

GEOG/ENST 4022 – Seminar in People, Resources and Environmental Change

Syllabus Fall 2024

DRAFT August 2024 – Final Syllabus provided in class

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Office Hours: by appointment, Monday and Tuesday afternoons

Course description:

In 2024, the Yukon Environmental and Socioeconomic Assessment Board (YESAB) approved a copper-lead-zinc-silver-gold mine in southeast Yukon proposed by British-Canadian mining company BMC. The mine is strongly opposed by the Kaska Dena First Nations, on whose unceded land it is to be built, as well as by a range of environmental and civil society groups in Yukon. Named “Kudz Ze Kayah” (KZK) by the mining company (“caribou country” in the Kaska Dena language), opponents of the mine object to this name and refer to it as the BMC mine. If built, the mine will operate for 9-10 years. It is expected to destroy the calving grounds of the Finalyson caribou herd and to negatively impact a range of terrestrial and aquatic species, to threaten regional water quality, and to have a range of socioeconomic effects.

In this course, we will aim to understand the broader context within which controversial mines get approved (or rejected) in Canada. We will move between studying the specifics of this particular case and immersion in literatures that help illuminate some of the broader structures, histories, movements, and relations shaping approval of the mine. We will consider histories of dispossession and colonial jurisdiction; struggles over land tenure and land claims; financial capital and extractivism; Indigenous nationalism and self-determination movements; environmental impact assessment; harvesting and relations with wildlife; gender; climate change, and more. From there, we will move on to consider a range of alternatives to extractivist systems, including legal and political strategies to stop specific mines, regulatory reform, nationalization, degrowth, and the possibilities of decolonizing, anti-capitalist resource use.

Students can expect to deepen their understanding of the complex dynamics shaping resource extraction on northern Indigenous lands; to think both deeply and broadly about how, where, on whose terms, and in whose interests resources are extracted from the earth today; and to immerse themselves in alternative modes of organizing extraction.

Course format:

In-person seminar, 3 hours weekly
Tuesdays 11:35am – 2:25pm

Course Readings: will be provided on ARES and on Brightspace.

Course Communications:

Wherever possible course content will be posted and communicated using **Carleton Brightspace**. For any instructor questions regarding assignments, readings, or other course details, please **post your question in the “Ask the Instructor” discussion forum on Brightspace**. Answers will be posted publicly so others can benefit from the information, and students are encouraged to answer each others’ questions too.

If you have questions about your personal circumstances, please email me directly. **Please include the course number in the subject line of any course-related emails** (i.e. GEOG 4022 - subject of email). I will do my best to respond promptly. I respond to emails during regular weekday hours (9am - 5pm).

Learning Outcomes

By the end of this course, students will have improved their abilities to:

- Identify arguments and synthesize key ideas from a range of sources, both orally and in written assignments;
- Critique how resource extraction is organized and regulated in Canada, and explain why specific mines are opposed by Indigenous peoples, environmental organizations, women's organizations, and other groups;
- Explain the merits and potential of alternative modes of organizing resource extraction, as well as the barriers to implementing these changes;
- Work effectively as a group to design and deliver a presentation to the class; and
- Engage effectively in a collective learning process, including asking good questions, making connections between a range of topics, and exploring unfamiliar or experimental ideas

Evaluation

Participation (15%):

- Participation is crucial part of a fourth-year seminar. Our capacity to discuss the readings and engage in seminar-based learning rests on all students coming to class prepared, having read the assigned materials closely and having prepared questions and ideas for discussion.
- Participation during group presentations is also essential. Students will be expected to attend every presentation, take careful notes, ask good questions, and use what they have learned from their peers' presentations in their final assignment.
- Participation will be evaluated based on attendance (including arriving on time), evidence of engagement with the readings and presentations, contributions to discussion, and overall contribution to the class.
- Your contribution to the group project will also impact your participation grade.

Reading Responses (10%)

- Students will be required to prepare short summaries and responses to the assigned readings in advance of class. You are required to submit **3 responses** over the five weeks of assigned readings. Responses are possible on the following dates: **Sept 17, Sept 24, Oct 1, Oct 8, and Oct 15**. Students are encouraged to submit responses for all 5 weeks to maximize their success in the course.
- Responses are meant to ensure that all students come to class with a solid grounding in the readings, with questions and challenges to discuss, and also to cultivate critical reading and writing skills. They are also meant to help you build toward the final assignment, where you will be expected to connect the academic literature we have discussed in class with the BMC case.
- Responses **must be submitted to Brightspace by 9am on Tuesdays**. Late responses will have marks deducted. Responses cannot be submitted after class has begun that day.

