

SUSTAINABLE FUTURES: ENVIRONMENTAL CHALLENGES AND SOLUTIONS (ENST2001 A)

Fall 2023 Course Syllabus

Department of Geography & Environmental Studies, Carleton University

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Office hours: by appointment

Lectures: Mondays: 14:35 – 17 :25

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COURSE DESCRIPTION

In this course, we will explore histories, theories and practices of building sustainable futures. We will investigate the spaces of hope, creativity and resistance where communities are developing and defending healthier, more dignified and just socio-natural relationships. We will engage critically with dominant programs of top-down sustainability that uphold systems of climate injustice, racial capitalism and settler colonialism. We will draw inspiration from case studies of social movements and communities organizing to make another world possible. Using popular education and critical pedagogy methodologies, students will be invited to pursue their curiosity on the possibilities for happier more just and sustainable futures.

A significant portion of the course will focus on Indigenous scholarship and movements on Turtle Island. In the second portion of the course, we will study grassroots movements and intellectual contributions from other parts of the world including Rojava, Chiapas and Cochabamba.

***This course has a playlist! Check it out at:**

<https://open.spotify.com/playlist/0gzP6y0brlj55c9tPU2MRU?si=c035bac6d1a246d6>

PREREQUISITES

Second-year standing in the Environmental Studies program or permission of the Department.

LEARNING OBJECTIVES

- Engage critically with popular and academic constructions and contestations of sustainability;
- Acquire a deeper knowledge and understanding of Indigenous land and environmental justice struggles;
- Strengthen thinking, research and advocacy skills through class discussions and assignments;
- Develop or further refine a personal environmental ethic and;
- Discover ways to apply knowledge and engage directly in building sustainable futures.

FORMAT

The course meets in person on Thursdays for three hours. It consists of lectures, seminars and field work. Students are invited to be active participants. You will provide input on course content, sign up to take turns leading group discussions and draw from course material to pursue your personal interests. I encourage you to use the Brightspace discussion board to interact with one another rather than reading the material in isolation. I will monitor the discussion board and may adjust lectures and course content according to the feedback you provide.

The course will also include a field trip to the Chaudière Falls.

MATERIAL

There is one required book in this course:

Estes, N. (2019). *Our History is the Future: Standing Rock versus the Dakota Access Pipeline and the Long Tradition of Indigenous Resistance*. Verso Books

All other material will be available via ARES on Brightspace unless indicated otherwise.

*Please note that course content may be modified at the discretion of the instructor. Please follow email and Brightspace updates.

EVALUATION

Assignment	Weight	Description and due date
Contributions to the learning community	15%	Evaluation is based on attendance, contributions to class discussions and other visible efforts to support peers and contribute to the collective learning environment including participation in Brightspace discussion boards.
Learning journey	5%	Share the story of your journey as a learner in 500 words. See details on assignment description sheet on Brightspace. <u>Due date:</u> Sept 16 (or before your second class for those who join the course late.)
Unsettling sustainability assignment	15%	*You are required to attend a field trip on October 7 as part of this assignment. See details on Brightspace. <u>Due date:</u> October 11

Reflective essay on <i>Our History is the Future</i>	20%	1000 word essay on the book <i>Our History is the Future</i> by Nick Estes. See details on Brightspace. <u>Due date:</u> November 1
Fish bowl	15%	We will use the “fish bowl” method to begin each seminar with a lively, informal student-led discussion on the readings (both supplementary and required readings). Sign up for one fish bowl no later than Sept 16. (See links to sign-up sheet for fall term on Google doc via Brightspace.)
Final group project	30%	We will brainstorm ideas and create a list of options for group or individual projects based on your interests on November 4. <u>Due dates:</u> Proposals due on November 11 (5%) Final assignments due on December 6 (25%)

COURSE SCHEDULE

Date	Theme and activities	Course Material
September 9	Introduction and overview Community Agreement	REQUIRED: The Gift We Give One Another: A Community Agreement Resource from the BCcampus Anti-Racism Anti-Hate Working Group https://bccampus.ca/wp-content/uploads/2022/04/AR-AH-Community-Agreement-MAR-17-letterhead-3.pdf
September 16	Introduction to key concepts and methodologies used in this class. *Learning journey due at	REQUIRED Hurwitz, L. and Bourque, S. <i>Settler Colonial Primer. Unsettling America, Decolonization in Theory and Practice.</i> https://unsettlingamerica.wordpress.com/2014/06/06/settler-colonialism-primer/ Hatami, A. & Firoozi N. <i>Decolonizing Sustainability through Co-responsibility</i>

