

ENST 1000 – INTRODUCTION TO ENVIRONMENTAL STUDIES

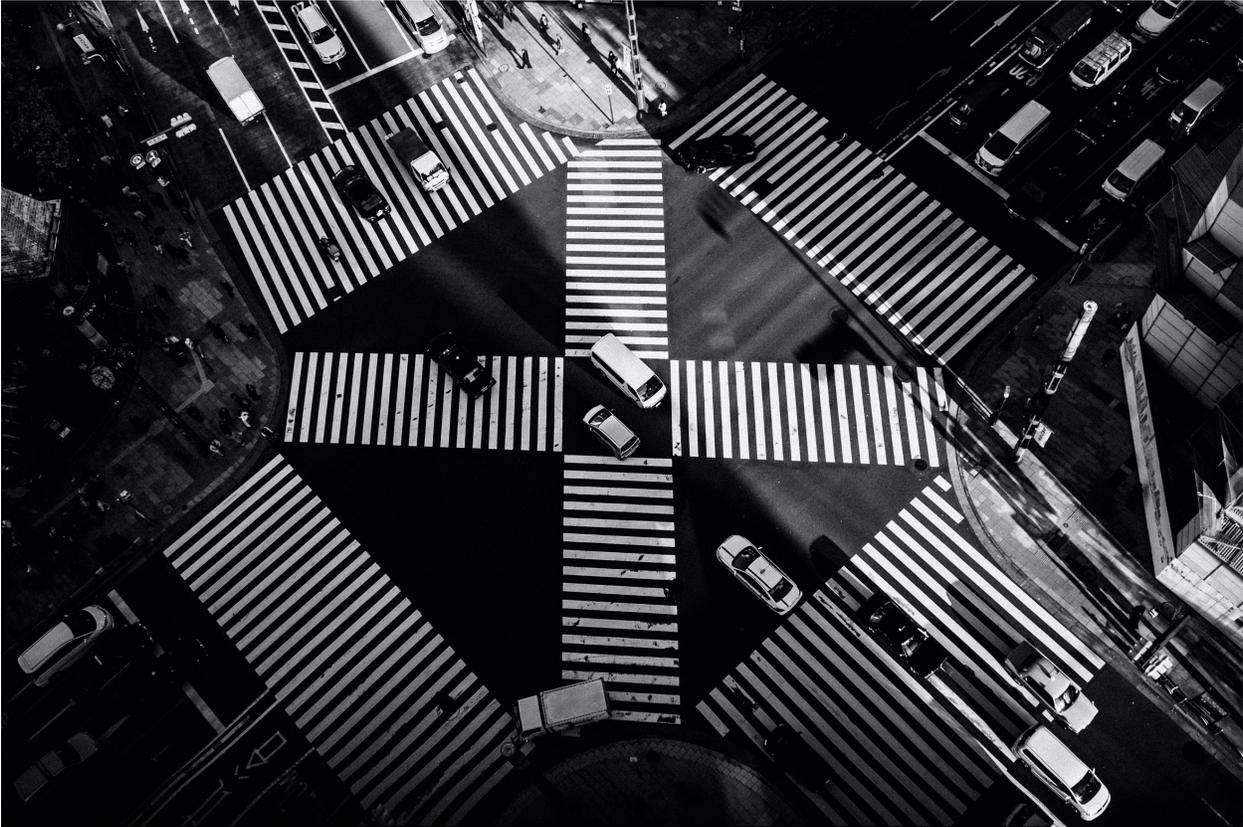


Image: Keisuke Higashio (Unsplash)

{Updated Sept. 1, 2021}

Instructor: Dr. David Hugill, Department of Geography and Environmental Studies, B448 Loeb Building, david.hugill@carleton.ca, 613-520-2600 ext. 8689

Teaching Assistants/Tutorial Leaders: Sneha Sumanth (snehasumanth@cmail.carleton.ca), Naomi Butterfield (naomibutterfield@cmail.carleton.ca), Lorna Quiroga (lornaquiroga@cmail.carleton.ca), Tina Ganji (tinaganji@cmail.carleton.ca)

Professor Office Hours: Wednesdays 8:35-10:25 via Big Blue Button OR by appointment

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.