- Reading responses should be approximately **500 words** and should provide a concise summary of the **main arguments** of each reading, as well as reflection on how the readings connect to the BMC mine case. A **word count** must be included in your assignment submission.
- Responses will be evaluated out of 3: responses that meet the basic requirements of the assignment, are submitted on time, are well-written and are not too long or too short will be graded 3/3. Late responses, overly long or short responses, or responses of poor quality will have marks deducted accordingly. Most students get 3/3 on most responses.
- Your top 3 responses will be used to calculate your grade. Responses will normally be graded within two weeks of submission.

Quiz (10%)

- To ensure everyone is familiar with some basic facts about the BMC mine and why some groups oppose it, there will be a short quiz in class on **October 15**.
- A study guide is available on Brightspace.

Group interim report (10%)

- Groups of 3-5 students will be formed in the first two weeks of class. They will work together to create a presentation in the second half of the term. In preparation for these presentations, groups will be required to submit an **interim report** demonstrating their understanding of assigned and additional materials, providing preliminary thoughts on the significance of their topic to the class, and outlining a draft presentation plan.
- Interim reports are due **October 18 at 11pm**. Groups will **meet with the instructor in class on October 29** to discuss their interim reports. A penalty-free grace period of five days is permitted on group interim reports (i.e., these can be submitted as late as 11pm on Wednesday October 23 without marks deducted for lateness).
- Further details are available on Brightspace.

Group presentation (20%)

- There are six group presentations scheduled over the course of the term. Groups of 3-5 students will be formed in the first two weeks of class (finalized by the add/drop deadline of September 17) and the presentations will take place on **November 12, 17, and 26**. Some class time will be devoted to group work over the course of the term.
- Each group will present on a different assigned topic and will be asked to review a range of academic and non-academic sources relating to their topic, as well as to find additional sources. Your task will be to: a) prepare a presentation for the class that summarizes the key issues, debates, and potential of this approach for how to organize extraction in Canada; b) identify barriers to implementing this alternative as well as success stories; and c) describe the relevance and potential of your topic for opponents of the BMC mine.
- Note that your classmates will not have read anything about your topic and so one of your primary objectives will be to **synthesize the key information** the assigned and additional materials contain and **communicate it effectively**. Presentations should ***not*** take the form of describing each of the assigned sources. Rather, they should communicate an overall understanding of the topic to the class.
- Presentations should be approximately 35-45 minutes long (50 minutes maximum) with time afterward for questions and discussion.
- Presentations will be evaluated based on the following criteria:

- Accuracy of information and ideas conveyed (did you read the assigned materials closely and understand their key points correctly? Was your overall presentation an accurate representation of the assigned topic?)
- Analysis and Synthesis (did you synthesize the materials effectively? Did you effectively distil information about your topic into a presentation? Did you provide the class with an effective summary of the relevance of this topic to the course and to opponents of the BMC mine?)
- Design, flow, and professionalism of presentation (was your presentation well designed, well timed, and effective in its communication?)
- Overall group effectiveness (was it clear that your group worked well together and everyone contributed to the success of the presentation?)
- All group members will receive the same grade /20 on the presentation. Variations in contribution to the group presentation will be assessed through self and peer evaluation.
- Detailed evaluation rubric and assignment guidelines are provided on Brightspace.

Self and Peer Assessment (10%)

- Students will be required to evaluate their own contributions to the group projects and the contributions of their peers.
- **In class on October 29**, groups will be asked to review the group participation rubric together, discuss group members' contributions so far, identify any issues with group functioning, and make plans to address these issues for the remaining weeks of group work.
- Peer and self evaluations are due **within 1 week of your group presentation**, via Brightspace.
- Self and peer evaluations will be used by the instructor alongside observations of individual and group contributions to assign an individual mark out of 10 for overall contribution to the group project.