	the beginning of class.	
September 23	Indigenous Environmental Justice	<p>REQUIRED</p> <p>McGregor, D. (2018). Mino-Mnaamodzawin: Achieving Indigenous Environmental Justice in Canada. <i>Environment and Society: Advances in Research</i> Vol 9, pp 7-24.</p> <p>Kimmerer, R. W. (2015). “The Gift of Strawberries.” In <i>Braiding sweetgrass</i>. Milkweed Editions. https://indigenous.abbyschools.ca/sites/default/files/3.%20%20The%20Gift%20of%20Strawberries%20Excerpt 0 0.pdf</p> <p>SUPPLEMENTARY</p> <p>Vásquez-Fernández, Andrea M ; Ahenakew pii tai poo taa, Cash. (2020). Resurgence of relationality: reflections on decolonizing and indigenizing ‘sustainable development’ <i>Current opinion in environmental sustainability</i>, 2020-04, Vol.43, pp.65-70</p> <p><u>Case studies:</u></p> <p>Black, K. (2021). These First Nations are Taking Safe Drinking Water into their own Hands. <i>Broadview</i> https://broadview.org/water-boil-advisory-first-nations/</p> <p>Tiny House Warriors http://www.tinyhousewarriors.com</p>
September 30	Unsettling sustainability Part 1 *Final project proposals discussed in class.	Readings provided in assignment guide on Brightspace.
October 7	Unsettling Sustainability Part 2 Field trip to	Readings provided in assignment guide on Brightspace.

	<p>Akikodjiwan (Chaudiere Falls) and Zibi Development</p> <p>Field visit to Chaudière Falls.</p> <p>Unsettling sustainability assignment due on October 11.</p>	
October 14	Public holiday (No class)	Read: Estes, N. (2019). <i>Our History is the Future: Standing Rock versus the Dakota Access Pipeline and the Long Tradition of Indigenous Resistance</i> . Verso Books.
October 21	Reading week (No class)	(Read <i>Our History is the Future</i>)
October 28	<p>Water, land and Indigenous resistance</p> <p>Our History is the Future Assignment due.</p> <p>Brainstorming on final project proposals (mandatory in-class exercise)</p>	<p>REQUIRED</p> <p>Estes, N. (2019). <i>Our History is the Future: Standing Rock versus the Dakota Access Pipeline and the Long Tradition of Indigenous Resistance</i>. Verso Books.</p>
November 4	Degrowth	<p>REQUIRED</p> <p>Demaria, F., Kallis G., & Bakker, K. (2019). Geographies of degrowth: Nowtopias, resurgences and the decolonization imaginaries and places. <i>Nature and Space</i>, pp. 431-450.</p> <p>SUPPLEMENTARY</p> <p>https://greattransition.org/publication/the-degrowth-alternative</p>

November 11	Final project proposals	No readings. Proposals will be presented and discussed in class.
November 18	Social ecology	<p>Agboya, Ercan. (2020) Ecology in Democratic Confederalism. In <i>Social Ecology and Democratic Confederalism: A Reader from Make Rojava Green Again</i> Pp.33-54. https://makerojavagreenagain.org/wp-content/uploads/2020/10/Social-Ecology-and-Democratic-Confederalism-eng.pdf</p> <p>Bookchin, M. (2007). What is Social Ecology? <i>Social Ecology and Communalism</i>, AK Press. Reprinted in <i>Social Ecology and Democratic Confederalism: A Reader from Make Rojava Green Again</i>. Pp.9-27 https://makerojavagreenagain.org/wp-content/uploads/2020/10/Social-Ecology-and-Democratic-Confederalism-eng.pdf</p> <p>SUPPLEMENTARY See agroecology map for case studies: https://www.foei.org/what-we-do/food-sovereignty/agroecology-map/</p>
November 25	<p>The Commons and radical action from below</p> <p>Guest lecture: Marcela Olivera</p>	<p>REQUIRED</p> <p>Dwinell Alexander and Olivera, Marcela. (2014). The water is ours damn it! Water Commoning in Bolivia. <i>Community Development Journal</i>, Volume 49, Issue suppl_1, January 2014, Pages i44–i52.</p> <p>Brily, Anya. (June 25, 2020). Zapatistas: Lessons in community self-organization in Mexico. Open Democracy. https://www.opendemocracy.net/en/democraciaabierta/zapatistas-lecciones-de-auto-organización-comunitaria-en</p> <p>SUPPLEMENTARY</p> <p>Martinez-Torres, M.E. and Rossett, P.M. (2014). Latin America: Horizontal dialogue, Agroecology and CLOC/Via Campesina. In <i>Rethinking Latin American Social Movements: Radical Action from Below</i>. Rowman & Littlefield Publishers</p> <p>Blue Communities in Latin America, Solidarity and Self-determination:</p>

