

SUSTAINABLE FUTURES:ENVIRONMENTAL CHALLENGES AND SOLUTIONS (ENST2001 A)

Course Syllabus: Fall 2022

Department of Geography & Environmental Studies, Carleton University

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Office hours: by appointment

Lectures: Fridays 8:35 -11: 25 am, ME 3275

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COURSE DESCRIPTION

In this course, we will explore histories, theories and practices of sustainable future-building. 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 and 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 sustainable futures at the present conjuncture, within the context of climate change, racial capitalism and settler colonialism.

A significant portion of the course will focus on Indigenous scholarship and movements on Turtle Island. We will also draw from 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 Fridays 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, available for purchase at the Carleton University Bookstore:
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.

EVALUATION

Assignment	Weight	Description
Participation	15%	Participation will be evaluated 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> September 16, 2022 before 8:30 am
Reflections	35%	You will produce two reflections in a format of your choosing: essay, blog post, article or podcast. Details are available on assignment description sheets on Brightspace. <u>Due dates:</u> Reflection on Chaudière Falls <u>due on October 11, 2022, 5pm</u> Reflection on <i>Our History is the Future</i> due on November 18, 2022 before class.
Facilitation	15%	You will sign up on google docs to either lead a small group discussion or produce a hand-out to support small group discussions.

		Google link and additional details are available on assignment description sheet on Brightspace.
Final group project	30%	We will brainstorm ideas and create a list of options for group projects based on your interests/ <u>Due dates:</u> Proposals due on October 21. Final assignments due at the beginning of class on December 9.

COURSE SCHEDULE

Date	Theme and activities	Course Material
September 9	Introduction	No required reading.
September 16	Sustainability history, definitions and anti-colonial critique *Assignment 1 due at the beginning of class.	REQUIRED Smythe, K. (2014). A historian's Critique of Sustainability. <i>Culture Unbound</i> , 913-929.
September 23	Indigenous Environmental Justice	REQUIRED McGregor, D. (2018). Mino-Mnaamodzawin: Achieving Indigenous Environmental Justice in Canada. <i>Environment and Society: Advances in Research</i> Vol 9, pp 7-24. SUPPLEMENTARY 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>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>Case study: Tiny House Warriors http://www.tinyhousewarriors.com</p>
September 30	<p>Unsettling notions of green energy and sustainable development Part 1</p> <p>Guest lectures to be confirmed.</p>	See reading list in assignment hand-out.
October 7	<p>Unsettling notions of green energy and sustainable development Part 2</p> <p>Field visit to Chaudière Falls.</p> <p>*Reflection paper on Chaudière Falls will be due on Oct 11</p>	See reading list in assignment hand-out.
October 14	<p>Degrowth and “nowtopias”</p> <p>Guest lecture: Sakura Saunders, Mining Injustice</p>	<p>REQUIRED 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 https://greattransition.org/publication/the-degrowth-alternative</p> <p>Case study</p>

	Solidarity Network and Beehive Collective	Moratorium against metal mining in El Salvador
October 21	<p>Fossil Fuel Divestment</p> <p>Guest lectures: Claudia Campero-Arena, Nuclear non-proliferation treaty, Mexico</p> <p>Andrea Harden, Sunrise movement</p> <p>*Final project proposals due</p>	<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>
October 28	Reading week (Read Our History is the Future)	
November 4	Water, climate justice, and Indigenous resistance	<p>REQUIRED 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. Read prologue and chapters 1- 3 inclusively (pp.1-132)</p>
November 11	Water, climate justice, and Indigenous resistance	<p>REQUIRED 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 Read chapters 4-7 (pp.133-257)</p> <p>Guest lecture: TBC</p>
November 18	The Commons and radical action from below	<p>REQUIRED 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. <i>Open Democracy</i>.</p> <p>Guest lecture:</p>

	<p>Marcela Olivera</p> <p>*Book reviews due before class.</p>	<p>https://www.opendemocracy.net/en/democraciaabierta/zapattas-lecciones-de-auto-organización-comunitaria-en</p> <p>SUPPLEMENTARY 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: https://www.blueplanetproject.net/index.php/blue-communities-in-latin-america-solidarity-and-self-determination/</p>
November 25	<p>Social ecology</p> <p>Guest lectures:</p> <p>Ercan, Agboya, TBC</p>	<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>
December 2	<p>Ecological redistribution</p> <p>Guest lecture: Daniela DelBene, EJATLAS</p>	<p>REQUIRED Scheidel, A., Temper, L., Demaria, F. & Martinez-Alier, J. (2017) Ecological distribution conflicts as forces for sustainability: an overview and conceptual framework. <i>Sustainability Science</i></p> <p>SUPPLEMENTARY Pigrau, A., Cardesa-Salzmann, A., Jaria i Manzano, J. & Borrás, S. (2016). Measuring Environmental Injustice: How</p>

		Ecological Debt Defines a Radical Change in the International Legal System. <i>Journal of Political Ecology</i> , Vol.23, p.381-393 See EJATLAS for case studies: https://ejatlas.org
December 9	Final project presentations	

COURSE POLICIES

Submission of written assignments and late penalties

Late penalties will be enforced to ensure fairness in grading.

Assignments must be submitted via Brightspace before the beginning of class on the due date unless indicated otherwise. Late assignments will be subject to a reduction of the overall mark at the rate of 5% for each calendar day past the due date. Assignments will not be accepted more than a week past the due date (after the beginning of the following class). Uploading will be programmed accordingly.

Communications

Students should use their Carleton email account for all course-related correspondence, placing "GEOG 3209" in the subject heading. Please note that I may not respond to emails over the weekend. Email is an acceptable medium for simple inquiries, but not complex questions. If your question cannot be answered in a sentence or two, please speak to be during office hours or 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.

- If you are in need of mental health and well-being supports, please visit [Carleton's wellness page](#).
- If you need advice on dealing with a crisis, please visit the [Student Affairs website](#).

PANDEMIC MEASURES

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Masks are no longer mandatory in university buildings and facilities. However, we strongly recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

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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