Final assignment (25%)

- Over the course of the term, students will have assimilated a great deal of information and ideas about the broader factors shaping resource extraction on northern Indigenous lands, about alternatives to existing modes of organizing extraction, and about the specifics of the BMC mine. In the final assignment, you will be asked to consolidate this learning in a final report written for a coalition of organizations opposing the BMC mine. Your task will be to: a) summarize what you understand their objections and concerns to be; b) describe three approaches they could consider pursuing or working toward, including the potential, risks, barriers, and opportunities; and c) reflecting on how your own knowledge and understanding of extraction on Indigenous lands has evolved as a result of the course.
- Reports should be approximately 2500-3000 words (10-12 pages double spaced). References do not count in word limit and must be presented in a consistent and correct author-date style (APA recommended).
- **Draft papers** should be brought to class on **December 3** for discussion and review. **Final papers** are due in **hard copy** on **December 6, 2024**. Papers can be left in the departmental drop box.
- Students can take advantage of an extra **six days grace period** if desired, without penalty. I.e., papers can be submitted up until midnight on Thursday, **December 12** without incurring late penalties. After that, 10% will be deducted per day, including weekends. Papers will not be accepted after 12pm on December 20.
- Detailed evaluation rubric will be provided on Brightspace.

Course Schedule and Readings

Week	Date	Topic	Activities/Deadlines	Required Readings
1	Sep 10	Introduction to the course	Groups formed	No readings
2	Sep 17	Colonialism, Kaska Dena, and the BMC Mine	First group meetings Reading response 1 due	Barichello 2024 Barichello and Charlie 2022 LAWS 2024
3	Sep 24	Primitive accumulation	Reading response 2 due	Hall 2021 Marx 1976
4	Oct 1	Women, land, violence	Reading response 3 due	Collard & Dempsey 2018 LAWS 2021
5	Oct 8	Extractivism	Reading response 4 due	Ye et al, 2020 Greene 2024 Rodon and Thériault 2024
6	Oct 15	Environmental Impact Assessment	Reading response 5 due QUIZ Interim reports due Oct 18	Parlee et al 2018 Cameron and Kennedy 2023 Liard First Nation 2020
	Oct 22	NO CLASS - READING WEEK		
7	Oct 29	Group meetings with Instructor, ongoing group work		
8	Nov 5	GROUP WORK		
9	Nov 12	Saying no	Presentations 1 & 2	No readings
10	Nov 19	Redistributing benefits and control	Presentations 3 & 4	No readings
11	Nov 26	Creating different worlds	Presentations 5 & 6	No readings
12	Dec 3	FINAL REPORT WORKSHOP, bring draft papers Final reports due December 6		

Full Reading List:

September 10: No readings

September 17: Colonialism, Kaska Dena, and the BMC Mine

- Barichello, J. 2024. *Relations, not resources: Dena k'éh as anti-colonial force against Yukon wildlife management* (MA thesis, University of British Columbia). Ch 1 and 2.
- Barichello, J and L. Charlie. 2022. "We have our footsteps everywhere": The Ross River Dena's fight to protect Dena Kēyeh/Kaska Country. *Briarpatch* 5 Jan 2022, <https://briarpatchmagazine.com/articles/view/we-have-our-footsteps-everywhere>
- Liard Aboriginal Women's Society (LAWS). 2024. Kudz Ze Kayah Mine. <https://www.liardaboriginalwomen.ca/index.php/kudz-ze-kayah-mine>

September 24: Primitive accumulation

- Marx, K. 1976. *Capital Volume 1*, Chapter 27. The Expropriation of the Agricultural Population from the Land.
- Hall, Rebecca. 2021. Indigenous/state relations and the “Making” of surplus populations in the mixed economy of Northern Canada, *Geoforum*, 126: 461-470.

October 1: Women, land, violence

- Collard, R-C and Dempsey, J. 2018. Accumulation by difference-making: an anthropocene story, starring witches. *Gender, Place & Culture* 25:9, pp 1349-1364.
- LAWS. 2021. Never Until Now: Indigenous and Racialized Women’s Experiences Working in Yukon and Northern British Columbia Mine Camps. Executive Summary and Background (pp. i-iv and 1-4) <https://www.liardaboriginalwomen.ca/index.php/resources/about-3/reports/109-laws-mining-final-report/file>

October 8: Extractivism

- Ye, J et al. 2020. The incursions of extractivism: moving from dispersed places to global capitalism, *The Journal of Peasant Studies*, 47:1, 155-183
- Greene, J. 2024. Troubled Water. <https://www.cbc.ca/newsinteractives/features/victoria-gold>, 24 August 2024
- Rodon, T. and Thériault, S. 2024. Is Canada’s critical-minerals strategy a green shift or greenwashing? *Policy Options* 14 August 2024. <https://policyoptions.irpp.org/magazines/august-2024/critical-minerals-green-shift/>

