

Introduction to Environmental Studies

ENST 1000

Fall Term 2024

Course Information

Course Schedule:

Thursday 16:00-18:00

Tutorials will take place each Tuesday starting the second week of classes. Loeb Building A 410.

Tutorial 1: 9:35-10:25

Tutorial 3: 10:35-11:25

Tutorial 4: 16:25-17:25

Professor: Andrew Heffernan

Email: AndrewHeffernan@cunet.carleton.ca

Office Hours: 5105 Richcraft Hall (or by virtual appointment as needed)

Before emailing a question, please *fully* read this syllabus and explore the associated resources. The answers to many questions can be found in this document and students may be referred back to the syllabus if the answer is already available. Please allow at least **two (2) business days** for responses to inquiries before pursuing another route of communication.

Official Course Description

ENST 1000 is designed to provide a critical introduction to the scholarly field of Environmental Studies. It is structured to help students grapple with key disciplinary concepts and learn how to deploy theoretical approaches to make sense of contemporary environmental issues.

Precludes additional credit for FYSM 1100 and ENST 1001.

Learning Objectives:

ENST 1000 has four objectives:

- o To introduce students to foundational content in the field of Environmental Studies
- o To encourage students to engage with ideas that challenge conventional thinking and received wisdom

- o To facilitate critical conversations about the relationships between human beings and the nonhuman world
- o To provide opportunities for students to strengthen their analytical skills

Indigenous Affirmation

ANISHINÀBE

Ni manàdjiyànànig Màmìwininì Anishinàbeg, ogor kà nàgadawàbandadjig iyo akì eko weshkad. Ako nongom ega wikàd kì mìgiwewàdj. Ni manàdjiyànànig kakina Anishinàbeg ondaje kaye ogor kakina eniyagizidjig enigokamigàg Kanadàng eji ondàpinangig endàwàdjìn Odàwàng. Ninisidawinawànànig kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejeyàdizidjig. Nigijeweninmànànig ogor kà nìgànì sòngideyedjig; weshkad, nongom; kaye àyànikàdj.

[Listen to the audio file](#)

ENGLISH

We pay respect to the Algonquin people, who are the traditional guardians of this land. We acknowledge their longstanding relationship with this territory, which remains unceded. We pay respect to all Indigenous people in this region, from all nations across Canada, who call Ottawa home. We acknowledge the traditional knowledge keepers, both young and old. And we honour their courageous leaders: past, present, and future.

Textbook

There is no textbook for this course. Required readings are available through the library website or online.

Assignment Submission Guidelines

This is a paperless course – all assignments will be submitted, marked, and returned electronically through Brightspace. All assignments must be submitted as a **Word Document**, no other format will be graded.

Assessment Policies and Expectations

Assessment 1

Critical analyses

[Worth 30% of your mark (10% each)]

Throughout the semester students will submit 3 critical analyses which will each but on 3 weeks of readings. These critical analyses will be 1 page single-spaced and will provide an analytical argument about a specific theme that comes from all of that class’s readings meaning each should be cited within the paper. This will not be a summary of what was read but you will instead tell me something interesting about what you think about one of the topics and create an **original argument** from that. While these are short analytical papers, approach them as a mini formal essay, with an introduction and argument, proper citations, page numbers and a bibliography as

well as formal essay language. These should cite most of the texts from the 3 weeks of readings where possible. This will be discussed further in class.

Discussion Group Participation (30%)

You are expected to attend the tutorials having read the assigned texts with sufficient attention to engage in consistent, robust, and thoughtful participation. This grade will reflect your global level of participation, and passive attendance will not suffice to succeed on this grading component. Each tutorial you will be given a grade based on the rubric below and your final grade will be averaged across the entire semester.

- 0 – absent without leave
- 2 – late arrival or early departure
- 4 – present in the discussion
- 7 – limited participation, or limited interaction with fellow students’ comments
- 9/10 – high participation, interacting with fellow students’ comments, with quality interventions supported by course materials.

