," *Cultural Geographies*, vol. 22, no. 3 (2014): 383–407.

**Week 10 (Nov. 16)** 🌀 **Utopian/Dystopian Imaginaries****OUTLINES DUE Nov. 19<sup>th</sup> (Monday) via CULearn by 11:55 p.m.!****Required Readings:** Lauren Wilcox, "Drones, Swarms and Becoming-Insect: Feminist Utopias and Posthuman Politics," *Feminist Review*, vol. 116, no. 1 (July 2017): 25–45; Ramzi Fawaz, Justin Hall and Helen M. Kinsella, "Discovering Paradise Islands: The Politics and Pleasures of Feminist Utopias, A Conversation," *Feminist Review*, vol. 116, no. 1 (July 2017): 1–21.

**Debate Topic: How important are the stories we tell ourselves as a response to the Anthropocene? What are the political implications and possibilities if/when (science) fiction is turned into (science) reality?**

#### **Optional Background Readings**

- Anna Feigenbaum, "From Cyborg Feminism to Drone Feminism: Remembering Women's Anti-nuclear Activisms," *Feminist Theory*, vol. 16, no. 3 (2015): 265–288.
- Rebecca Gibson, "More than Merely Human: How Science Fiction Pop-Culture Influences our Desires for the Cybernetic," *Sexuality & Culture*, vol. 21 (2017): 224–246.

### **CONCLUDING THOUGHTS**

**Week 11 (Nov. 23)**  **Lets Talk about the Power of Naming**  
**IGNITE SLIDES DUE in class on USB!**

**Required Readings:** *AF*: Jill S. Schneiderman, "The Anthropocene Controversy," Chapter 8, pp. 169–196; and Andrew Barry and Mark Maslin, "The Politics of the Anthropocene: A Dialogue," *Geography and Environment*, vol. 3, no. 2 (2016): 1–12.

**Debate Topic: What name (with all its attending implications and consequences for governance and feminist theorizing, politics, and activism) would be most suitable to indicate our current period: Anthropocene, Anglocene, Capitalocene, Corporatcene, Plasticene, Petrolcene, Gaiacene, another, or none?**

#### **Optional Background Readings**

- Danielle Sands, "Gaia, Gender, and Sovereignty in the Anthropocene," *philoSOPHIA*, vol. 5, no. 2 (Summer 2015): 287–307.

---

**Week 12 (Nov. 30)**  **IGNITE Presentations and Wrap-Up**

---

**December 7<sup>th</sup> Fall term ends (classes follow a Monday schedule): Last day for classes, last day for handing in term work.**

**Final Papers are Due by 11:55 p.m., Friday, Dec. 7th; Submit via CULearn**

## ACADEMIC ACCOMODATION, DUPLICATE ASSIGNMENTS, AND INTELLECTUAL PROPERTY

### 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

Please contact your 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 more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

#### Religious obligation

Please contact your 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 more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

#### Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made. [carleton.ca/pmc](https://carleton.ca/pmc)

#### 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 its 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: [carleton.ca/sexual-violence-support](https://carleton.ca/sexual-violence-support)

#### 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 must be provided to students who compete or perform at the national or international level. Please contact your 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: [students.carleton.ca/course-outline](https://students.carleton.ca/course-outline)

## 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.*” 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 that cannot be resolved directly with 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.

Read more about academic integrity here: <https://carleton.ca/registrar/academic-integrity/>

## Duplicate Assignments

A student shall not submit 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. Minor modifications and amendments, such as phraseology in an essay or paper do not constitute a significant and acceptable reworking of an assignment.

## Intellectual Property

The respective author(s) own the intellectual property rights (IP) for the articles and presentations that are produced and distributed for this course. Students should not reproduce or re-distribute without the author(s) prior written consent.

IF A STUDENT NEEDS ASSISTANCE WITH...	REFER TO...	CONTACT INFORMATION
...understanding academic rules and regulations	<b>Academic Advising Center</b> <i>"Helping students build a foundation for academic success by facilitating services that foster personal direction and academic competence"</i>	302 Tory Building 613-520-7850 <a href="http://students.carleton.ca">http://students.carleton.ca</a>  No appointment necessary as all students are seen on a walk-in basis.
...choosing or changing their major		
...finding a tutor		
...academic planning guided by an Academic Advisor		
...polishing study skills		
...developing a coherent pattern of courses in the major and consultation about opportunities for graduate and professional study	<b>Undergraduate Program Advisors</b>	Consult the individual departmental website
...a learning disability	<b>Paul Menton Centre</b> <i>"Integration, Individualization, Independence"</i>	500 University Centre 613-520-6608 <a href="http://www2.carleton.ca/pmc/">http://www2.carleton.ca/pmc/</a> Students can call or drop in to make an appointment
...developing writing skills	<b>Writing Tutorial Service</b>	4 <sup>th</sup> Floor, Library 613-520-6632 <a href="https://carleton.ca/csas/writing-services/">https://carleton.ca/csas/writing-services/</a>
...peer assisted tutoring for pre-identified, notoriously difficult courses	<b>Peer Assisted Study Sessions</b> <i>"PASS workshops integrate how-to-learn (study skills) with what-to-learn (course content) in a fun, relaxed environment."</i>	Center for Student Academic Support  <a href="https://carleton.ca/csas/pass">https://carleton.ca/csas/pass</a>

	...	
...polishing English conversation skills, or proof reading (International students only)	<b>International Student Services Office</b>	128 University Centre 613-520-6600 <a href="http://www1.carleton.ca/isso/">http://www1.carleton.ca/isso/</a>
...Library and Research help; Learning Support and IT support	Staff at <b>MacOdrum Library</b> (reference services desk)	<a href="http://www.library.carleton.ca/">http://www.library.carleton.ca/</a> 613-520-2735
...coping with stress or crisis	<b>Office of Student Affairs or Health and Counseling Services</b>	Either ext. 2573 or <a href="http://www.carleton.ca/studentaffairs">http://www.carleton.ca/studentaffairs</a> or <a href="http://www.carleton.ca/health">www.carleton.ca/health</a>