October 15: Environmental Impact Assessment

- Parlee, B. L., Sandlos, J., & Natcher, D. C. 2018. Undermining subsistence: Barren-ground caribou in a “tragedy of open access”. *Science Advances*, 4(2): 1-14.
- Cameron, E. and Kennedy, S. 2023. Can Environmental Assessment Protect Caribou? Analysis of EA in Nunavut, Canada, 1999-2019. *Conservation & Society*, 21(2), 121-132.
- Liard First Nation. 2020. Liard First Nation (“LFN”) Comments on IR#6 Response and Further LFN Input on Proposal. (In Brightspace)

Course Policies

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+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

WDN = Withdrawn from the course

ABS = Student absent from final exam

DEF = Deferred (see below)

FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

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. Standing in the course will be shown by alphabetical grades.

Laptops and Cellphones: Laptop and cellphone policies are designed to encourage a productive, engaging, and positive learning environment for all students. I understand that some students prefer to type notes rather than write notes using a pen and paper. Responsible use of laptops is permitted, although students are encouraged to put laptops away during class discussions and to take notes using pen and paper. **Students using their laptops to check email, Facebook, or other non-course related activities will be asked to leave their laptops at home. Cell phones are not permitted in class.** If you are expecting an urgent call, please ensure the ringer is off and please step outside. If you require use of a laptop for other reasons, please discuss this with the instructor.

Academic Integrity: Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Students are reminded of the seriousness with which Carleton University treats academic dishonesty of any form, particularly plagiarism.

The University Academic Integrity Policy (<http://www2.carleton.ca/studentaffairs/academic-integrity/>) 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 or assessed content prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- 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. ***It is your responsibility to familiarize yourself with the regulations concerning academic integrity and to ensure that your course work conforms to the principles of academic integrity.***

Statement on generative AI (i.e., ChatGPT):

Any use of generative AI tools to produce assessed content is considered a violation of academic integrity standards, as noted above. This includes not just your written assignments (i.e., reading responses and term paper) but also your oral contributions to class (contributions to class discussion, oral presentations, and other forms of oral participation). Using generative AI tools in this course undermines the development of core academic skills your assignments are meant to support, including reading and comprehension skills, critical analysis skills, and effective oral and written communication skills. Use of generative AI could result in a mark of “0” on the assessed content or referral to the Associate Dean for potential violation of Carleton’s academic integrity policy.

Statement on Student Mental Health: As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

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

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

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

Lateness and Missed Class Policy: Attendance is mandatory in this class. Late arrival and early departure from class will impact participation grades. Students who miss class for medical reasons but are well enough to attend remotely can write ahead of class to request a Zoom link. Reading responses will not be accepted after the start of class that day. Late final papers will be deducted 10% per day, including weekends and holidays, after the grace period. See below for policy re: extenuating circumstances. Students assume all risk for lost or missing materials. Please be sure to keep a back-up electronic copy of your assignments.

Extenuating Circumstances: Reasonable accommodations will be made for students with extenuating circumstances (i.e. out of your control). Any requests for deadline extensions should be made to the instructor in advance of the deadline, where possible. In case of missed deadlines due to unforeseen circumstance, a medical note (or other applicable form of documentation, including Carleton’s self-declaration form) should be provided within 5 days of the missed deadline in order to negotiate new deadlines. Please do not hesitate to contact me if you require accommodation for any other reasons.

Academic Accessibility and Accommodations: This course is intended for all Carleton students, including those with mental, physical, or cognitive disabilities, illness, injuries, impairments, or any other condition that can affect one's equal access to education. If, at any point in the term, you find yourself not able to fully access the space, content, and experience of this course, you are encouraged to contact me by email, phone, or during office hours to discuss your specific needs.

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

Additional Resources: There are a variety of ways to get help if you are having difficulties with any of the course material, or managing to meet the requirements of a number of courses at once. In addition to support I can offer you as the course instructor, there are a number of support services and resources available on campus, including: The Centre for Student Academic Support (<https://carleton.ca/csas/>) to help you in achieving academic success in various aspects of your university program; Carleton Writing Services (<https://carleton.ca/csas/writing-services/>) to help you improve your writing skills; and The MacOdrum Library (www.library.carleton.ca) which offers library, research, learning, and IT support. Free counselling is available to students through Health and Counselling Services (<https://carleton.ca/health/counselling-services/>). See also the mental health resources listed above.