Final Exam (take home) (40%)

The final take home exam will be sent to students through Brightspace the morning of December 2 and will be due by 23:59 December 9. This is an exam, and no late submissions will be accepted. The exam will consist of essay-style questions, and you will be required to use and cite the course material from the semester. More will be discussed on this later in the semester.

Components of Final Mark

Evaluation format	Weight	Date
Discussion Group Participation	30%	All semester
Critical analyses	30%	<ol style="list-style-type: none"> 1. Oct 4 (on readings from Sept 10, 17, and 24) 2. Oct 23 (on readings from Oct 3, 10, and 17) 3. Nov 9 (on readings from Oct 31, and Nov 7, & 14).
Final Exam (take home)	40%	December 9 (23:59)

Attendance

Class attendance is necessary to successfully complete this course.

COVID 19:

We continue to live in challenging and changing times. If you are sick, have been in close contact with someone who is sick or has tested positive, or think you might be positive or sick with

anything, please do not come to class. Let me know by email and we will work with the situation presented to us.

Grading Assessment Inquiries

Students who think there is an error in the correction of an assessment in one of the course graded items may request a re-correction. Those requests must be submitted to the professor by email (and not during office hours directly) no earlier than 24 hours after the publication of the grade on Brightspace (as students need time to review and digest the grades they receive) and no later than 7 days from the first day the graded item is available for review. Submissions before the first 24h and after 7 days will not be considered. Also, to request a re-correction, students must have a **valid reason** and expose it in the email sent to the professor. Without a valid reason, the item will not be considered for re-correction. Please include in the email the question number(s)/aspect(s) that you think was (were) not assessed properly. However, students should be advised that the whole graded item will be put up for revision and that the new score could be lower, the same, or higher than the original score. Once an item has been regraded, the decision is final. Assignments or tests that have been altered in any way will be forwarded to the Dean's office.

Time Commitment

In order to succeed in a 0.5-credit course, alongside the standard 3 hours of in-class instruction, students should expect to spend a minimum of 6 hours per week outside of the classroom engaged in activities related to the course, e.g. homework, reading, studying, etc., and should expect a minimum time commitment of 9 hours per week per course (on average).

Language Expectations

This course is delivered in English, and in class interactions, including the online discussion boards, and feedback will also be managed in English. As part of your evaluation will be on your writing abilities, it is recommended to take the appropriate measures to avoid mistakes such as spelling, syntax, punctuation, inappropriate use of terms, etc. You may be penalized up to 15% for poorly written materials, to the professor's discretion.

Food in class

We all have busy schedules but please try to eat prior to or following class as needed so as to avoid disrupting students around you.

Mobile Devices

Unless explicitly requested, please refrain from using mobile devices during class. As in class time is quite limited, I would ask that you prioritize using this time to engage with class discussions and other content-related activities. Active participation and engagement with the content and your peers helps ensure full participation marks for your contributions this semester.

Professional conduct:

Students are expected to engage with their colleagues and with the instructor in a professional and respectful manner. The course will be a safe and enjoyable online space to share thoughts and ideas. There will be zero tolerance for cases of harassment, belittling, or discourtesy.

Inability to fulfill assessment requirements:

Students who know they will be unable to complete either of the assignments due to religious observances, pre-scheduled hospitalizations or similarly compelling reasons must notify the instructor via e-mail (or in writing) immediately so that alternative arrangements may be made. Students who miss assignment deadlines due to serious illness must provide appropriate documentation from university medical services. Other cases will be dealt with on a case-by-case basis and in accordance with university policy.

Late Assignments

All assignments are to be submitted by their due date and time.