		https://www.blueplanetproject.net/index.php/blue-communities-in-latin-america-solidarity-and-self-determination/
December 2	Fossil Fuel Divestment	<p>REQUIRED Healy, N. and Debski, J. (2016). Fossil Fuel Divestment: implications for the future of sustainability, discourse and action within higher education. <i>Local Environment</i>, pp.1-26.</p> <p>SUPPLEMENTARY Leahy, S. (2021). Small but growing number of Canadian universities divesting from fossil fuels. <i>University Affairs</i>. https://www.universityaffairs.ca/news/news-article/small-but-growing-number-of-canadian-universities-divesting-from-fossil-fuels/</p> <p>Examples of Canadian university campaigns https://www.divestcanada.ca</p>
December 6	Final Project Presentations	

COURSE POLICIES

Submission of written assignments and late penalties

Assignments must be submitted via Brightspace on the due date. I do not accept assignments submitted via email. Late assignments may be subject to a reduction of the overall mark at the rate of 5% for each calendar day past the due date. Students facing extenuating circumstances must schedule an appointment to discuss alternative arrangements for missed or late assignments.

Communications

In order to avoid answering the same question multiple times, I encourage students to post questions seeking clarification on assignments or course content on Brightspace. For questions of a personal nature, please email me using your Carleton email account, placing “ENST 2001 ” in the subject heading. Please note that I may not respond to emails over the weekend.

Finally, email is an acceptable medium for simple inquiries, but not for complex questions. If your question cannot be answered in a sentence or two, please schedule a meeting.

Grades

In accordance with the Carleton University Calendar, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C + = 67-69	D+ = 56-59	F = Below 50
A = 85-89	B = 73 - 76	C = 63-66	D = 53-56	
A - = 80-84	B - = 70-72	C - = 60 -62	D- = 50-52	

To be considered in good standing, students must receive a grade of D- . 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.

Drop date

Please consult the Carleton University Calendar for the last day in the term to withdraw from a course with full fee adjustment at: <https://calendar.carleton.ca/academicyear/>

Netiquette

All students are expected to adhere to Carleton University's Expectations of Student Behaviour Online while participating in Brightspace discussion boards. For more details see: <https://carleton.ca/online/online-learning-resources/netiquette/>

If you have any questions or concerns about [online conduct](#), please contact the Manager of Student Conduct and Harm Reduction, Dillon Brady, at DillonBrady@cunet.carleton.ca.

You will find more information at:

- <https://carleton.ca/online/online-learning-resources/online-discussion-tips/>

Copyright of Course Content

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).”

INSTRUCTIONAL AND CONDUCT OFFENCES

Carleton University has clear and firm policies regarding instructional and conduct offences. Instructional offences include among other activities cheating, contravening examination regulations, plagiarism (see details below) and submitting similar work in two or more courses without prior permission. Further information about University regulations which define and regulate these offences can be found at:

<https://carleton.ca/registrar/academic-integrity/>

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.

UPDATE ON PANDEMIC MEASURES

You are no longer required to submit a Symptom Reporting Form through cuScreen when you are unwell. Environmental Health and Safety or Health and Wellness Services will no longer be assessing circumstances and advising on appropriate isolation timelines. Previous guidance requiring individuals to self-isolate for five days after the onset of an illness is no longer necessary.

Remaining vigilant and not coming to campus when sick is still important. If you are feeling unwell, protect your colleagues, classmates and the Carleton community by staying home until you are feeling better.

ACADEMIC ACCOMODATIONS

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, please review the [Student Guide to Academic Accommodation \(PDF, 2.1 MB\)](#)

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, please review the [Student Guide to Academic Accommodation \(PDF, 2.1 MB\)](#)

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 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. For more details, visit the [Paul Menton Centre website](#).

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 the [Equity and Inclusive Communities website](#).

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. For more details, see the [Senate Policy on Accommodation for Student Activities \(PDF, 25KB\)](#)

CAMPUS RESOURCES FOR STUDENTS

For information about resources and services for students including counselling services, academic support and writing tutorial services please visit: <https://carleton.ca/pmc/current-students/student-resources/>

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>

Services for Indigenous Students

The Centre for Indigenous Support and Community Engagement (CISCE), formerly known as the Centre for Indigenous Initiatives, supports First Nations (status and non-status), Inuit, and Métis students, staff, and faculty by providing culturally safe spaces for dialogue and learning. The Centre provides weekly, monthly and annual programming for students and also develops and delivers resources and training to educate the Carleton community about Indigenous histories, worldviews and perspectives. To learn more about the services offered, please visit <https://carleton.ca/indigenous/cisce/students/>. If you have any questions, you can email Indigenous@carleton.ca

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