ENST 1000 is a blended learning course, meaning that it has both **synchronous** and **asynchronous** elements. Lecture materials will be posted as a series of videos (usually 5-6 per week) and can be watched at any point. Tutorials will be held as real time online meetings via Big Blue Button.

COURSE OBJECTIVES

ENST 1000 has four objectives:

- To introduce students to foundational content in the field of Environmental Studies
- To encourage students to engage with ideas that challenge conventional thinking and received wisdom
- To facilitate critical conversations about the relationships between human beings and the non-human world
- To provide opportunities for students to strengthen their analytical skills

FEEDBACK AND ASSESSMENTS

The teaching team will do their best to return all assignments within two weeks of submission. All grades will be posted on the course Brightspace page.

REQUIRED TEXTS

There is one required book for ENST 1000.

- Paul Robbins, John Hintz, and Sarah A. Moore (2014), **SECOND EDITION**, *Environment and Society: A Critical Introduction* (Wiley Blackwell Press).

Physical copies are available from Haven Books, in person (at [43 Seneca St.](#)) and online ([havenbooks.ca](#)). Used copies are often available at a reduced price.

You can reach Haven by phone at 613-730-9888 or email at havenbooks@cuaonline.ca

You can also access the book online through the MacOdrum Library <https://library.carleton.ca/>

TUTORIALS

| Tutorial Group | Time | Location | Tutorial Leader |
|----------------|----------------------|----------|-----------------|
| A1 | Mondays 20:05-21:55 | 210 TB | TBD |
| A2 | Thursdays 8:35-10:25 | Online | TBD |
| A3 | Tuesdays 11:35-13:25 | Online | TBD |
| A4 | Tuesdays 8:35-10:25 | Online | TBD |

***NOTE: There are no tutorials in the weeks of Sept 6-10 and November 15-19**

LECTURE SCHEDULE AND REQUIRED READINGS

*****PLEASE DO NOT SHARE COURSE VIDEOS PUBLICLY*****

| | |
|--|--|
| <p>Week 1: Sept. 6-10, 2021</p> <p>**Intellectual biography should be posted on the course Brightspace page no later than Sunday September 12th at midnight**</p> <p>**No tutorial meetings this week**</p> | |
| Introduction and Discussion of Course Policies | <p>Required Readings:</p> <ul style="list-style-type: none"> ○ Frank Bruni, “How to Get the Most out of College,” August 17, 2018 (available on course Brightspace page). |
| <p>Week 2: Sept. 13-17, 2021</p> <p>**Tutorial meetings start this week**</p> | |
| Foundational Approach I: Population and Scarcity | <p>Required Readings:</p> <ul style="list-style-type: none"> ○ <i>Environment and Society</i> Chapter 2: Population and Scarcity, p. 11-27 ○ Fred Pearce, “Is the way we think about overpopulation racist?” (link available on course Brightspace page) ○ Liza Feathersone, “Don’t Blame the Babies” (link available on course Brightspace page) |
| Key Terms: | Exponential Growth; Neo-Malthusianism; the Demographic Transition Model; the Great Acceleration; Carrying Capacity; the Green Revolution |
| <p>Week 3: Sept. 20-24, 2021</p> <p>*Ecological Footprint Exercise due Friday September 24th at midnight**</p> | |
| Foundational Approach II: Markets and Commodities | <p>Required Readings:</p> <ul style="list-style-type: none"> ○ <i>Environment and Society</i> Chapter 3: Markets and Commodities, p. 31-46 ○ Philip Hoare, “Sperm Whales in 19th Century Shared Ship Attack Information,” (link available on course Brightspace page) |
| Key Terms: | Neoclassical Economics; Market Response Model; Market Fundamentalism; Cap and Trade; Greenwashing |
| <p>Week 4: Sept. 27-Oct. 1, 2022</p> | |

