Fall 2020

**Climate Change: Social Science Perspectives**
Geography and Environmental Studies
GEOG 2500/ENST 2500
Vladimir Díaz-Cuellar
vladimirdiazcuellar@cunet.carleton.ca

**Meeting day and time**
Tuesdays, 2:30-5:30 p.m.

**Office hours**
Thursdays, 4-5 pm, online, by appointment.

**Teaching Assistants**
Name: Mubashshera Rahman
Email address: mubashsherarahman@cmail.carleton.ca

Name: Patrick Jardine
Email address: patjardine@cmail.carleton.ca

**COURSE DESCRIPTION**
The course provides a general exploration of the possible socio-economic causes of climate change and the current global ecological crisis. The first sessions will present the basics of knowledge about climate change and the anthropogenic impacts on the Earth systems, while the subsequent sessions will trace the socio-economic causes and their historical origins, summarize the theoretical features of the modern economic system, and discuss the possible alternative pathways forward. The lectures will provide a panoramic overview of these topics, to be complemented by the mandatory readings. The course aims to provide the basic tools to discuss these topics from a social science perspective, but also as citizens in our community, since they are arguably the most important issues of our century.

**Learning Outcomes**
By the end of this course, students will be able to:
- Explain the basics of climate change and the global ecological crisis.
- Identify the main historical and socio-economic causes of the crisis.
- Analyze the main theoretical features of our contemporary economic system.
- Reflect critically on the different technological, economic and political pathways to overcome the crisis.
- Participate as an informed citizen in community discussions about these topics.

**Texts**
All readings in the course calendar will be available on the course website at cuLearn. Please note that assigned texts may be adjusted slightly over the course of the term depending on how our class conversations develop. No minor changes to readings will be made within less than a week of the class session in question.
<table>
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<tr>
<th>Week 1</th>
<th>September 15</th>
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<tr>
<th>Week 2</th>
<th>Asynchronous session</th>
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<tbody>
<tr>
<td>Climate change</td>
<td>Guest lecture by professor Elyn Humphreys (Geography and Environmental Studies).</td>
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<td>Submit one question in advance to our guest via google docs by September 18th.</td>
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<tr>
<th>Week 3</th>
<th>September 29</th>
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<th>Week 4</th>
<th>October 6</th>
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<td>Exam 1</td>
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<th>Week 5</th>
<th>October 13</th>
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<th>Week 6</th>
<th>October 20</th>
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<td>Fall break</td>
<td>Classes are suspended.</td>
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<tr>
<th>Week 7</th>
<th>Fall break</th>
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<tr>
<td>Classes are suspended.</td>
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<tr>
<td>Week 8</td>
<td>November 3</td>
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<td>Week 9</td>
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<td>Week 10</td>
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<td>Week 12</td>
<td>December 1</td>
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<td>Week 13</td>
<td>December 8</td>
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<td>Week 14</td>
<td>December 15</td>
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Further reading:
For those of you interested in learning more, during the term or after, here is a brief introductory bibliography that can be useful. These are not mandatory readings.

Natural sciences
Crutzen and Steffen (2003) “How long have we been in the Anthropocene Era?”
Hansen, James (2009) Storms of My Grandchildren: The Truth About the Coming Climate Catastrophe and Our Last Chance to Save Humanity.
Rockström, et. al. (2009a) “A safe operating space for humanity”.

History

Economics
Marx, Karl (1978 [1885]) Capital. Vol. II.
EVALUATION

Students will be mainly evaluated on their knowledge and intellectual skills (although the lectures and tutorials will aim to provide cognitive strategies not necessarily evaluated).

1. Attendance and Participation (20%)
   This course is scheduled as a series of lectures, most of them synchronous, and attendance and participation are required: the course and your learning depend on your coming to class well prepared and on a regular basis. Together, attendance (10%) and participation (10%) represent a significant percentage of your total mark. We will take attendance at each class. The participation mark aims to reward insightful engagement with the lecture and the assigned readings, both in the form of questions or comments.

2. Exam 1 (20%)
   The test will evaluate the students’ gained knowledge from the first block of topics in the term. Questions will cover both lecture and reading contents. The test will be administrated online via cuLearn at the regular scheduled class day and time, according to the course calendar.

3. Exam 2 (20%)
   The test will evaluate the students’ gained knowledge from the second block of topics in the term. Questions will cover both lecture and reading contents. The test will be administrated online via cuLearn at the regular scheduled class day and time, according to the course calendar.