All late submissions will be immediately docked 5%, with an additional 5% for each subsequent day late to a maximum of 3 days, *including weekends*. **After 3 days all outstanding assignments will be given a zero (0%) grade.**

Course Calendar/Bibliography

Sept 5 – Introduction

OER: ENVIRONMENTAL SUSTAINABILITY IN PRACTICE BY ENVIRONMENTAL SUSTAINABILITY RESEARCH CENTRE: [Introduction: What is Environmental Sustainability?](#)

Sept 12 – A Warming World & Primer on the Science of Climate Change

- 1. How screwed are we?**
- 2. What place does policy play in helping us get to a brighter climate future?**

Busby, Joshua. 2018. “Warming World: Why Climate Change Matters More Than Anything Else.” *Foreign Affairs*, <https://www.foreignaffairs.com/articles/2018-06-14/warming-world>

IPCC Report: *Global Warming of 1.5°C*, 2018. <https://www.ipcc.ch/sr15/>

Please read the “Headline Statements” (2pp) and skim the Summary for Policy Makers (22pp)

Sept 19 – What Science do Social Scientists need to know? & Global Variation in Impacts, Adaptation, & Vulnerability

- 1. What is the importance of multidisciplinary approaches to climate change?**
- 2. In what ways are the physical impacts of climate change felt asymmetrically?**

Steven Yearley (2009) “Sociology and Climate Change after Kyoto: What Roles for Social Science in Understanding Climate Change?”

Sobel, Adam H. 2021. “Usable Climate Science Is Adaptation Science.” *Climatic Change* 166 (1–2): 8.

Sept 26 – What is/will be happening to our planet? & Global Climate (In)Justice

1. **What makes climate change such a particularly wicked problem?**
2. **In what ways are the economic dynamics of climate change experienced asymmetrically?**

Lesk, Corey, Ethan Coffel, Jonathan Winter, Deepak Ray, Jakob Zscheischler, Sonia I. Seneviratne, and Radley Horton. 2021. “Stronger Temperature–Moisture Couplings Exacerbate the Impact of Climate Warming on Global Crop Yields.” *Nature Food* 2 (9): 683–91.

Klinsky, Sonja, Timmons Roberts, Saleemul Huq, Chukwumerije Okereke, Peter Newell, Peter Dauvergne, Karen O’Brien, et al. 2017. “Why Equity Is Fundamental in Climate Change Policy Research.” *Global Environmental Change* 44 (May): 170–73.

Táíwò, Olúfémi. June 6, 2020. “Cops, Climate, COVID: Why There Is Only One Crisis.” *The Appeal*. <https://theappeal.org/cops-climate-covid-why-there-is-only-one-crisis/>

Popovich, Nadja and Brad Plumer. 2021. Who Has the Most Historical Responsibility for Climate Change? *The New York Times*. Nov 12.

*****Oct 3 – Climate Information, Misinformation, Malinformation, and Disinformation (Special event no class meeting and no tutorials this week more will be discussed in class on replacement event) *****

1. **What are the impacts of disinformation on the global fight against climate change?**
2. **How can we better govern online information?**

Heffernan, Andrew. 2024. “The Climate Policy Crisis: Governing Disinformation in the Digital Age” [Centre for International Governance Innovation](#).

Heffernan, Andrew. 2024. “Countering Climate Disinformation in Africa” [Centre for International Governance Innovation](#).

Gilman, Nils. 2020. “The Coming Avocado Politics.” *The Breakthrough Institute*. 2020. <https://thebreakthrough.org/journal/no-12-winter-2020/avocado-politics>.

Oct 10 IR theory and obstacles to climate cooperation & Environmental Regimes & Treaties

1. **Why are the global dimensions of climate change so important?**
2. **Why has global cooperation largely failed to this point?**

Hardin, Garrett. 1968. “The Tragedy of the Commons.” *Science* 162 (3859): 1243–48.

Keohane, Robert O., and David G. Victor. 2016. “Cooperation and Discord in Global Climate Policy.” *Nature Climate Change* 6 (6): 570–75.

Keohane, Robert O., and David G. Victor. 2011. “The Regime Complex for Climate Change.” *Perspectives on Politics* 9 (1): 7–23.

Oct 17 COP & International Political Economy of Climate Change

1. Do COPs work? Why or why not?
2. What does an IPE approach bring to analyzing climate change?

Falkner, Robert. 2016. "The Paris Agreement and the New Logic of International Climate Politics." *International Affairs* 92 (5): 1107–25.