| | |
|--|--|
| Foundational Approach III: Institutions and the Commons | Required Readings <ul style="list-style-type: none"> o <i>Environment and Society</i> Chapter 4: Institutions and the Commons, p. 49-62. o Garrett Hardin, “The Tragedy of the Commons” (link available on course Brightspace page) |
| Key Terms: | Commons; Game Theory; Prisoner’s Dilemma; Tragedy of the Commons; Institutions |
| Week 5: Oct. 4-8, 2021 | |
| Foundational Approach IV: Environmental Ethics | Required Readings: <ul style="list-style-type: none"> o <i>Environment and Society</i> Chapter 5: Environmental Ethics, p. 65-79 o Aleen Brown, “The Green Scare” (link available on course Brightspace page) |
| Key Terms: | Dominion Thesis; Anthropocentrism; Ecology; Conservation; Preservation; Deep Ecology; Ecocentrism |
| Week 6: Oct. 11-18, 2021 | |
| Foundational Approach V: Risks and Hazards | Required Readings: <ul style="list-style-type: none"> o <i>Environment and Society</i> Chapter 6: Risks and Hazards, p. 82-97. |
| Key Terms: | Risk; Hazard; Uncertainty; Risk Perception; Affect |
| Week 7: Oct. 18-22, 2021 | |
| Interlude: There is No Such Thing as a Natural Disaster (Film Screening) | Required Watching/Reading <ul style="list-style-type: none"> o <i>Trouble the Water</i> (documentary) o Neil Smith, “There is No Such Thing as a Natural Disaster” o Adolph Reed Jr., “When Government Shrugs: Lessons of Katrina,” (link available on course Brightspace page) |
| *** Fall Break – October 25-29, 2021*** **No office hours this week** | |
| Week 8: Nov. 1-5, 2021 **Film Review Assignment due Monday November 1 at midnight** | |
| Foundational Approach VI: Political Economy | Required Readings |

| | |
|---|--|
| | <ul style="list-style-type: none"> ○ <i>Environment and Society</i> Chapter 7: Political Economy, p. 98-115. ○ Karl Marx, “The Secret of Primitive Accumulation” (link available on course Brightspace page) |
| Key Terms: | Commodity/Commodification; Means of Production; Commodity Fetishism; Surplus Value; Primitive Accumulation; Overaccumulation; First and Second Contradictions of Capitalism; Spatial Fix; Social Reproduction |
| Week 9: Nov. 8-12, 2021 | |
| Foundational Approach VII: Social Construction of Nature | <p>Required Readings:</p> <ul style="list-style-type: none"> ○ <i>Environment and Society</i> Chapter 8: Social Construction of Nature, p. 119-134. ○ Suzanne Shoush, Semir Bulle, Andrew Boozary, “Race Does Not Determine Health Outcomes – Racism Does.” (link available on course Brightspace page). |
| Key Terms: | Social Construction; Race; Constructivism; Discourse; Relativism. |
| Week 10: Nov. 15-19, 2021 **No tutorial meetings this week** **No office hours this week** | |
| Midterm (online test) | <p>Wednesday Nov. 17, 8:35-10:25</p> <ul style="list-style-type: none"> ○ Questions will be available on course Brightspace page at 8:35 ○ All papers must be submitted by 10:25 |
| Week 11: Nov. 22-26, 2021 | |
| Object of Concern 1: Wolves | <p>Required Readings:</p> <ul style="list-style-type: none"> ○ <i>Environment and Society</i> Chapter 11: Wolves, p. 183-202. ○ Brian Palmer, “Do Wolves Kill for Sport?” (link available on course Brightspace page) |
| Key Terms: | Trophic levels; Trophic Cascades; Rewilding; Stakeholders |
| Week 12: Nov. 30 – Dec. 3, 2021 **Object of Concern Assignment due Friday Dec. 10 at midnight** | |
| Object of Concern 2: Uranium | <p>Required Readings:</p> <ul style="list-style-type: none"> ○ <i>Environment and Society</i> Chapter 12: Uranium, p. 203-223. |

| | |
|----------------------------|--|
| Key Terms: | Fallout; Manhattan Project; Nuclear Fission; Nuclear Chain Reaction; Risk Assessment |
| Have a great break! | |