4. Tutorials (10%)
   Students are expected to participate in three different tutorial sessions led by their TAs. While the first one is not mandatory the other two are worth 5 marks each. The sessions will be scheduled by your TAs (the weeks in which they will take place are stated in the course calendar). The first tutorial is focused on reviewing the lectures and readings for the first exam. The purpose of the other sessions is to reflect critically on geo-engineering and a documentary (viewed at the student’s convenience) in conjunction with your peers in online group sessions. Students are expected to draw connections to lectures and readings and show engagement with the materials and will be evaluated accordingly.

5. Final exam (30%)
   The final test will cover all lecture topics and assigned readings. Since it will represent the single largest fraction of the grade, two options that accommodate better to the student’s preferences are provided.

   Option 1. Oral exam. Students will be asked a number of questions during a period of 15 to 25 minutes. Students -up to a third of the total enrollment- can sign up by week 13th.

   Option 2. Written test. Administrated via cuLearn at the regular scheduled class day and time, according to the course calendar.

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.
COURSE POLICIES

Course format
Most of the lectures will be delivered in a synchronous format through Zoom according the schedule detailed above. A recurrent meeting Zoom link will be provided via cuLearn. In addition to the asynchronous sessions already scheduled, it is possible that some sessions will be recorded in advance and become asynchronous. If this is the case, it will be announced in advance.

Technological requirements
The online format of the course this semester and particularly the synchronous design of most lectures require students to familiarize themselves with the free version of Zoom. University technicians recommend an internet connection with 5Mbps upload. Additionally, they recommend, if possible, to connect your computer directly to your modem with an ethernet cable to maximize your internet speed.

Other course materials
Some PowerPoint slides, used during lectures, will be posted on cuLearn.

Communication and E-mail
The fundamental information for this course is contained in this syllabus. I will communicate other relevant information about the course to you via cuLearn. If you have more in-depth questions about the lectures and course material, book an appointment for an online meeting during my office hours. If you are not able to make my office hours due to a valid reason, we can arrange for an appointment at another time during the week in case of important matters.

For any general consultations and advice, or in relation to your participation mark, communicate with your TA to discuss them.

Extenuating circumstances: Reasonable accommodations will be made for students with extenuating circumstances (i.e. out of your control). Missed classes must be reasonably justified to your TA. In case of missed exams due to unforeseen circumstances, current university regulations will be followed.

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 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.

Requests for Academic Accommodations

Carleton provides academic accommodation to students for reasons of disability, religious observance, pregnancy and/or parental leave, sexual violence, and student activities.

Providing accommodations simply means providing alternatives to students who cannot perform the essential requirements of their academic programs due to the reasons mentioned above. At no time does academic accommodation undermine or compromise the learning objectives that are established by the academic authorities of the university.

This section provides only a brief overview of the accommodations policy and process. Please contact Equity and Inclusive Communities for a full explanation.

Religious Observation

A request should be made in the first two weeks of the academic term, or as soon as possible where the scheduling of an event or activity conflicting with a religious obligation does not appear in the course outline or calendar. A list of multi-faith holy days is accessible through the Equity Services website. Instructors can also contact Equity Services to confirm the eligibility of a religious event or practice.

Pregnancy and/or Parental Leave

Requests for parental leave must be made in writing to the Registrar’s Office, or in the case of graduate students, to the Office of the Dean of Graduate and Postdoctoral Affairs.

A student who is pregnant may request a temporary modification to her program (e.g., laboratory or field work). The student should meet with the instructor(s). The department chair/director and the faculty dean can assist in the discussion. An Equity Services advisor can also be consulted if a student has questions about pregnancy and/or parental leave.

Students with Disabilities

Carleton is strongly committed to providing access and accommodation for all individuals with identified and duly assessed disabilities. The university has a Senate-approved policy on academic accommodation that forms part of its human rights policy. The policy promotes efforts to accommodate students with disabilities so that they will have the opportunity to meet learning outcomes and be fairly evaluated in their performance. In no case, however, does academic accommodation negotiate away, lower, or remove the academic standards and learning outcomes of any course or program, rule, regulation, or policy at the university.

Some students with disabilities may require special accommodations for tests and exams. In these cases, students must present you with a signed accommodation form from the Paul Menton Centre detailing their accommodation needs well in advance of the date of an exam. A copy of the Paul Menton Centre accommodations policy can be found here.
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 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. For more details, see the policy.

Contacts

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<tr>
<th>Equity Services</th>
<th>Paul Menton Centre</th>
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<tbody>
<tr>
<td>503 Robertson Hall</td>
<td>501 University Centre</td>
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<tr>
<td>613-520-5622</td>
<td>613-520-6608</td>
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<tr>
<td><a href="mailto:equity@carleton.ca">equity@carleton.ca</a></td>
<td><a href="mailto:pmc@carleton.ca">pmc@carleton.ca</a></td>
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