Bechtel, Michael M., and Kenneth F. Scheve. 2013. "Mass Support for Global Climate Agreements Depends on Institutional Design." *Proceedings of the National Academy of Sciences*

Oct 24 READING WEEK

Oct 31 Capital and Climate Change & Climate & Security

1. What is the relationship between capitalism and climate change? Can we tackle the issues outside of capitalism?
2. What is the relationship between climate change and security? How might this change in the coming years?

Sprinz, Detlef, and Tapani Vahtoranta. 1994. "The Interest-Based Explanation of International Environmental Policy." *International Organization* 48 (1): 77–105.

Homer-Dixon, Thomas F. 1991. "On the Threshold: Environmental Changes as Causes of Acute Conflict." *International Security* 16 (2): 76. [A bit out of date, but a classic on this topic]

Buhaug, H., Nordkvelle, J., Bernauer, T., Bohmelt, T., Brzoska, M., Busby, J. W., Ciccone, A., Fjelde, H., Gartzke, E., Gleditsch, N. P., Goldstone, J. A., Hegre, H., Holtermann, H., Koubi, V., Link, J. S., Link, P. M., Lujala, P., O'Loughlin, J., Raleigh, C., Scheffran, J., Schilling, J., Smith, T. G., Theisen, O. M., Tol, R. S., Urdal, H., and von Uexkull, N. (2014). One effect to rule them all? A comment on climate and conflict. *Climatic Change*, 127(3-4): 391-397.

Nov 7 – Sustainable Agriculture

1. What are the key challenges facing the food system as we move forward into the climate crisis? Are there also opportunities?
2. What steps must be taken to feed growing populations, while doing so sustainably?

OER: ENVIRONMENTAL SUSTAINABILITY IN PRACTICE BY ENVIRONMENTAL SUSTAINABILITY RESEARCH CENTRE: [Sustainable agriculture](#)

Katz-Rosene, Ryan, Andrew Heffernan & Anil Arora "Protein pluralism and food systems transition: A review of sustainable protein meta-narratives" *Development Review*. January 2023.

Nov 14 **Climate Change and Migration & Climate Refugees**

1. **How should the world deal with the issues of climate migration and refugees?**
2. **Population growth is expected to slow significantly this century, what impacts will this have and migration patterns if any?**

Koubi, Vally, Tobias Böhmelt, Gabriele Spilker, and Lena Schaffer. 2018. “The Determinants of Environmental Migrants’ Conflict Perception.” *International Organization* 72 (4): 905–36.

Bettini, Giovanni, Sarah Louise Nash, and Giovanna Gioli. 2017. “One Step Forward, Two Steps Back? The Fading Contours of (in)Justice in Competing Discourses on Climate Migration.” *The Geographical Journal* 183 (4): 348–58.

Boas, Ingrid, Carol Farbotko, Helen Adams, Harald Sterly, Simon Bush, Kees van der Geest, Hanne Wiegel, et al. 2019. “Climate Migration Myths.” *Nature Climate Change* 9 (12): 901–3.

Nov 21 **Transnational Social Movements & Civil Action/Resistance**

1. **What impacts will climate change have on political stability around the world in the coming years?**
2. **How important is it for individuals to act, and in what ways can they do so?**

Tarrow, Sidney G. 1998. *Power in Movement: Social Movements and Contentious Politics*. 2nd ed. Cambridge Studies in Comparative Politics. Cambridge [England] ; New York: Cambridge University Press. Chapter 5 “Acting Contentiously” pp. 95-118.

Keck, Margaret E., and Kathryn Sikkink. 1998. *Activists beyond Borders: Advocacy Networks in International Politics*. Ithaca, N.Y: Cornell University Press. Chapters 1 “Transnational Advocacy Networks in International Politics” and 4 “Environmental Advocacy Networks.” pp. 1-38, 121-123.