TUTORIAL SCHEDULE AND TOPICS OF DISCUSSION

| WEEK | Topic of Discussion | Reading Quizzes |
|---------|--|-----------------|
| Week 1 | NO TUTORIAL | No quiz |
| Week 2 | “Population and Scarcity” | No quiz |
| Week 3 | “Markets and Commodities” | Quiz |
| Week 4 | “Institutions and the Commons” | Quiz |
| Week 5 | Environmental Ethics | Quiz |
| Week 6 | “Risks and Hazards | No quiz |
| Week 7 | “There is no Such Thing as a Natural Disaster” | No quiz |
| Week 8 | “Political Economy” | Quiz |
| Week 9 | “Social Construction of Nature” | Quiz |
| Week 10 | NO TUTORIAL (Midterm) | No quiz |
| Week 11 | Wolves | No quiz |
| Week 12 | Uranium | Quiz |

***** Tutorial discussions will be based on required readings and lecture videos *****

EVALUATION

| Assignment | Weight | Details/Description |
|------------------------|--------|--|
| Tutorial Participation | 10% | Based on attendance and active tutorial participation. |

| | | |
|-------------------------------|------|--|
| Reading Quizzes | 15% | Six in-class quizzes on weekly readings (worth 2.5% each); these should be quite easy if you've done the readings. |
| Ecological Footprint Exercise | 10% | A comparative reflection on the results of two ecological footprint analyses. |
| Film Review Assignment | 15% | A critical response to <i>Trouble the Water</i> . |
| Midterm | 20% | An online exam on the seven "foundational approaches" covered in weeks 2,3,4,5,6,8, and 9. |
| Object of Concern Assignment | 30% | A mid-length research paper (1500-2000 words). |
| Total | 100% | |

Please note:

- Late assignments will be penalized by 3% per calendar day (to a maximum of 25% total); no assignments will be accepted after two weeks beyond the original deadline (unless an alternative arrangement has been made)
- All assignments must follow the style guidelines outlined in the Chicago Manual of Style (16th edition or later); citations can be formatted in either the "notes and bibliography" or "author-date" style, so long as one of these options is used consistently throughout the document; there is a quick Chicago-style citation guide available here: http://www.chicagomanualofstyle.org/tools_citationguide.html
- All assignments will be assessed on the overall quality of presentation, including citation formatting, spelling, grammar, coherence of argument, etc.
- 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.
- In case of illness or extraordinary circumstances, students can request an assignment extension of up to 7 days by completing the form at the following link and submit it to their tutorial leader prior to the assignment due date. <https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>
- Extensions for longer than 7 days will normally not be granted. In those extraordinary cases where extensions lasting longer than 7 days are granted, the student will be required to provide additional information to justify the longer extension.

ACADEMIC INTEGRITY

Carleton University demands academic integrity from all its members. The Academic Integrity Policy (available at <https://carleton.ca/registrar/academic-integrity/>) governs the academic behaviour of students. Academic Integrity is defined as:

“A commitment even in the face of adversity to five fundamental values: honesty, trust, fairness, respect, and responsibility.” – Centre for Academic Integrity (1999)

Academic dishonesty, in whatever form, is destructive to the values of the university, and risks harming the university’s reputation as place of learning and innovation. Furthermore, it is unfair and discouraging to those students who pursue their studies honestly.

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;

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.

ACADEMIC ACCOMMODATION

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](#).