Nov 28 – **Africa**

1. **In what ways can we say there is African exceptionalism with regards to climate change?**
2. **In what ways might the people of Africa be well-positioned to teach us ways to effectively treat the issues of climate change?**

Alina Averchenkova, Kate Elizabeth Gannon and Patrick Curran 2019. Governance of climate change policy: A case study of South Africa

Heffernan, Andrew. 2022 “Accounting for Climate Change in Community-Based Natural Resource Management: Reflections on Wildlife Conservation in Namibia” Journal of Southern African Studies.

Dec 5 Flex week

University Policies

“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.”

Grades

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

A+ = 90-100	A = 85-89	A - = 80-84
B+ = 77-79	B = 73-76	B - = 70-72
C+ = 67-69	C = 63-66	C - = 60-62
D+ = 56-59	D = 53-56	D - = 50-52
F = Below 50	WDN = Withdrawn	ABS = Student absent from final exam
DEF = Deferred (See above)		
FND (Failed, no Deferral) = Student could not pass the course even with 100% on final exam.		

Final grades are subject to the Dean’s approval.

Deferred Assignments/Grades

Only official deferrals petitioned through the Office of the Registrar will be honoured. Students who are unable to complete a final paper or write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrarial Services Office for permission to extend a term paper deadline or to write a deferred examination. Permission can be granted only if the request is fully and specifically supported by a medical certificate or other relevant documents.

Written Assignments

If you feel you need assistance in improving your writing skills, you are encouraged to get in touch early in the term with the Writing Tutorial Service (Room 229, Patterson Hall, <http://www.carleton.ca/wts/>).

Statement on Academic Integrity

Carleton’s [Academic Integrity Policy](#) states that “instructors at both the graduate and undergraduate level have the responsibility to provide clear guidelines concerning their specific expectations of

academic integrity (e.g. rules of collaboration or citation) on all course outlines, assignment and examination material.”

Your unit may provide you with a standard Academic Integrity statement for your syllabus or you may craft your own. Statements must be consistent with the University’s Academic Integrity Policy when it comes to definitions, processes, and rules.

The statement should include the following:

Permissibility of submitting **substantially the same piece of work** more than once for academic credit.

Although this is not a violation of the Academic Integrity Policy, you may prohibit students from re-using their own work from a different course/assignment, require students to cite such work, or to seek your permission before doing so.

This must be clearly stated in the course outline or assignment instructions.

Instructors should clearly define what they consider to be “substantially the same.”

b. Permissibility of **group or collaborative work**.

If group or collaborative work is expected or allowed, provide a clear and specific description of how and to what extent you consider collaboration to be acceptable or appropriate, especially in the completion of written assignments.

c. Permissibility of the use of **generative artificial intelligence tools (e.g. ChatGPT)**.

Unless explicitly permitted, either generally or for a specific assignment, any use of generative AI tools to produce assessed content is considered a violation of academic integrity standards.

You are strongly encouraged to include a statement about whether AI tools are permitted or not permitted in your course.

If you explicitly permit the use of generative AI, you must provide clear and detailed instructions on which generative AI tools students may use and with what limits.

d. A statement on **plagiarism**, such as the following excerpt from Carleton’s Academic Integrity Policy.

“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, 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

failing to acknowledge sources with 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 follows a rigorous [process for academic integrity allegations](#), including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may include a final grade of "F" for the course.

Statement on Student Mental Health

Please include the following statement:

"As a 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. For more information, please consult <https://wellness.carleton.ca/>"

Instructors may also wish to list of some or all the following resources:

Emergency Resources ([on and off campus](#))

Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.

For immediate danger or urgent medical support: call 9-1-1

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: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>

Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>

Empower Me Counselling Service: call 1-844-741-6389 or connect online at <https://students.carleton.ca/services/empower-me-counselling-services/>

Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>

The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>

Requests for Academic Accommodations

The following statement must be included in your course outline:

“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).”

You should provide any **additional information** on your requirements for short-term informal accommodations.

If you require supporting documentation for short-term considerations, you may only request the [Academic Consideration for Coursework form](#). You may **not** request medical notes or documentation.

Consult the [Academic Consideration Policy for instructors](#) information page for more details.